

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Holy Family RC Primary School
Beechley Drive
Pentrebane
Fairwater
Cardiff
CF5 3SN**

School Number: 6813354

Date of Inspection: 26th November 2007

by

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Holy Family RC Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Holy Family Primary School took place between 26th and 28th November 2007. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Holy Family Roman Catholic Primary School is situated in the Pentreban area of Cardiff, which is the Unitary Authority (UA). It serves the Catholic community in the west side of the city. The majority of pupils are from the local area, which is a mixture of privately owned and local authority housing. Pupils come from a range of backgrounds with a full range of ability.
2. There are 116 pupils on roll between the ages of four and eleven. This includes a Reception class of 13 children who attend on a full time basis. There are a further four mixed age classes.
3. On entry, most children have just below expected levels of basic skills. The school reports that 21% of pupils are eligible for free school meals. This is very close to the average for primary schools in the UA and above the all-Wales average for primary schools.
4. About 20% of pupils have some degree of special educational need (SEN). Two pupils have statements of SEN for specific learning difficulties. Two pupils were temporarily excluded in the last school year. No pupil has been disapplied from the National Curriculum (NC). There are no pupils who are looked after by the UA.
5. English is the predominant language of all pupils. No pupil has Welsh as a first language. About 97% of pupils are of Welsh extraction and the others from a range of different backgrounds. No pupil has support in English as an additional language.
6. The school was last inspected in the Autumn Term 2001 when the previous headteacher was in post. Since the date of that inspection, the school roll has fallen by 65.
7. In the last year one full-time teacher has been appointed and one teacher has very recently returned from maternity leave.

The School's Mission Statement

8. The school's aims are wide and appropriate, reflecting the school's Roman Catholic ethos.
9. The school's mission statement is also extensive and appropriate. The statement emphasises that, "As a Catholic family we welcome all and value Christ in everything, while seeking the highest possible achievements."

The school's priorities and targets

10. The school's priorities and targets 2006/2007 are: -
- to raise standards in English, mathematics and religious education; and
 - to develop consistency in the use of assessment information.

Summary

11. Holy Family Roman Catholic Primary School provides a sound education for its pupils, which reflects its Catholic ethos. The headteacher gives a determined lead. The school has made steady progress since its last inspection.
12. The inspection team agrees with three of the seven judgments made by the school about the standards pupils achieve and the other areas of its work. Where the inspection team disagrees, the school underestimated by one grade the quality of its teaching and assessment, the quality of the learning experiences it provides, quality of care, the guidance and support provided for pupils and the quality of its self evaluation process. These differences are largely attributable to the uncertainty felt about the quality of provision in these areas in a period of significant staff changes, which occurred when the self-evaluation document was put together. These concerns were not justified.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	3

Standards

13. Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	80%	17%	0%	0%

14. Standards of achievement in lessons are good with no important shortcomings. They are above the Welsh Assembly Government (WAG) all-Wales target for 2007 for 98% of lessons to be at least Grade 3 and 68% to be Grade 2 or better.

Subjects and areas of learning for under fives

	Reception
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

15. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
16. Pupils with SEN achieve well and make good progress as a result of the good provision made for them.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Mathematics	2	2
Welsh as a Second Language	2	2
Science	2	2
Information technology	2	3
Design technology	3	3
History	2	2
Geography	3	3
Art	3	3
Music	3	3
Physical education	2	3

17. In the end of KS1 national assessments for seven-year-olds in 2007, starting from a just below average base, the percentage of pupils achieving at least the expected level (Level 2) was above the national and local averages in English and below in mathematics and science. When the results were

combined, the results were close to the local and national averages. In these assessments girls achieved better than boys.

18. When compared with those schools in the local area with a broadly similar proportion of pupils entitled to free school meals, the school's results were above most of these schools in English, below in mathematics and well below these schools in science. The combined results were close to most of these schools. Since 2004, results in the assessments for seven-year-olds have varied considerably due to the small size of the groups who were assessed where the performance of one pupil is very significant. In 2005 they were very high. The results in 2007 were better than in 2006.
19. In the 2007 national assessments for eleven-year-olds, the proportion of pupils reaching or exceeding the expected level (Level 4) in English was below the local and all-Wales averages and close to those averages in mathematics and science. The combined results were also below these averages. In these assessments girls out performed boys in English and boys out performed girls in mathematics and science. The combined results were also below most schools nationally and locally. The performance of boys in English had a significantly adverse impact on the school's overall results in these assessments. In 2007 some boys who were assessed had some degree of SEN in English. Since 2004 results in these assessments have varied for the same reason as in KS1. In 2006 results were very high. In 2006 the school exceeded the targets agreed with the UA. In 2007 these targets were not met. Generally pupils with SEN make good progress.
20. Pupils' standards and progress in the key skills are Grade 3 (good features outweigh shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening and reading are Grade 2. Pupils speak confidently and listen well. Pupils read well for a wide range of purposes. Pupils' writing skills in English are Grade 3. While pupils write for a broad range of reasons and in different styles, they do not construct their handwriting with sufficient care and neatness. On the whole, pupils do not show sufficient pride in the way that they present their work. In Welsh, bearing in mind pupils' starting points, they speak and listen well. They read and write with confidence. However pupils' bilingual skills are Grade 3 because they do not use both languages regularly and naturally across the school and in different subjects.
21. In both KS1 and KS2, pupils' skills in applying their knowledge in mathematics is Grade 2. Pupils' skills in information technology (IT) are Grade 2 in KS1 and Grade 3 in KS2. In KS2, pupils do not use IT consistently nor do they have easy access to computers in order to practise and to improve in this area.
22. Pupils' understanding of the significant features of their Welsh heritage is Grade 2. They have a good understanding of the history of cultural traditions of Wales. Pupils' personal skills are also Grade 2. They co-operate well together and with adults. However, they have a limited understanding of what they need to do to improve in the shorter term.

23. Across the school, pupils' problem solving skills are Grade 3. They do not readily think things out for themselves and many do not know how to answer open-ended questions. Pupils' creative skills are Grade 3. Across the school, pupils lack confidence to express themselves to a high standard in art, music and dance.
24. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration is good. They have positive attitudes. They are well behaved and relationships are also good. Pupils participate willingly in their lessons.
25. Attendance at 93% is above the UA and national averages. Pupils arrive at school punctually and lessons start on time throughout the day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	72%	22%	0%	0%

26. The quality of teaching is good with no important shortcomings. In the lessons seen the percentage of Grade 1 and Grade 2 lessons is broadly in line with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report (2005/06). Nationally the quality of teaching was at least good in 79% with 17% having outstanding features. In this inspection only 6% of teaching fell into this category.
27. In the Reception teaching is well organised and well planned to provide a wide range of appropriately stimulating learning experiences.
28. Across the school, in the best lessons strong features include:
 - carefully planned lessons so that pupils build systematically on what they already know and can do;
 - lively and effective introductions which hold pupils' attention;
 - high expectations of what pupils should achieve;
 - warm recognition of pupils' efforts;
 - good questioning skills which encourage pupils to think things out for themselves; and
 - good subject knowledge.
29. Where teaching had some shortcomings these were:
 - lessons slow to start;
 - objectives of the lessons not made clear;
 - lack of resources to ensure that all pupils are purposefully engaged in the lessons;
 - missed opportunities to develop pupils' bilingual skills;
 - low expectations of pupils' presentational skills;
 - insufficient activities to promote pupils' problem solving skills; and
 - pupils not given a clear enough picture of how they could improve their work.

30. There are detailed and comprehensive systems in place to assess pupils' progress in English, mathematics and science. Annotated collections of pupils' work to indicate the standard pupils should achieve year-on-year are in place. However, these are not used to agree standards pupils should achieve where pupils in the same age groups are divided into different classes. Teachers indicate clearly in English, mathematics and science the small steps pupils should take to improve their work in the short-term. This practice is not consistently applied in other subjects across the school. Pupils with SEN are assessed regularly and their needs are thoroughly addressed. Reports to parents meet statutory requirements.
31. The education provided by the school meets the needs of all pupils well. The curriculum is broad and balanced, and accessible to all pupils including those with SEN and disabilities. It meets the legal requirements of the NC. There is a wide range of out of school clubs, sports and other activities. All pupils have good opportunities to take part in them.
32. Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Spirituality is successfully encouraged across the curriculum. The school ensures that pupils have a strong sense of right and wrong. Collective acts of worship meet legal requirements. There are many well-taken opportunities for pupils to learn how to be responsible members of their community. Pupils are given good opportunities to appreciate their own culture and those of others. *Y Cwricwlwm Cymreig* is given proper emphasis.
33. Links with industry are very good and include teacher placements to industry. The previous experience of some staff in other occupations also helps pupils to build up a good understanding of the world of work. The school actively encourages positive attitudes to the cultures and traditions of all pupils, and actively discourages the stereotyping of individuals on any grounds. Pupils are building a sound understanding of sustainable development and global citizenship. They are actively involved through the school council in promoting and following a healthy eating initiative.
33. Links with parents are strong. Parents are kept well informed and are encouraged successfully to see themselves as partners in the education of their children. Pupils are well cared for, guided and supported. The school provides a safe and happy environment. It ensures that all pupils including those with SEN are equally valued and included. The quality of provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice in SEN.
34. There are extensive, well-documented arrangements which effectively contribute to pupils' well being. Child protection arrangements follow recommended good practice. There are detailed policies and arrangements to review pupils' attendance, punctuality, behaviour and performance. The school also has well organised policies and procedures for dealing with race equality, disability, discrimination and equal opportunities. There is an effective accessibility plan based upon a survey of the site, which allows for access for the physically disabled.

Leadership and management

35. The headteacher provides a determined lead. She has a clear commitment to promote high standards in a school where there is a positive ethos and where relationships are mutually supportive.
36. Teachers and non-teaching staff work closely together to ensure that all pupils have equal access to what is taught and to raise standards further. Subject co-ordinators provide positive leadership in their areas of responsibility. Because of recent significant staff changes and the subsequent re-organisation of subject responsibilities, there has been little time for the recent detailed reviews and initiatives following on from them to have their full effect or to be evaluated rigorously. There are appropriate arrangements for the headteacher and co-ordinators to look rigorously at first-hand, and on a planned basis, to assess the impact of teaching and learning, and to judge the success of changes.
37. The school takes careful note of national priorities and local initiatives. The introduction of a breakfast club has been a success and there are arrangements currently in place to foster positive attitudes to healthy eating and exercise. Community links are strong. The school council and eco-committee are both active. Preparation for the introduction of the foundation phase is well advanced. However, the provision for children to play in an enclosed area and to have easy access to large play equipment is limited.
38. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are appropriately organised. Ecological and environmental issues are carefully covered in the curriculum. However, the school does not make best use of its outdoor resources to provide pupils with a greater first-hand understanding of the wider environment and of conservation.
39. There are strong links with the receiving secondary school and with other schools and institutions in the area which are mutually beneficial. However, there are shortcomings in the provision for developing, consistently across the school, pupils' bilingual skills.
40. Links with the governing body are positive. The chair of governors and other governors are well informed and act appropriately as a supportive, yet challenging, friend to the professional leadership. Financial management is secure and well adapted to the school's needs. Arrangements to judge the success of spending decisions are well constructed and carefully put into practice.
41. The school has thorough procedures in place to enable it to collect and evaluate a wide range of information in order to carry out its self-evaluation. It includes reviews by all of those involved in the life of the school. There are close links between the school self-evaluation report, the school improvement plan (SIP) and identified needs for the performance management of staff. The school self-evaluation document promotes a solid

basis for school improvement. However, the current document is somewhat inaccurate in its overall judgements.

42. Since the last inspection in December 2001 and particularly lately, as a result of the support of the UA, the school has made steady progress. Some but not all of the key issues of that inspection have been well addressed. There is still work to do to improve standards in some subjects and in some of the key skills. The school still needs to give all pupils a clear idea of the steps they need to take in the shorter term in all subjects in order to improve their work.
43. There is a good provision of well qualified teaching and support staff to meet the needs of all pupils. Support staff are well trained and work effectively with teachers.
44. Day-to-day administration is efficient and effective. The school buildings are in reasonable repair. The school grounds are well maintained but under-utilised. The interior of the school is clean and attractive with many colourful and stimulating displays of artefacts and pupils' work. The building provides ample space for the number of pupils on roll.
45. Resources for learning are of a good quality and quantity. They are readily available. However, there is limited provision for Reception children to play in a secure outdoor area.
46. Overall, bearing in mind the steady progress the school has made since its last inspection, the standards pupils achieve and the overall quality of education provided the school gives sound value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1** raise standards in information technology, design technology, geography, music, art, physical education and key skills, including bilingualism where they are Grade 3;
- R2** take steps to improve pupils' handwriting and presentational skills across the school;
- R3** make consistent the good arrangement in some classes to indicate the small steps pupils should take in order to improve their work;
- R4** review regularly the progress being made with initiatives begun recently in order to raise standards further and take steps if necessary to ensure the success of these initiatives; and
- R5** improve outdoor provision for Reception children and make more use of the school's outdoor resources for teaching and learning about conservation issues.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
48. Pupils' standards of achievement in the lessons observed were as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	80%	17%	0%	0%

49. Pupils' standards of achievement in lessons seen are above the WAG All-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
50. Generally children begin school in the Reception with just below average basic skills.
51. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects and areas of learning for under fives

	Reception
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Mathematics	2	2
Welsh as a Second Language	2	2
Science	2	2
Information technology	2	3
Design technology	3	3
History	2	2
Geography	3	3
Art	3	3
Music	3	3
Physical education	2	3

52. In the 2007 national assessments for seven-year-olds in English, mathematics and science, results were above the local and national averages in English and below in mathematics and science. When these results are combined, the results for those achieving at least Level 2 were close to the local and national averages. In these assessments, boys achieved below the standards attained by girls.
53. When compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the results in 2007 were above the majority of these schools in English, below in mathematics and well below those schools in science. When these results are combined, the school's performance was close to that of most of these similar schools.
54. Since 2004, results in these assessments have varied considerably because the groups who took these tests were small. As a result the performance of one pupil is very significant. In 2005 the results were very high. In 2007, results have improved in comparison to those of 2006.
55. In the end of KS2 national assessments for eleven-year-olds in 2007, the proportion of pupils reaching or exceeding the expected level (Level 4) in English was below the local and Welsh averages and close to the local and all-Wales averages in mathematics and science. When these results were combined, the school's results were below the local and all-Wales averages. In these assessments girls out performed boys in English and boys out performed girls in mathematics and science.
56. When these results are compared to schools in the UA with a similar proportion of free school meals, results were below most of these schools in English and above these similar schools in mathematics and science. The combined results were below most of these similar schools. Since 2004, overall results have fluctuated for the same reasons as they have in KS1. In 2006, results in these assessments were very high. In 2007, overall results were adversely influenced by the low performance of boys in English. In 2006 the school exceeded the targets agreed with the UA. In 2007 the targets were not met. Generally pupils with SEN achieve well.
57. The overall development of key skills is Grade 3 (good features outweigh shortcomings).
58. In KS1 and KS2 pupils' standards and progress in the key skills of speaking and listening and reading is Grade 2 (good features and no important shortcomings). Pupils in both key stages speak clearly and constructively, they ask and answer questions appropriately. They listen carefully to their teachers and to each other. They read well for a range of reasons and use the Internet and reference books to find out information. Pupils' writing skills in English are Grade 3. Generally, pupils do not take sufficient care in presenting their work neatly when writing for a range of reasons and in different styles, for example, when recording their findings in science and when writing longer pieces of work in history. In many cases, pupils' handwriting is not consistently legible and well formed.

59. Pupils' achievements in communication in Welsh, bearing in mind their starting points, are Grade 2 overall. In KS1 and KS2 pupils speak and listen well in Welsh. They read and write in Welsh confidently. Pupils' bilingual skills are Grade 3. They do not use both languages regularly and naturally in their classes and in their day-to-day lives in school because they have limited opportunities to practise and apply these skills.
60. In both KS1 and KS2, pupils' mathematical skills are Grade 2. Pupils use their skills well in science to measure and to calculate results. They express the information they collect in geography and science in a range of graphs and charts, for example, as a result of the study of census data of the late Victorian period. They measure accurately in design technology.
61. Pupils' skills in IT are Grade 2 in KS1 and Grade 3 in KS2. Pupils in KS1 use simple programs, for example, to draw pictures and to develop their numeracy competencies. In KS2, pupils do not consistently use IT to draft, edit and print their work and to produce illustrated documents of a high quality.
62. Pupils' understanding of the richness of their Welsh culture is Grade 2. They know about the development of Cardiff during the 19th Century and about some of the history and traditions of Wales. They visit a wide range of places of interest both locally and further afield. They know about the work of some Welsh artists and composers.
63. Pupils' personal skills are Grade 2. Across the school, pupils behave sensibly and have positive attitudes. They treat each other with consideration and act responsibly.
64. Pupils' problem solving skills are Grade 3. Pupils in both KS1 and KS2 do not have sufficient well-planned opportunities to think things out for themselves, for example, by finding answers to open-ended questions or by solving problems set for them in mathematics, science or geography.
65. In both key stages, pupils' creative skills are Grade 3. Pupils do not express themselves as well as they could in art, music and dance. They lack the confidence and experience to compose, create and interpret ideas using a range of media and resources.
66. Pupils' co-operate well together. They share their ideas and their equipment willingly. They treat each other with respect and consideration. Pupils' personal and social skills are Grade 2.
67. Across the school, pupils have only a limited idea of what they need to do to improve their own learning and performance. This is Grade 3. Pupils do not consistently know the small achievable steps they need to take to make more progress in most subjects both in the shorter and longer terms.
68. Pupils' attitudes to learning, the interest they show in their work and ability to sustain concentration is good.

69. Pupils have positive attitudes. They are motivated, show enthusiasm for their work and school life, and are keen to do well. Almost all pupils work hard in lessons, concentrate well and make effective use of their time. They are eager to participate and have the capacity to work in groups and in pairs. Pupils develop increasing levels of concentration and an ability to work independently from a young age.
70. Pupils are well behaved and respectful of each other. Relationships are good and there is an atmosphere of mutual respect in the school. The foundations for good behaviour are laid very effectively in the early years and, as a result of the high expectations set by the school, even the youngest children know what is expected of them. Children have settled well at this early stage of the year. They take turns fairly and willingly share resources and tidy up independently.
71. Pupils throughout the school are friendly, polite and considerate. They relate well to adults. They move sensibly in and around the school and demonstrate a high degree of maturity. Pupils' behaviour during class and whole school assemblies is exemplary. The youngest children know this is a special time. During the inspection, KS2 pupils responded extremely well to the new arrangements for their assemblies.
72. Pupils work and play together well and relationships with each other are very good. Older pupils are sensitive to the needs of other pupils and help care for and support the younger ones. For example, older pupils on the school council and house captains willingly man the 'Friendship Stop' to help resolve conflicts and ensure that no one is without a friend at playtimes and lunchtimes. They provide very good role models for the younger ones. In discussions, pupils say they get on very well with adults and each other. They are happy in school. They value their teachers and there is nothing they would change. Bullying is not a problem and they are aware of what to do should it occur.
73. At 93%, the average rate of attendance for the three terms prior to the inspection is above the UA and national averages. Absences are caused mainly by illness but the overall rate is adversely affected by an increasing number of family holidays in term time and a very small number of families with poor attendance.
74. The vast majority of pupils attend school regularly and arrive on time at the start of the school day but a small number in most classes are persistently late. The very recently introduced breakfast club is very well attended. Pupils enjoy this valuable social time that provides a calm start to the day, improves concentration levels and supports the school's healthy eating programme.
75. Pupils work independently; they make good progress in their personal, social, moral and wider development. Pupils co-operate well in pairs and small groups from a young age. They take turns well, share resources and encourage each other during lessons and at other times such as when reading to adults and during informal meetings with the school council. In discussion, parents say their children develop strong attitudes and values, such as trust and honesty.

76. Pupils have a good understanding of equal opportunity issues because the idea is firmly embedded in the culture of the school. They have a strong sense of fairness and right and wrong
77. Pupils learn to understand other beliefs and cultures and demonstrate high levels of respect for those from other backgrounds. They learn about other cultures through after school activities such as the Spanish club and celebrate festivals such as Divali.
78. Pupils have a strong sense of citizenship within the school community and their place in the community because they participate in a really good range of projects and community events that help raise their awareness of the world of work. This starts in the Reception class with topics such as 'People who help us', and when older pupils work with professionals such as the First Minister of the Welsh assembly Government (WAG), TV weather presenters and sports personalities and coaches.
79. Pupils develop corporate responsibilities through their roles on the school council and eco committee. They feel they have a real voice in the school and have recently devised a questionnaire for parents and introduced the daily fruit tuck shop to support the school's healthy eating policy. Year 6 pupils and house captains help maintain positive relationships. They act as hosts and look after visitors, such as members of a parish group, when they attend performances and other events.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school underestimated by one grade the quality and effectiveness of teaching in meeting the needs of pupils and the curriculum. The school's self-evaluation took place at a time when there had been significant changes in the teaching staff. As a result, the school opted to be cautious when judging this key question.
81. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	72%	22%	0%	0%

82. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 78% of lessons. This figure is very close to the overall picture reported by HMCI in her Annual Report (2005/2006) where nationally the quality of teaching in primary schools was at least Grade 2 in 79% of lessons with 17% having outstanding features. In this inspection only 6% of teaching fell into this category.

83. In the Reception class, teaching is effectively planned and organised for children to take a full part in a wide range of suitable learning experiences. Children settle into Reception and achieve well from just below expected starting points.
84. Across the school, teachers generally have high expectations of their pupils. They establish supportive and constructive relationships. Lessons are well planned so that pupils build systematically on what they have learnt previously. Teachers value their pupils and respond warmly to their efforts. They make sure that pupils understand what is expected of them in their lessons.
85. In the best examples, the topic to be studied is introduced in a brisk and lively way so that pupils are very interested and eager to learn more. Teachers use the interactive whiteboard very effectively to make the subjects come to life, for example, when looking at life in a Stuart household or when observing the dangers of the D-Day landings in World War II.
86. In these lessons, the teachers question very well and encourage pupils to think things out for themselves, for example, in finding different strategies to calculate problems in mental arithmetic. Pupils' efforts are warmly recognised and as a result they respond very readily. In these lessons teachers show very good subject knowledge and pass this on very successfully to their pupils. Pupils are encouraged effectively to identify with the characters and situations and to feel a strong sense of empathy with them. In the best lessons, teachers make pupils very aware of what they have done well and what they need to do to achieve more.
87. In the lessons where teaching had some shortcomings, lessons were slow to start and pupils were not made sufficiently aware of what was expected of them in the time available. Pupils spent too much time passively observing in lessons where in planning they were expected to handle and examine objects actively. In some lessons, pupils' progress was limited by a lack of resources. Teachers missed opportunities to develop pupils' bilingual skills and confidence. They were too ready to accept untidy work and did not provide sufficient guidance to individuals about how to achieve more. They missed opportunities to encourage pupils to think things out for themselves.
88. There is a comprehensive system of assessment which tracks pupils' progress over time in English, mathematics and science. This process includes the analysis of results from a range of national and standardised tests in these subjects.
89. Teachers in all classes have used the information from assessment well to group pupils within the classroom to support the improvement in standards in English, mathematics and science. Teachers moderate standards in these subjects at the end of KS2 as part of the transition to the secondary school.

90. Teachers' evaluations and records in other subjects seldom identify strengths and weaknesses in pupils' knowledge and understanding. As a result, subsequent lessons or group tasks are not based sufficiently enough on pupils' prior knowledge. There are collections of pupils' work in all subjects to indicate the standards pupils should achieve year-on-year. However, these are not used consistently to set standards between similar groups in different classes.
91. Pupils in some classes have a good understanding of their own progress in English, mathematics and science and are beginning to appreciate how well they are doing in these lessons and what they need to do to improve their work. However, there is a lack of consistency in this practice across classes and in subjects.
92. Reports to parents for children under five are of a good quality. Reports in KS1 and KS2 provide useful information to parents about their child's personal development and about what they have studied. They provide sufficient information on what children know, understand and can do and describe the next steps for development. However, there are no opportunities for parents to comment on the report.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

93. The inspection team's findings do not match the judgements made by the school in its self-evaluation report. The school underestimated by one grade how well it provides appropriate learning experiences for pupils.
94. The curriculum is broad, balanced and accessible to all pupils, including those with SEN and disabilities. It meets all the requirements of the NC. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
95. The school works closely with other professionals to identify pupils with SEN and the school is involved in a good mathematics intervention programme. It has sought to raise standards via a number of initiatives in English and mathematics.
96. All schemes and policies are up-to-date. The schemes of work are clearly laid out and systematically develop skills and knowledge in each subject. Detailed planning for the teaching in the key skills is newly in place.
97. A particularly effective element in the curriculum is the provision for out-of-school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. In addition, the curriculum is considerably enriched by visits to places of educational interest, including

historical and industrial sites and local buildings. All pupils have access to a wide range of activities and the take up is high. Pupils in Y6 have good opportunities to take part in a weekend activity residential visit.

98. The curriculum is further enhanced by music lessons for pupils provided by visiting brass and violin teachers. Pupils also benefit as a result of linking with other primary schools for sporting fixtures and music activities.
99. The school promotes pupils' personal development well including their spiritual, moral, social and cultural development. Spirituality is developed during assemblies and during certain aspects of English, art and music lessons. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world.
100. The school has strong links with the parish and the priest visits the school on a frequent and regular basis. Collective worship takes place daily and links are made with the services that take place in the parish church. Pupils participate in these services on a regular basis. The good quality of the pupils' singing adds significantly to pupils' spiritual and cultural development.
101. The school actively promotes pupils' cultural development. Pupils study their own and others cultures in history, geography, art and music.
102. Arrangements for pupils' personal and social education, including health and sex education are good in KS1 and KS2. Provision is enhanced by regular discussion time. The school provides many good opportunities for pupils from Y2 to Y6 to learn to take on responsibilities and make decisions when representing other pupils on the school council and eco-council or when submitting ideas to it.
103. The school is enriched by effective partnerships with parents, the other local schools, the church and the whole community. Visiting speakers enrich all aspects of the curriculum. There are good links with the receiving secondary school, which promote curriculum initiatives. Speakers and visitors enhance curricular provision, for example, in history in Y1 and Y2. The school has recently become involved in the Healthy School scheme. The school has a well established tradition of raising money for a variety of charitable organisations.
104. There are useful links with Careers Wales and a small number of industry links. Two teachers have benefited from placements in industry, which has enhanced their professional development and teaching skills. There is a strong partnership with industry.
105. Pupils throughout the school are involved in first-hand experiences in workshops and carefully planned educational visits which have resulted in interesting work. This starts in the Reception class through role-play activities and when children work with 'People who help us' such as the police, fire

fighters and the helicopter service, as well as a farmer with his tractor and is further developed in KS1.

106. Pupils' work in many areas of the curriculum is enhanced through working with theatre groups, as well as through visits, for example, to Swansea Bay, the Museum of Welsh Life at St Fagans and Llancaiach Fawr. Their work on sustainable development is enhanced through their involvement in the 'Really Rubbish' campaign and visit to the environmental centre as well as commercially sponsored competitions.
107. The school nurse, police liaison officer, and the emergency services support the school's personal and social education (PSE) programme well.
108. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities.
109. Pupils have a good knowledge of energy and water conservation and the effects of litter. Pupils and the community are involved in recycling and composting projects. The school acts in a sustainable way.
110. Pupils' awareness of global citizenship and 'fairtrade' is raised through their studies in geography and through fundraising events. Opportunities for pupils to develop the skills required to support economic development are good. Y6 pupils participate in an annual mini enterprise project. Role-play activities are used effectively to develop entrepreneurial skills.
111. The school council and Eco Committee provide pupils with a voice in the school. Representatives from all classes develop team building and negotiating skills. They have recently sought the views of parents on healthy eating and now sell fruit as well as toast in the tuck shop. Older representatives run the shop on a daily rota basis.
112. The school is at the heart of the parish and attends well to national priorities for lifelong learning and community regeneration. The school hosts courses for parents which enable pupils to see adults as lifelong learners. The community has used the premises for many years and pupils go out into the community to entertain, for example, carol singing at Mermaid Quay.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
114. Pupils are very well cared for. They are guided and supported in a very positive and happy environment. The school has a very positive ethos and

every pupil is valued and included. The school works effectively with health professionals and external agencies.

115. The school knows the pupils and their families very well and has a very positive partnership with parents and carers. Communication with parents through a variety of ways is very effective. Weekly newsletters and other communications, including the website, keep parents well-informed about school life. There is very good daily informal contact and the home/school book provides valuable dialogue between teachers, parents and pupils.
116. Parents' views on initiatives, such as healthy eating, are sought through questionnaires. They are involved in reviewing documents, such as the behaviour and anti-bullying policies. In discussion at the pre-inspection meetings and during the inspection, parents say they value the approachability of staff. They feel their children are very well cared for in a family atmosphere. Their worries or concerns are taken seriously and the school responds positively to suggestions. Parents feel they are seen as partners in their children's education.
117. Parents gain an insight into topics and subjects being taught and the ways they can help their children through termly overviews and by supporting their children in class during the school day, for example, through hearing them read. Parents and grandparents assist in other ways, for example, by accompanying children on educational visits.
118. The small but very active Friends of Holy Family Association organises fundraising and social events that are very well supported and provide valuable resources for the school, including awards and trophies and fun activities for the children.
119. Induction arrangements for children entering Reception class are carefully planned and implemented. Effective procedures including a buddy system are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life.
120. There are well-established transition arrangements from KS2 to KS3. The schools are involved in a wide ranging cluster Transition Plan. KS3 teachers occasionally visit and teach Welsh and physical education. Pupils are involved in a programme of visits to the school and participate in a music day. In discussion during the inspection, parents said their children are very well-prepared for the next stage of their education.
121. The school provides high quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
122. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils take on a good range of responsibilities. Y6 pupils have formulated an anti-bullying contract with appropriate rules and consequences. Pupils say that bullying is not an issue. They are confident that adults in the school deal quickly with any worries and concerns.

123. There are a few pupils who have behaviour difficulties and present teachers with challenging behaviour. They are managed positively and sensitively, and are not allowed to disrupt other pupils' learning. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
124. In discussion, parents and governors at the pre-inspection meetings and visitors during the inspection, praised the calm, mutually respectful atmosphere in the school and pupils' behaviour on out-of-school activities and visits.
125. The recently introduced breakfast club is very well attended. Pupils enjoy this social time and, as a result, punctuality and concentration levels have improved. The club supports the school's healthy eating policy. It provides a calm start to the day and is a very useful facility, particularly for working parents. The school council is active and effectively encourages pupils to develop an understanding of the democratic process.
126. Parents are reminded regularly of the detrimental effects of lateness and non-attendance on their children's education. The school sets targets for attendance and there are plans to introduce rewards and incentives to improve attendance and punctuality by the end of term but these are not yet in place.
127. The school is in its first year of 'The Healthy Schools' scheme. It promotes health and fitness for pupils through a wide range of extra curricular activities and the recently introduced breakfast club. Lunch is cooked on the premises. The menu generally consists of low fat, salt-free meals, healthy options and fruit and salad are available daily. Pupils are encouraged to drink water and they all have water bottles in classes. Pupils understand the need for exercise and a balanced diet.
128. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. The school health nurse provides appropriate training for staff, for example, on the use of equipment to treat allergic reactions and is available to meet parents during her morning visit or by prior appointment. The school has clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care.
129. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to all issues relating to the welfare of pupils.
130. Child protection arrangements follow recommended good practice with designated named persons and nominated governor. All staff are aware of the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
131. The quality of provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice. The effective diagnosis

and analysis of data for SEN pupils ensures that individual education plans (IEP's) and targets are set with the co-operation of teachers, the special educational needs co-ordinator (SENCo), pupils and parents. A group of pupils from Y4 have individual mathematics plans (IMPs) and are making steady progress. Pupils with SEN are purposefully supported and make consistently good progress in their learning. The SENCo undertakes her role efficiently and liaises well with outside agencies. The responsible governor for SEN oversees the provision well.

132. The school has well-planned and documented procedures for dealing with race equality, disability discrimination, equal opportunities and any bullying. The school promotes diversity and equal opportunities well. A good range of activities is provided for pupils through personal and social education, which enable them to raise self-awareness and develop an understanding of diversity and equal opportunities.
133. There is a suitable accessibility plan for the disabled which takes account of the school site and buildings. There are appropriate arrangements to ensure access to all parts of the school for the disabled.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

134. The findings of the inspection team matched the judgements made by the school in its self-evaluation. This judgement is one grade below that made in Key Question 1 and Key Question 2 because following significant changes in the teaching staff and a subsequent re-organisation of responsibilities, initiatives which have recently begun have not had sufficient time to have their full effects.
135. The headteacher gives a clear sense of direction for the work of the school. She leads it with determination and a strong commitment to promote high standards in an environment which reflects the school's Catholic ethos. Staff work purposefully together. Together, they have prioritised and set in place a wide range of initiatives with the support of the UA following a recently completed detailed review of teaching and learning in all subjects. All share a strong sense of commitment to the school and carefully ensure that all pupils have equal access to what is taught.
136. All professional staff give a positive lead to their subjects. In English, mathematics and science they carefully review the information they gather about pupils' long-term progress and judge accurately whether or not pupils are making the progress it would be reasonable to expect of them. They do not, however, consistently indicate to pupils in all subjects, the small steps

necessary for pupils to take in the shorter term to raise their individual standards further.

137. The school has taken careful account of national priorities and local initiatives. There is a very well supported breakfast club. The school is promoting healthy lifestyles and healthy diet. There are close links with the local Catholic community and with the wider community. The school council and eco-committee are active and have good opportunities to exercise responsibility and to behave democratically. Pupils know that they have responsibilities as members of their school community. Preparation for the introduction of the Foundation Phase is well advanced. Sound arrangements to provide teachers with time during the taught week to plan, prepare and assess are in place.
138. Ecological and environmental issues are included in the curriculum. However, little has been achieved in developing an area of woodland in the school grounds as a learning resource for pupils to have a greater understanding of the need to look after the wider environment and the importance of conservation. The school does not give sufficient attention to the development of pupils' bilingual skills which are under-used. There are strong links with the local secondary school and with other schools in the area which include other providers of education and training.
139. Detailed arrangements are in place which are used regularly for the senior management team and subject co-ordinators to look first-hand at teaching and learning and to link their findings to future training needs. Performance management procedures are well-established and carefully managed. Most subject co-ordinators have recently taken on new responsibilities and work constructively and enthusiastically with colleagues, sharing their expertise and ideas readily. However, because of the short time since these changes took place, many issues correctly identified for attention have not been addressed. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
140. Links with the governing body are strong. The governing body meets its statutory duties in full. The chair of governors provides a clear and effective lead. Individual governors support the school well and are interested and well-informed about the longer term needs of the school as well as its day-to-day problems and successes. The financial management of the school is well organised. Governors judge the success of their spending decisions rigorously. They plan ahead well and have a good understanding of the school's longer-term strategic needs. The governing body holds the leadership of the school properly to account and acts constructively as a supportive, yet challenging, friend to the senior management team.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school underestimated by one grade how well it evaluates its strengths and weaknesses and plans for improvement.
142. There are thorough procedures in place to gather information about the performance of the school. The school uses a considerable amount of first-hand evidence on which to base its judgements. Extensive discussions have been held with staff, governors and others connected with the school in order to agree the grades awarded to each of the key questions. The headteacher and professional staff utilise a range of reliable assessments to review carefully the performance of pupils in order to judge whether or not they are making the progress of which they are capable. Subject co-ordinators are well informed about the performance of their areas of responsibility as a result of a very detailed subject review, and plans for improvement are made.
143. The self-evaluation document is logically assembled and provides a generally accurate picture of the school's strengths and weaknesses. It is closely linked to the School Improvement Plan (SIP), which is a practical working document. It sets out carefully prioritised initiatives to bring about improvement. The SIP is closely linked to the school's performance management programme and to the self-evaluation process. It takes account of national priorities, for example, in planning to provide appropriate arrangements for teachers to plan, prepare and assess during the taught week.
144. The inspection team agrees with some of the school's strengths and areas for improvement. Where it disagrees, this is because the school underestimated by one grade the quality of teaching, training and assessment, the quality of the learning experiences it provides and how well pupils are cared for, guided and supported. It also underestimated how well its leaders and managers evaluate and improve quality and standards. These differences are largely attributable to the concerns which the school had over the impact of the significant changes in staffing which occurred around the time when the school's self evaluation document was being completed.
145. Since the last inspection in the Autumn Term 2001 and with recent support from the UA, the school has made steady progress in addressing the key issues of that inspection. Standards in mathematics, science and history have improved across the school; in Welsh as a second language and in IT standards have improved in KS1 and remained the same in KS2. Generally teachers' subject knowledge and classroom management skills have improved.

146. The roles of subject co-ordinators have been strengthened recently.
147. Standards in some but not all of the key skills have been improved. However, there is still work to do in addressing shortcomings in the key skills of writing in English, in the use of IT across the curriculum, in pupils' bilingual competence and in problem-solving and creative skills.
148. Pupils are not sufficiently aware in all subjects of the small steps they need to take to improve further. However there are now useful collections of pupils' work in English, mathematics and science.
149. Resources for the teaching of information technology have been improved but are still less than found in most schools. Provision for children in the Reception is generally good, although provision within the secure play area is limited. There are strong links with industry which now enrich the curriculum.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 3: Good features outweigh shortcomings

150. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
151. The school employs sufficient teachers with the necessary qualifications and skills to meet the needs of the pupils and cover the curriculum effectively. Teachers and support staff benefit from a suitable and varied programme of professional development. All members of staff have appropriate job descriptions, which are regularly reviewed. The school has appropriate policies for performance management.
152. Most classes are small. Support staff are well-trained and work effectively with teachers to ensure that pupils progress well in their learning.
153. The school values its administrative, caretaking, cleaning and catering staff as part of the school team. The school building is kept clean and tidy and the day-to-day running is smooth and well organised. The large grounds with both hard surfaces and extensive grassed areas are well maintained.
154. The school building is generally well decorated and in fairly good repair. Internal walls are attractively decorated with displays of pupils' work that reinforce learning and celebrate achievement.
155. Accommodation both indoors and out is generous for the number of pupils on roll. In addition to classrooms and administrative areas, there are a number of rooms for specialist teaching and individual or group support for pupils. There is also room for adults to meet or carry out private study.
156. There is a good supply of teaching and learning resources which make their learning interesting. The library is well stocked.

157. The school uses the grassed areas in the extensive grounds well. However it does not make best use of the paved area outside the Reception classroom to stimulate the senses and engage the interests of young children. There is currently no access to the outdoors for Reception children to use independently. They also have restricted independent access to climbing equipment and large wheeled toys.
158. The school's resources are closely matched to the needs of the curriculum. The computer suite has recently been upgraded with new computers and new software. However the new provision is still barely adequate. Staff and pupils use this facility regularly. The library has been re-stocked.
159. Staff are effectively deployed to make good use of their strengths and experiences in a range of subjects across the curriculum. Teaching and non-teaching staff regularly attend training courses to improve their skills.
160. The school has established a manageable system for all staff to be released for the statutory planning, preparation and assessment time. This is continually being reviewed in order to have a positive effect on standards.
161. Overall, bearing in mind the steady progress the school has made since its last inspection, the standards pupils achieve and the overall quality of education provided, the school gives sound value for money.

Standards achieved in subjects and areas of learning

UNDER FIVES

162. The school provides education for Reception children only.
163. The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language Literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

164. Reception children receive a considerable amount of individual attention and frequently contribute their own ideas when working with adults. As a result, they speak very clearly using sentences of increasing length.
165. Children listen to adults and to each other with growing skill and attention.
166. Reception children frequently choose to sit in the book corner, selecting books in English or Welsh. They handle books confidently when they 'read'

alone, holding them correctly and turning the pages with care. Children accurately describe what is happening in the pictures. They understand that the text gives more information about the story and point to the words. Children correctly name some of the letters they see there.

167. Children have a growing understanding of the sounds of letters (phonics) and they correctly identify a number of initial sounds. Most children correctly draw objects beginning with a particular letter sound.
168. Most children recognise and write their own names accurately, shaping and orienting the letters accurately. They successfully use emergent writing in their role-play, when recording information on 'bus tickets' and conveying their wishes into the wishing well.
169. Children quickly learn a number of Welsh songs and rhymes and follow instructions given in Welsh. They soon gain confidence in using the language themselves and sometimes respond in Welsh to questions given in English.

Shortcomings

170. There are no important shortcomings.

Personal and Social Development

Grade 2: Good features and no important shortcomings

Good features

171. Children quickly form constructive relationships with adults and with each other. They share and take turns well. When carrying a bucket of water between them children co-operate successfully in order to balance it.
172. Children begin to consider thoughtfully the needs of others when they thank God for their families and friends.
173. Children enjoy receiving visitors and learn about the importance of making them feel welcome. They welcome a new baby and his mother and begin to understand the importance of caring for those who cannot help themselves.

Shortcomings

174. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

175. Children quickly begin to understand that mathematics is part of everyday life because adults help them to make calculations and estimations frequently during daily play activities. Children explore capacity, weight, length and time through their play opportunities and successfully match, sort, order and count a range of objects. They correctly identify and name basic colours.
176. Children begin to correctly observe the differences between two-dimensional and three-dimensional shapes. They accurately describe the properties of three-dimensional shapes and enthusiastically explore these out of doors. They successfully differentiate between cylinders, cubes, cuboids, cones and spheres and name some of them independently. They skilfully test three-dimensional shapes by rolling them down the grassy bank and correctly explaining why some roll more successfully than others.

Shortcomings

177. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

178. Children develop a good understanding of the use of technology in everyday life. They begin to use 'adult' equipment, such as binoculars and cameras, with help to find out about the world in which they live. Children also successfully give simple instructions to a programmable toy, helping it to move and turn correctly.
179. Children enjoy studying the natural world in the woods and grassed areas surrounding the school. They competently use magnifying glasses to examine minibeasts and make careful observations of their characteristics.
180. Children discover for themselves that plants grow from seeds. They grow their own cress and competently use this as a filling for the sandwiches that they make.
181. Children begin to develop effective early mapping skills when they correctly give their friends instructions on how to find objects they have hidden outside.
182. Children have a growing understanding of the use of signs for information and communication. On observational walks they record photographic evidence of signs they find. They begin to discuss their purpose thoughtfully.

Shortcomings

183. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

184. Children explore a wide variety of art and craft techniques with growing confidence and skill. They weave using paper; they stamp repeating patterns and make colourful splatter pictures. They use bubble paint very effectively and successfully create an attractive collage of a peacock.
185. Children competently use sponges to paint large areas for their artwork. They capably draw the pail of water for Jack and Jill. Children mix paint carefully to produce new colours. They know that adding white to black paint makes it turn grey.
186. Children use craft materials imaginatively when making a necklace for the puppet. Children take great care over their work. When making hair for the puppet, they cut neatly and glue accurately.
187. Children creatively dramatise the nursery rhymes or songs they learn. They imaginatively indulge in role-play, particularly when travelling on the bus. Children enthusiastically explore the sounds made by musical instruments when selecting those most appropriate for the sound of the bus.

Physical development

Grade 2: Good features and no important shortcomings

Good features

188. Children frequently dress and undress themselves for their outdoor play, managing their waterproof clothing with increasing skill.
189. Children confidently walk up and down steps to the grassed area, alternating their feet. They skilfully carry small buckets containing water up the grassy hill, without spilling any.
190. In physical activity sessions, children clearly demonstrate that they understand the importance of warming up. They successfully roll and bounce balls to each other using appropriate force, fairly accurately judging the distance between them and their partner. Children begin to understand the principles of ball games and successfully develop their hand and eye co-ordination.
191. Children develop their skills effectively by taking part in a wide variety of play activities and creative tasks. They competently handle painting and gluing materials and use scissors skilfully in their art and craftwork.

Shortcomings

192. There are no important shortcomings.

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

193. Pupils in KS1 and KS2 listen well. They discuss their ideas confidently. They listen carefully and respond appropriately. In KS2, pupils speak clearly in a range of settings and contexts. They have well developed vocabularies and discuss ideas amongst themselves and with adults well. They listen carefully for increasingly long periods and maintain interest in what they hear from their teachers and from other adults.
194. In KS1, pupils make good progress in reading. They read at appropriate levels when reading as individuals or when reading together. They read confidently when reading aloud. They talk about their favourite stories and recall the main events in them. Nearly all know the main features of a book and recognise the sounds which letters make. They blend these sounds together accurately in order to read unfamiliar words.
195. Pupils in KS2 generally read fluently. They read accurately when using the Internet and reference books for research. They give clear and well expressed reasons why they prefer some authors to others. They recall longer stories and poems they have read or they have heard being read to them.
196. Pupils in KS1 write well. In Y1 and Y2, pupils are developing legible letter shapes. They write short sentences and organise short stories logically. They use capital letters appropriately when beginning a new sentence.
197. Pupils in lower KS2 write confidently and show a good understanding of how to punctuate their work accurately. They use adjectives and adverbs appropriately when writing a myth. Pupils in Y5 and Y6 analyse the plot of Macbeth systematically. They find out the meaning of unfamiliar Elizabethan expressions. They write a newspaper report telling the story of Macbeth. They use direct and indirect speech effectively. They write in different styles, for example, constructing an informative and interesting obituary for Roald Dahl.

Shortcomings

198. while there are no important shortcomings, across KS2, pupils' handwriting and presentational skills vary in quality considerably. A minority of pupils do not write with sufficient care and attention to clear and consistent letter formation.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

199. Pupils in Y1 can count to 50. They know odd and even numbers to 20. They can double numbers to 10. Pupils in Y2 count in tens and begin to understand the value of numbers by their position. They competently double numbers to 20. They use their knowledge of money to help them do this when they exchange 1p coins for one 10p coin. They recognise line symmetry and accurately draw their own lines. They use everyday language to describe the features of familiar two and three-dimensional shapes. They explain what a simple block graph means.
200. A significant number of Y3 pupils say quickly what is 10 or 9 more or less than any two-digit number. They recognise the hour, half hour and quarter past the hour on a clock with hands as well as when using a digital clock.
201. Lower ability pupils in Y4 use their knowledge of numbers to double a digit to 30 competently.
202. More able pupils in Y4 read the time to 5 minutes and answer problems, for example, 'It is 3:10. What time will it be in 25 minutes?' Pupils in Y5 mentally multiply two or three digit numbers by 10, and divide hundreds by 10. They use the four times table to find answers to the eight times table. They use previously learned strategies whilst doubling and halving confidently. They competently use a calculator to check their results.
203. Pupils know the relationship between metric units and change one to another accurately. They solve problems by extracting and interpreting information presented in tables, graphs, charts and diagrams. They recognise parallel and perpendicular lines and the properties of rectangles.
204. Most older pupils in KS2 plot and record co-ordinates accurately. They understand and use negative numbers competently.
205. A significant number of pupils in Y5 and Y6 identify and use the appropriate operations, including combinations of operations, to solve word problems involving numbers and quantities and explain their methods and reasoning.
206. Pupils in Y6 plot and record co-ordinates using positive and negative numbers effectively. They use a protractor to measure acute and obtuse angles to the nearest degree. They understand area measured in square centimetres, and understand and use the formula for calculating the area of a rectangle.

Shortcomings

207. While there are no important shortcomings, younger pupils in KS2 do not have a secure understanding of the mathematical principles that underpin some of the techniques they apply to their work.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

208. In both key stages pupils have a clear appreciation of how to investigate ideas. In KS1 pupils carefully explore why woodlice prefer one habitat to another. They look for and record differences in the properties of common materials. They use their knowledge of materials to suggest which materials should be used to build a new school. They test how different factors influence how quickly materials dry. They make sensible predictions. They carry out tests to look at what plants such as cress need to grow well, and how some pasta shapes change when wet and others remain the same.
209. In KS2, pupils have a well-established understanding of how to conduct an experiment and do so confidently and carefully. They investigate how, when an elastic band is stretched, the pitch of the sound it makes changes. They classify materials accurately, using magnetism as a criterion. They understand that some magnetic materials are made up of a mixture of metals. They test materials to find out which are transparent, translucent and opaque.
210. Older pupils in KS2 have a good understanding of the roles of constants and variables when carrying out a fair test. They investigate systematically how the size of a parachute influences the rate at which it falls. They measure carefully the impact using plasticine to indicate the velocity of the parachute as it falls. They measure forces accurately and use specific terms to describe them.
211. Older pupils know how to build a simple circuit and how to identify quickly and accurately when a circuit diagram is incorrect. They know that circuits can be built in series and in parallel. They argue logically about constants and variables when explaining why the brightness of a bulb in a circuit can be changed.
212. Pupils in both key stages build well on their previous knowledge of life processes. In KS1, pupils know the life cycle of a butterfly and recognise the main differences between plants and animals. They know that the seasons change because of the way in which the earth moves around the sun. They know that good food and exercise is an important part of a healthy lifestyle.
213. In KS2, younger pupils collect information about how children differ and grow, for example in the colour of their eyes and the length of their limbs. They classify information they gather systematically producing a range of graphs and pie-charts. They draw accurate conclusions from them and use scientific language accurately and appropriately.

Shortcomings

214. There are no important shortcomings.

Welsh as a second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

215. Pupils in both key stages demonstrate positive attitudes to learning Welsh. When teachers speak Welsh they are good role models for the language. Pupils listen well, both to their teachers and to each other.
216. In KS1, pupils enjoy their lessons and show enthusiasm in learning the language. They understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings such as '*bore da*', '*prynhawn da*' and they can use questions such as '*pwyt ti?*' to retrieve personal information. They recognise and respond well to a series of commands and instructions.
217. Year 2 pupils know the names of the colours of the clothes in their 'Big Book' story. They know and pronounce correctly the vocabulary associated with their topic 'Toys'. They know and use the relevant sentence pattern. They sing an appropriate song well. They use IT to write sentences about the topic for the term, for example, 'Homes'.
218. Younger KS2 pupils write words, phrases and a few sentences to express simple factual and personal information within their experience, for example, 'My favourite breakfast food'. They have good pronunciation and intonation.
219. Older KS2 pupils listen attentively and answer confidently. They work well in pairs to ask and answer questions about previous topics they have learnt, for example, 'where we live'.
220. Y5 pupils organise a fashion show wearing clothes of their own choice. They know the names of a wide variety of articles of clothing and most pupils confidently read aloud, with good pronunciation, a description of their partner's clothes.
221. Y6 pupils talk about their family members and describe them. Most pupils can answer questions about their family using different ways of starting the sentence. They read an interesting description about their family. They make progress with their descriptive passages by linking sentences together and including a wide range of new adjectives. They competently transfer their answers to their books and most pupils spell correctly.

Shortcomings

222. While there are no important shortcomings, pupils do not use their skills and understanding of the language in other non-formal situations.

History

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

223. Pupils in KS1 know how they and their families have changed since they were babies. They compare things that they do in school with the daily routines of 'Elsie' who lived a long time ago. They know that their clothes and toys have changed from those their grandparents used. They learn from listening to visitors what it was like in people's homes before washing machines and vacuum cleaners were available. They place everyday objects accurately in chronological order. They visit the Museum of Welsh Life at nearby St Fagans and examine Victorian household artefacts. They learn how they were used. They know something of the lives of some famous people of the past, such as Queen Victoria.
224. In KS2 younger pupils know about life in a Celtic roundhouse and compare Celtic designs and artefacts with those of the Roman invaders. They know that Celtic round houses in Cornwall differed from those in Wales. They contrast life of the rich and poor in Tudor times with their own.
225. Older pupils in KS2 have some understanding of life in Wales in Victorian times. They analyse carefully a school logbook for the period 1884-1885 and identify the reasons why pupils were absent. They draw informative graphs to indicate the most common illness the pupils suffered. Pupils in Y5 and Y6 utilise the 1881 census return well to reveal the occupations and family backgrounds of people who lived in Peel Street in Cardiff at that time.
226. Older pupils in KS2 know about the main events of World War II. They know from interviews with people who were alive at the time about the hardships and dangers for ordinary people as they went about their lives, for example, when the Canton area of Cardiff was bombed. They have a strong sense of empathy with those killed or injured. They use the Internet and reference books well to increase their knowledge of some of the major world leaders of that time. They study original film made during the D-Day landings and as a result appreciate the dangers which were overcome, and the cost in lives which resulted.
227. Older pupils use a variety of source materials and artefacts, including newspaper reports, photographs and equipment well to find out information for themselves. They appreciate the difference between fact and opinion. They know that different people who were there at the time can interpret the same event from different perspectives.

Shortcomings

228. There are no important shortcomings.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

229. In KS1 pupils know their routes to school and record them. They identify the places they pass and write about the places on the way that they like and dislike. They draw simple maps of their school and enhance them well with photographs they take with a digital camera. They align their maps accurately using the points of a compass.
230. Pupils compare the natural features of their locality with a man-made environment and identify different land uses in their area, such as shops and houses. They are beginning to identify the main physical features of their own country.
231. Pupils in KS2 identify symbols and produce their own maps to represent physical and human features in locations they are studying. They use simple co-ordinates to identify places on a map.
232. Older pupils in KS2 compare the weather in Egypt with their own. They identify routes to Egypt and navigate around a large-scale map of Cairo.
233. Pupils in KS2 recognise the need for conservation and for protecting their environment. They use the Internet and reference books appropriately to develop their geographical knowledge and understanding.

Shortcomings

234. Pupils in both key stages have limited understanding of how to use their geographical skills to study contrasting localities either in Wales or elsewhere in the world.
235. Pupils' understanding of the contrasts and similarities between India and Wales are superficial and lack any in depth study of life in the Indian village identified in the curriculum.

Information Technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

236. Year 1 pupils competently use the mouse to select and deselect tools and icons in programs. They use a simple word processing program to write simple sentences and a modelling package to drag pictures to an appropriate position

to represent real or imaginary situations. They use a simple data-handling package to produce a pictogram and block graph to display the data they have collected about their eye colour.

237. Y2 pupils competently use a simple database to enter details about party food from a tally chart. They make a block graph and successfully answer the questions. They save and print their work. They use a graphics package with increasing confidence to produce repeating patterns.
238. Most Y3 pupils competently use a desktop publishing program to produce an attractive poster about Egypt. More able Y4 pupils confidently copy and paste, arrange images and take account of their audience whilst creating a presentation about Egypt. Most Y5 pupils improve their skills in their word processed writing, for example, by using a range of fonts, colours and styles of text whilst creating a menu.
239. Older pupils competently present their work on a subject of their choice using an interactive presentation. They create a first page incorporating text and graphics. A few more able pupils use the transition tool to move effectively on to the next page. They know how to save their work to the correct folder.
240. Pupils in Y5 and Y6 enter a set of prepared data about a traffic survey into a spreadsheet. They successfully create a block graph. They solve problems considering two and three-dimensional views and positions whilst using a modelling program. They use the Internet effectively to research and gather information in history and geography.

Shortcomings

241. In KS2, pupils do not consistently build on their previous knowledge and skills. There is little evidence of pupils regularly using a sufficient range of applications.
242. In KS2, pupils' skills in entering a series of commands to control a screen turtle are limited. Their skills in using information technology systems to sense external changes, such as light and temperature are also underdeveloped.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

243. No lessons were observed in KS1 or KS2 during the inspection but evidence from scrutiny of pupils' work, discussions with pupils and photographic evidence indicates that standards have good features that outweigh shortcomings.

244. In KS1, younger pupils discuss features in the home, and design and make drawings of their ideas. They evaluate their work orally.
245. They confidently design and make a coat for the Old Testament figure of 'Joseph' paying attention to its purpose. They draw what they want to do and say how they want to make their design. They successfully evaluate the finished product.
246. Pupils in Y1 and Y2 successfully make a fruit salad. They investigate the fruit by cutting it in half and tasting it. They use basic tools safely. They have an understanding of the properties including taste, texture and appearance. They explain clearly their likes and dislikes. They analyse healthy school lunches and they recognise that it is important to eat fruit and vegetables.
247. Year 3 pupils enthusiastically make a healthy sandwich. They investigate the fillings and from discussion suggest ways of improving them. They draw their designs and label them. They sensibly evaluate their work. They make monsters from a variety of materials. They produce an accurately written evaluation of their work. They gather information to support their ideas when designing and making a variety of vehicles, paying attention to their purpose.
248. Older KS2 pupils design and make a lunch box. They enthusiastically draw their ideas. They identify any changes they make during the process and sensibly evaluate their work. When preparing to make toppings for biscuits, they evaluate their product against their specification effectively. They use their numeracy skills to collect data and create a line graph accurately.
249. Pupils find out how materials can be used in different structures to support things. They make a simple model fairground ride. They effectively consider the purpose of their design, the views and preferences of the user, appearance, function, safety and reliability.

Shortcomings

250. Pupils in some classes in both key stages do not make a wide enough range of products and as a result do not extend their making skills through the use of a wider range of tools.
251. The presentation of pupils' work in the design and evaluation stage in some classes is untidy.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 252. The standard of singing throughout the school is good with no important shortcomings.
- 253. Pupils in Y1 and Y2 confidently use parts of their body and simple non-tuned instruments to produce long and short notes to accompany simple compositions. A few pupils competently play tuned percussion instruments.
- 254. The pupils sing with increasing control over breathing, posture and pitch. They pay good attention to diction and the duration of notes.
- 255. Pupils in Y3 and Y4 are learning to appraise their own work and that of other group members. They work collaboratively to compose simple tunes and incorporate tuned and un-tuned percussion instruments, such as when they create musical phrases depicting a variety of different animals. They are learning to handle musical instruments with care and respect.
- 256. In singing in KS2, pupils understand pitch and melody, can keep good time and display a growing sense of rhythm. They build on the good practice acquired in KS1 and successfully increase the complexity of their performance by adding descant parts and rounds.

Shortcomings

- 257. At both key stages, pupils have limited skills in composing and appraising music.
- 258. At KS2, the pupils do not play with a wider range of tuned instruments with competence and confidence.

Art

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

- 259. Pupils of all ages critically evaluate their work in art, using their recent experiences effectively to make or suggest improvements. They confidently discuss what they found challenging and how they overcame their difficulties.
- 260. Pupils experience working in a range of art and craft materials, including mixed media, and in three-dimensional shapes.
- 261. Pupils study portraits from different times and cultures, and discuss the facial expressions created by the artist with increasing knowledge and understanding. They successfully compare the different painting techniques used by famous artists to create moods and feelings.

- 262. Pupils make detailed observational drawings from reproductions of portraits created by artists such as Van Gogh, Leonardo Da Vinci and modern Welsh artists, competently using magnifying glasses in the process.
- 263. Pupils successfully use mirrors to observe and paint careful representations of their own faces. They mix paint of an appropriate skin colour with growing skill, using previous knowledge of colour mixing to help them do this.
- 264. KS2 pupils successfully use sketchbooks to gather ideas for their work.
- 265. Pupils make effective links with their work in history when they discuss Tudor portraiture. They competently draw a likeness of Henry VIII in the style of 16th Century artists.
- 266. Pupils in Y4 and Y5 effectively use the work of Colin See-Paynton as a basis for their careful observational drawing.

Shortcomings

- 267. Pupils in KS1 and KS2 do not systematically develop their drawing, painting and modelling skills. In some year groups, pupils do not understand line, tone, colour pattern, texture, shape, form and space.
- 268. Pupils in KS2 do not experiment independently, using their knowledge of the different techniques used by artists and applying these to their own work.

Physical Education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

- 269. Pupils in both key stages 'warm up' and 'cool down' before and after exercise and realise that physical exercise makes changes to their bodies. In both key stages pupils know that regular exercise is good for them. They have a good understanding of the importance of behaving sensibly and safely when taking part in physical activities. All pupils wear appropriate clothing for their activities and dress and undress quickly and efficiently.
- 270. In KS1 and KS2, pupils develop sound techniques and control balls with different parts of their bodies. In KS2 they practise the techniques of throwing and catching using a wide range of equipment. They modify their activities well to extend their skills. They co-operate effectively in team activities. They participate in a good range of team games with and against local schools. They have a good understanding of how to compete fairly. They have positive attitudes to taking part and to competing.

271. In dance, pupils from KS1 move appropriately to music imitating the actions and movements of different wild animals. They share good awareness of mood and music and form a wide variety of shapes when, for example imitating the movements of an elephant. Pupils swim well and are confident in the water.
272. In gymnastics in KS1, pupils travel with changes in pace, direction and height. They build simple sequences of movements using small apparatus. Older pupils in KS2 perform longer sequences of movements. They balance and mirror movements well when working in pairs.

Shortcomings

273. In KS2 in gymnastics, pupils have limited skills and confidence in developing high quality movements and in applying these skills using small and large apparatus.
274. In both key stages, pupils do not evaluate their own performances and that of others with sufficient regard for the achievement of high quality skills and techniques. They are too ready to be satisfied with lower standards and lack an overall pride in striving to be the best.

School's response to the inspection

The governors and staff of Holy Family are pleased that the inspection findings recognised the hard work of all concerned with the school where:

- Pupils are very well cared for, guided and supported in a very positive and happy environment, with every pupil valued and included.
- Pupils throughout the school are friendly, polite and considerate; their behaviour during assemblies is exemplary.
- There are close links with the local Catholic community and the wider community, with the school at the heart of the parish.
- Links with the governing body are strong, with the chair of governors providing a clear and effective lead.
- Staff work purposefully together, led with a determination and a strong commitment to promote high standards in an environment which reflects the school's Catholic ethos.
- The quality of provision for pupils with additional learning needs is good.
- The inspection team agreed with some of the seen judgements made by the school, where there were differences the school underestimated the quality of its teaching and assessment, the quality of the learning experiences it provides, quality of care, the guidance and support provided for pupils and the quality of its self-evaluation process.

Governors and staff of Holy Family RC Primary School wish to thank the inspectors for the courteous, pleasant, caring and professional manner in which they conducted the inspection.

The school is already addressing some of the recommendations through the School Improvement Plan, and will be rigorous in its implementation of these and subsequent action plans to address all the recommendations in the report.

Action Plans to address the recommendations will be sent to all parents and the annual report to parents will inform them of the progress made.

Appendix 1

Basic information about the school

Name of school	Holy Family RC Primary School
School type	Voluntary
Age-range of pupils	4 – 11
Address of school	Beechley Drive Pentrebane Cardiff
Postcode	CF5 3SN
Telephone number	029 2056 5354

Headteacher	Mrs Margaret Brooks
Date of appointment	January 2005
Chair of governors/ Appropriate authority	Mr N Rooks
Registered inspector	Mr Peter Mathias
Dates of inspection	26 th -28 th November 2007

Appendix 2

School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	15	9	15	19	23	22	116

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2006	89	93
Spring 2007	93	95
Summer 2007	88	92

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		15	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	0	13	73	13
		National	3	13	63	20
En: reading	Teacher assessment	School	0	13	73	13
		National	4	14	55	27
En: writing	Teacher assessment	School	5	16	68	11
		National	5	14	68	12
En: speaking and listening	Teacher assessment	School	1	11	64	23
		National	2	10	63	24
Mathematics	Teacher assessment	School	2	11	65	22
		National	2	10	64	23
Science	Teacher assessment	School	0	20	67	13
		National	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	80	In Wales	80

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		20			
Percentage of pupils at each level								
		N	W	1	2	3	4	5
English	Teacher assessment	School	4	6	4	35	65	0
		National	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	20	70	10
		National	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	15	70	15
		National	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	65	In the school	N/A
In Wales	74	In Wales	N/A

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of inspectors, who were present in the school for eight inspector days, carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Fifty-six questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-six lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading from each year group.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices English Science History Geography Physical education
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mrs Helen Smith (Team Inspector)	Contributions to Key Questions 2, 3, 4 & 7 Welsh as Second Language Mathematics Design technology Information technology Music
Mrs Jan Marsden (Team Inspector)	Contribution to Key Question 7 Under Fives Art
Mrs Margaret Brooks (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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