

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**ST. ROBERT'S CATHOLIC PRIMARY SCHOOL
ABERKENFIG
BRIDGEND
CF32 9AB**

School Number: 672/3315

Dates of Inspection: 24 – 27 February 2003

By

Mr. R. R. Fry

Registered Inspector W216/78913

Under Estyn contract number: T/103/02P

This report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of the full report are available from the school. Under the School Inspection Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Glossary

Areas of Learning – the curriculum for children of Reception age.

Baseline assessment – tests for pupils when they join the school or in their first year.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

Core subjects - English, Welsh, mathematics and science.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

Desirable Outcomes for Children's Learning – goals for Reception aged children to reach by the age of 5 years.

Fine motor skills - eg. writing and cutting skills.

Foundation subjects – all subjects other than English, Welsh, mathematics and science.

Gross motor skills – eg. gymnastics and games skills.

IEP – individual education plan.

ICT – information and communication technology.

Key Stage 1 (infant age) – pupils aged 5 to 7 years old. (Years 1 and 2)

Key Stage 2 (junior age) – pupils aged 7 to 11 years old. (Years 3 to 6)

NC – National Curriculum.

National tests – sometimes known as SATs, tests for all pupils 7, 11 and 14 years old.

Portfolios – collections of examples of pupils' work that are matched to the levels in the National Curriculum.

PTA – parent-teacher association.

Pupil – term used for a child of compulsory school age.

SATs – national tests for pupils aged 7, 11 and 14.

Scheme of work – courses of lessons in eg. English, for teachers to use when planning lessons.

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

SEN – special educational needs.

'Similar' schools – Schools are placed in groups for the purpose of comparing SATs results with other schools, based on the proportion of pupils eligible for free school meals.

Tracking – word used to describe a method of recording individual pupils' progress.

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

	Page
1. CONTEXT	1
The school and its priorities	1
2. MAIN FINDINGS	1
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	5
3.1 Standards achieved in subjects and areas of learning	5
3.2 Standards achieved in key skills across the curriculum	6
4. ETHOS OF THE SCHOOL	7
4.1 Pupils' spiritual, moral, social and cultural development	7
4.2 Behaviour and attitudes	8
4.3 Attendance	9
5. QUALITY OF EDUCATION	9
5.1 Teaching	9
5.2 Assessment, recording and reporting	10
5.3 Curriculum	11
5.4 Support, guidance and pupils' welfare	11
5.5 Provision for pupils with special educational needs (SEN)	12
5.6 Partnership with parents and community, schools and other institutions	13
5.7 Partnership with industry	14
6. MANAGEMENT	14
6.1 Quality of self-evaluation and planning for improvement	14
6.2 Leadership and efficiency	15
6.3 Staffing, accommodation and learning resources	16

7. SUBJECTS AND AREAS OF LEARNING 17

Standards achieved by pupils 17

Provision for the under-fives	17
English	19
Mathematics	20
Science	21
Welsh second language	22
Design and technology	22
Information technology	23
History	24
Geography	25
Art	26
Music	27
Physical education	27

8. SCHOOL IMPROVEMENT 28

8.1 Progress since the last inspection	28
8.2 Key issues for action	30

APPENDIX

A. Basic information about the school	31
B. School data and indicators	31
C. Results of National Curriculum assessments and public examinations	32
D. The evidence base of the inspection	34
E. Composition and responsibilities of the inspection team	35

1. CONTEXT

The school and its priorities

St. Robert's Catholic Primary School is situated on the outskirts of the village of Aberkenfig, near Bridgend. The school serves a wide catchment area that includes the Ogmore and Garw Valleys. Approximately ninety per cent of pupils travel to school by public or private transport. Aberkenfig is neither an advantaged or disadvantaged area. Ten per cent of pupils are entitled to free school meals. Children's attainment on entry to the school is typical of children nationally most years. The school was last inspected in June 1997.

There are currently 168 pupils at the school, representing the full range of ability. There are no pupils with statements of special educational need but 24 pupils have been identified as needing additional support. Approximately 20 per cent of pupils have participated in pre-school education. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. There are very few pupils from ethnic minorities.

The school's aims are outlined in a number of key documents including the school prospectus. They emphasise the need to nurture positive attitudes in pupils and encourage self-discipline in a variety of ways. The school aims to instil respect for religious and moral values that are compatible with the ethos of a Catholic school. Pupils are expected to appreciate human achievements and teachers are encouraged to look for ways of improving the quality of teaching and learning.

The school development plan (SDP) is well focused on improving standards further. Many targets also refer to the need to maintain the good standards of pupils' work. Over the next year for example, the school will look into the different ways that pupils learn, seek to improve pupils' key skills further and join the Bridgend Healthy Schools scheme. Spending priorities and use of financial resources are clearly linked in the SDP.

The Catholic Church inspects Religious Education and issues a separate report.

2. MAIN FINDINGS

The main findings of the report

St. Robert's Catholic Primary is a very effective school with high expectations of pupils' standards of achievement. The headteacher provides very good leadership and is ably supported by the staff, who work well as a team.

Educational standards achieved in subjects and areas of learning

Pupils' standards of achievement were very good in 26 per cent of lessons observed, good in 60 per cent and satisfactory in 14 per cent.

- The educational standards achieved by children under five are good. The educational provision, taken overall, is appropriate to their needs and they make good progress in all

the Areas of Learning towards the Desirable Outcomes for Children's Learning. Children's linguistic, mathematical and personal development is very good. Children's fine motor skills are good but the provision for their gross motor skills, such as climbing and balancing, is not as well developed because of the limited facilities.

- Children's standards in the six Areas of Learning are as follows:

Language, literacy and communication skills	Very Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world	Good
Creative development	Good
Physical development	Satisfactory

- Pupils' standards of achievement in National Curriculum subjects at both key stages are as follows:

SUBJECT	KEY STAGE 1	KEY STAGE 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Very Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Very Good
Geography	Good	Very Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good

- Pupils' standards are good in English and they are benefiting from well-organised literacy lessons. They achieve good standards in speaking skills and have very good listening skills that they use to good effect and with confidence in many aspects of their work. They also achieve good standards in reading and writing in both key stages. Pupils do not have many opportunities to write at length and the quality of pupils' handwriting styles varies.
- Pupils' standards are good in mathematics. The teaching of the numeracy strategy helps develop pupils' competence with number and understanding of mathematical ideas. Occasionally, the lowest attainers find the introductions to lessons difficult to understand.
- In science, standards are good at Key Stage 1 and very good at Key Stage 2. Pupils make very good progress in, for example, using investigative skills and testing ideas fairly. Teachers encourage pupils to reflect on what they have discovered.
- The school's National Curriculum assessment results in 2002 reflect the standards seen during the inspection in the core subjects. Pupils' attainment at level 5 in Year 6 was high and well above the national average in science last year.
- Pupils' standards of work in art are satisfactory, but there are too few opportunities for three-dimensional work or for investigating art from other cultures.

- Pupils' standards and progress in key skills across the curriculum are good. Standards achieved in literacy skills are good overall. Pupils achieve good standards in speaking and very good standards in listening and make good use of their skills in all subjects. Pupils' use of reading, writing and numeracy skills in different subjects is good. Pupils' use of a range of information technology (IT) skills for different purposes is good, but the school has a limited number of computers for pupils to use to practise their skills.

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is very good. The high standards in values and morals promoted by the staff reflect the positive and caring ethos of the school. Pupils respond very well to the school's provision in this area.
- Pupils' behaviour and their attitudes to learning are very good and they have a positive effect on pupils' standards of work and their achievement. The school has very good arrangements for promoting good behaviour and rewarding pupils' achievements.
- Levels of attendance are satisfactory. The average was 93.3 per cent during the previous year. Punctuality at the start of the school day and at the beginning and end of individual lessons is good. Attendance registers are not always marked immediately at the beginning of the morning.

Quality of education

- The quality of teaching is very good in 28 per cent of lessons observed, good in 65 per cent, and satisfactory in 7 per cent of lessons. Teachers' lesson planning identifies pupils' learning targets which are clearly focused on the specific skills, knowledge and understanding that pupils should acquire. The oral introductions to lessons consolidate pupils' previous learning and the pace of lessons is good. Teachers use a very good range of methods to teach pupils.
- The school has very good arrangements for assessing and recording pupils' achievements and progress. The records are accurate and the consistency of teachers' use of the procedures is very good. There are useful portfolios of work in the core subjects (English, mathematics and science), and the samples of pupils' work are annotated to indicate pupils' levels of attainment judged against the levels of attainment in the National Curriculum. The quality of reports to parents is good.
- The curriculum is very good and complies with statutory requirements. The quality of the curriculum for children under five promotes the Desirable Outcomes in all Areas of Learning. The schemes of work in each subject allow teachers to plan effectively year on year. The quality of whole school planning for the development of key skills is good. Teachers continue to refine their planning for developing pupils' key skills with enthusiasm.
- The school offers a good range of extra-curricular clubs that cover a wide range of subjects, such as English, mathematics, science, music, craft, folk-dancing and physical education.
- The school provides a good standard of educational support and personal guidance for pupils. Overall, there are good procedures for promoting the well-being, health and safety of pupils. Several health and safety issues were raised with the school.
- The quality of provision for pupils with special educational needs is good and complies with the Special Educational Needs (SEN) Code of Practice. Pupils make good progress

in line with the targets set in their individual education plans (IEPs). Pupils respond well to the variety of interesting tasks that promote the development of their skills.

- Partnerships between the school and parents, the community, other schools and other institutions are very good. Parents are well informed about the activities of the school and, together with the community, play an important part in promoting good standards.
- The school's partnership with industry is good. The school encourages pupils to engage in constructive extra-curricular projects, such as science club, and Boris the Bookworm, the latter being a club intended to improve pupils' reading skills.

Management

- The quality of self-evaluation and planning for improvement is very good. There are effective procedures for evaluating pupils' standards of achievement and the quality of provision. The school carefully monitors the progress made towards targets in the SDP.
- The quality of leadership and management is very good. There is a clear sense of purpose and direction to the work of the school. The school's aims and values, including a commitment to equality of opportunity for all, promote a caring Christian ethos.
- The governing body supports the school and effectively fulfils its statutory obligations. Governors receive information about the work of the school through the headteacher's regular reports and through the committees. Governors have limited links with subject co-ordinators. The governors' annual report to parents is informative but does not contain all the sections required.
- The school manages its resources efficiently and budget planning reinforces the aims of the school. The school provides very good value for money. The school's monitoring and self-evaluation procedures are very effective and identify areas for development and the training needs of staff. Targets for improvement are set and are incorporated into the SDP.
- The SDP is an effective working document that identifies necessary school priorities and targets and includes success criteria, staff responsibilities, planned expenditure and time schedules. The governing body ensures that budget setting relates efficiently to the school's educational priorities in the SDP. The school's administration is efficient.
- The overall provision for staffing, accommodation and learning resources is good. The provision has a beneficial impact on pupils' standards of achievement. There are a good number of staff who are well qualified and experienced. Teachers and pupils are well supported in the classroom by assistants. All staff are deployed to good effect to promote pupils' learning.
- The school has satisfactory accommodation for the number of pupils and the building is well maintained. Good use is made of all available space to provide a good working environment for pupils. There are good quality displays of pupils' work, which celebrate their achievements. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
- Since the last inspection, the school has made very good progress with the previous key issues. The school, for example, has raised standards in art, information technology (IT) and Welsh and developed schemes of work for all subjects. Overall standards of pupils' work have improved since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement in lessons were very good in 26 per cent of lessons observed, good in 60 per cent, and were satisfactory in 14 per cent.

- The standards of achievement of children under five are good overall and they make good progress in the Areas of Learning. By the age of five, most children meet, and some exceed, the Desirable Outcomes for Children's Learning.
- In both key stages standards are good in English. Pupils achieve very good standards in listening skills. They use them effectively and confidently in many aspects of their work. They speak clearly and listen attentively, responding well to questions and instructions. They achieve good standards in reading and writing and make good progress in improving these skills. They benefit from the teachers' use of a good literacy scheme and extra adult support in lessons, provided to improve their reading and writing skills. Pupils' extended writing and handwriting skills are not as well developed as other aspects of their work in English.
- Standards across the school are good in mathematics and numeracy. Lessons have a beneficial effect on improving pupils' understanding of mathematical ideas and their standards of achievement.
- In science, standards are good in Key Stage 1 and very good in Key Stage 2. Pupils make good use of their investigative skills during practical sessions in order to improve their understanding of scientific ideas. Older pupils have a very good understanding of how to test ideas fairly.
- The 2002 National Curriculum test results in Year 6 and teachers' assessments of pupils' work in Year 2 are similar to the standards seen during the inspection in English, mathematics and science.
- In Key Stage 1, the percentage of pupils attaining level 2 or better in the core subjects in 2002 was 90 per cent, which is above the national average score of 81 per cent (for 2001.) In English, 100 per cent of pupils achieved level 2 or above in the reading assessment. This score is well above the 2001 national average (83 per cent.)
- In the writing assessments, 90 per cent of pupils achieved level 2 or above, which is above the national average (82 per cent.) In the mathematics test, 95 per cent of pupils achieved level 2 or above which is slightly above the national average (89 per cent) Teachers' assessments in science indicated that pupils' achievements were well above the national average, with 90 per cent achieving level 2 and above. In all three subjects, pupils gain significantly more level threes than in the national averages.
- In Key Stage 2, the percentage of pupils attaining at least level 4 in the three core subjects (English, mathematics and science) in 2002 was 88 per cent, which is above the national average score of 68 per cent (for 2001.) In English, 92 per cent of pupils achieved level 4 or above. This score is well above the 2001 national average (78 per cent.)
- In the mathematics test, 76 per cent of pupils achieved level 4 or above which is close to the national average (74 per cent) Science results indicated that pupils' achievements were well above the national average, with 93 per cent achieving level 4 and above. Four out of five pupils last year gained level 5. In English and science, pupils gain significantly more level fives than in the national averages.

- When compared with other schools nationally, where 10 per cent of pupils are entitled to free school meals, the results in Key Stage 2 last year were in the highest group. Pupils standards of achievement measured by tests and teachers vary from year to year because the capabilities of year groups are different from year to year. For example, the average of Year 6 pupils' results in English, mathematics and science in 2000 was 73.1 per cent, in 2001 the average was 70 per cent, yet in 2002 it was 88 per cent.
- In Key Stage 1, standards of achievement are good in Welsh second language, ICT, design and technology, history, geography, music and physical education. Standards are satisfactory in art.
- In Key Stage 2, standards of achievement are good in Welsh second language, ICT, design and technology, music and physical education. Standards are satisfactory in art. Standards are very good in history, geography. Overall, pupils at both key stages make good progress in improving their skills, knowledge and understanding in these subjects.
- There are no significant differences in the attainment of boys and girls.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the very effective assessment of pupils' achievements as well as the results of National Curriculum tests. Pupils with special needs make good progress towards the targets set in their individual education plans.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards and progress in the key skills across the curriculum are good. Standards achieved in literacy skills across the subjects are good in speaking, reading and writing. Pupils' listening skills are very good. The use of numeracy skills in different subjects is good, and pupils' use of a range of information technology (IT) skills for different purposes is also good.

- Children under five make good use of key skills in activities within the Areas of Learning. The provision of creative play activities is effective in promoting language skills. Children make good use of their early reading and writing skills across the curriculum. They consolidate their knowledge of mathematics through counting, ordering and matching activities as well as through scientific and technological investigations. They use computer equipment confidently in order to enhance their learning. Children have limited opportunities to develop their physical skills using large equipment.
- In Key Stage 1, pupils use their speaking skills well in both English and Welsh. They speak clearly when responding to questions, describing events and taking part in discussions. Their listening skills are very good and most respond instantly. Pupils listen carefully and with concentration, responding appropriately to what they have heard.
- Teachers encourage pupils to read a variety of books and to enjoy taking part in class and group reading of Big Books in English lessons. The school does not have a central library, but pupils nevertheless have good book and information retrieval skills to help them find out things. By the end of Year 6, pupils read accurately, expressively and with an understanding of a variety of texts in different subjects.
- Throughout the school, pupils make good use of their writing skills for a variety of purposes across the subjects. They make good progress in improving their written work in a variety of forms, including reports, stories, poems and letters. Their use of extended writing in subjects is underdeveloped and pupils' handwriting is not always well formed.

- Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and measure and calculate accurately, for example, in design and technology when needed. They make good use of number handling skills, particularly in geography and science.
- Overall, standards in IT are good. Pupils use computer equipment and programs confidently to support their learning. Pupils develop basic computer skills systematically through the school. They make good use of IT to record and present their writing and to produce graphs in subjects, such as geography and science. Teachers use CD-ROMs effectively and pupils develop their research skills on the Internet well. Pupils use drawing and design programs effectively to create pictures and to enhance their work. Pupils do not have many opportunities to practise their skills because the school has relatively few computers for use in classes.
- Pupils with special needs make good progress in improving basic language skills in line with the targets set in their individual education plans. They make good use of IT when it is available to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The overall provision for pupils' spiritual, moral, social and cultural development is very good. Pupils respond very well to the school's provision.

- Spiritual development is very good and is evident through the curriculum and the life of the school. Spiritual development reflects the Catholic ethos and the values expressed in the school's aims and mission statement.
- Daily acts of collective worship meet statutory regulations and make a good contribution to pupils' spiritual development. Pupils respond well to prayer, music and singing. They take an active part in 'Rejoice' assemblies through drama, readings, prayer and musical performances that are well received by pupils and visitors. Class worship and personal and social education (PSE) sessions provide opportunities for pupils to reflect and talk about their feelings. The lessons highlight pupils' sense of belonging and succeed in promoting the school's caring and sharing ethos. Pupils develop clear values and the capacity for reflection on various issues. The religious education curriculum enables pupils to reflect on the meaning and value of life.
- Pupils' moral development is very good. The school's behaviour policy emphasises the development of moral and social development and effectively teaches the principles of right and wrong. Pupils display honesty, respect, good manners and consideration for others. Much of the school's provision for moral development is taught through religious education and personal and social education, which promote positive relationships between pupils. The headteacher and staff are very good role models for pupils and consistently treat pupils and each other with respect.
- The school is very successful in promoting pupils' personal and social education because it fosters pupils' personal qualities and positive attitudes. There are very good relationships between pupils and between pupils and adults. Pupils collaborate well during group work and take responsibility and show initiative in school activities. They take part in a range of educational visits and extra-curricular activities including clubs for IT,

science, mathematics, reading and various musical and sporting activities, which enhance their social development. There is a school's council for pupils, which succeeds in promoting their independence and sense of responsibility.

- The school provides an ethos that is inviting and stimulating for the pupils. Teachers encourage pupils to take a pride in their school and community. Pupils take part in community events including services at the local church. Funds have been raised for a range of charities including 'Shelter Cymru,' Cafod,' and 'Ty Hafan.'
- 'Y Cwricwlwm Cymreig' is well developed. There is good provision for pupils to acquire knowledge and appreciation of their own cultural traditions through music, singing, poetry and stories, and through visitors to school such as a harpist. Visits to places of historical interest, such as the Museum of Welsh Life in St Fagan's, increase pupils' knowledge of their Welsh heritage. Pupils participate in their annual St. David's Day celebrations and are successfully increasing their knowledge of the Welsh language.
- The school has an appropriate racial equality policy and pupils are encouraged to have respect for the beliefs and traditions of others. Multicultural education is promoted appropriately and enables pupils to appreciate the diversity of other cultures, through their studies of other religious faiths and, for example, in their work on Botswana in geography.

4.2 Behaviour and attitudes

Pupils' behaviour in all areas of the school and their attitudes to learning are very good. These are strengths of the school.

- The school has very good strategies for managing pupils' behaviour. Good records of disciplinary matters are kept by staff, and parents are properly informed if their child misbehaves.
- As part of the merit system, staff reward pupils with house points, stickers and certificates for hard work, good behaviour and attitudes, and helpfulness. Pupils' achievements are recognised at a weekly 'Rejoice' assembly. Both pupils and their parents value this system highly.
- Pupils have very good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults.
- Junior pupils are able to take on appropriate responsibilities in two significant ways. Firstly, as part of the 'meaningful work' programme, they can volunteer for jobs such as serving in the tuck shop, helping pupils with minor injuries and operating as playground buddies. Secondly, two pupils from each year group are elected as representatives to the school council, which meets about twice each term. With adult supervision only, pupils discuss relevant matters such as fund-raising, support for charities and possible school improvements to be referred to the headteacher.
- There have been no exclusions in the past twelve months.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which were seen during the inspection.

4.3 Attendance

Attendance levels are satisfactory, having averaged 93.3% during the previous year. This figure is lower than attendance levels at the last inspection. However, attendance during the current term has improved to the good level of 95.3%.

- Over the past year, unauthorised absence levels, at 1.0%, have been higher than the Welsh average. However, the school operates good procedures for quickly following up any unexplained absence with parents. Parents who take their children on holiday during term time cause one quarter of all authorised absence.
- The Education Welfare Officer from the local education authority gives good support to the school and visits the school twice each term or more frequently if necessary.
- The school encourages good attendance by rewarding pupils with small prizes and certificates presented at an annual ceremony. Pupils' punctuality at the start of the school day is good.
- The school's registration procedures generally comply with the requirements of NAW Circular 3/99 though the registers are sometimes not completed right at the start of the morning session every day.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 28 per cent of lessons observed, good in 65 per cent, satisfactory in 7 per cent. The quality of teaching has a significant positive effect on the standards of work of all pupils.

- The quality of teaching of children under five is good. The teaching, for example, of language and mathematical skills is very good. Adults have a good knowledge and understanding of the Desirable Outcomes for Children's Learning and plan appropriate experiences within the six Areas of Learning. However, there is limited provision for children's physical development using large equipment.
- In both key stages, teachers have a good knowledge and understanding of the subjects they teach. In science, this knowledge of the subject and how to teach it very well to older pupils is a strength of the teaching and has raised standards considerably. Teachers make good use of professional training to improve their expertise. There is scope for more training of staff in the art curriculum, such as about how to develop greater use of three-dimensional work with pupils.
- Teachers' knowledge of the literacy and numeracy strategies has a beneficial impact on pupils' standards of work. There is scope for teachers to develop pupils' quality of handwriting and the degree to which they write more extensively in their own words in subjects.
- The very good lesson planning identifies clear learning objectives, which are focused on the skills, knowledge and ideas that pupils are to acquire.
- The oral introductions to lessons often consolidate previous learning and encourage pupils to participate in discussions. Occasionally in mathematics lessons, the introduction to the whole class is beyond the capacity of the least able to understand.

- In virtually all lessons, work is well matched to the needs of pupils. Tasks are set for them as individuals, pairs or groups. All pupils have good adult support, especially those with SEN, who are very well supported by carers and classroom support assistants.
- Lessons are well organised and teachers manage their pupils effectively and have very good relationships with them. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes. Teachers use plenary sessions at the end of lessons well to consolidate pupils' skills and knowledge, to assess their understanding and to evaluate progress.

5.2 Assessment, recording and reporting

The quality of the school's assessments of pupils' achievement, record keeping and reporting to parents is very good. The assessments undertaken have a positive impact on pupils' progress because teachers know what pupils have understood or not and have accurate records to refer to when planning lessons.

- There is a good detailed policy with appropriate systems for the regular assessment and recording of pupils' progress. All teachers implement the policy with great consistency.
- Teachers' assessments of pupils' standards in the core subjects of English, mathematics and science are accurate and consistent. Subject co-ordinators support their colleagues by compiling samples of pupils' work and carefully checking their judgements about pupils' attainment, using the age related attainment levels in the National Curriculum.
- Teachers' weekly and daily plans consistently identify opportunities for the assessment of pupils' learning. The results of assessments are used effectively for planning future work to meet the individual needs and abilities of all pupils, with the limited exception that some of the lowest attaining pupils struggle to understand introductions to lessons in mathematics.
- The assessment requirements of the SEN Code of Practice are met fully. The individual education plans for pupils with special educational needs identify clear achievable learning steps and are subject to regular review. There is regular assessment of pupils with SEN to determine their next learning steps.
- Baseline assessment when young children join the school is effectively managed in the Reception class and forms the basis for target setting and assessment throughout the school.
- Formal assessments of pupils' standards of achievement are administered regularly by teachers. They provide information about pupils' overall progress in English, mathematics and science. The school analyses this information thoroughly to help improve teaching and learning and to predict how well pupils should achieve in the end of key stage tests.
- Teachers mark pupils' work regularly and teachers' oral and written comments to pupils concerning their work are constructive and often identify ways that pupils can improve. Teachers' observations and marking of day-to-day work identify specific achievements or problems. These systems effectively guide teaching and learning.
- There are regular consultation meetings with parents, and the good quality annual written reports to parents meet statutory requirements. Teachers' comments reflect achievements and progress across the curriculum. Targets for improvement are shared with parents.

This practice enables parents to support their children effectively in their learning at home.

5.3 Curriculum

The quality of the curriculum provided by the school is very good.

- The curriculum for children under five is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. The schemes of work in the six Areas of Learning allow the development of skills, knowledge and understanding in each area. Good ranges of experiences and practical activities are provided, ensuring that children gain the confidence to learn. The lack of a secure outdoor play area and access to large play equipment inhibits some aspects of their physical development.
- In both key stages, the curriculum is broad, relevant and appropriately balanced. It complies with statutory requirements, including the teaching of religious education and a daily act of collective worship. Its organisation is good, with sufficient time allocated to all subjects. Curricular provision for all pupils, including those with SEN, is good. The provision is particularly good in KS2 in science, history and geography where provision is outstanding.
- There are appropriate policies and schemes of work for all subjects. They ensure that the curriculum becomes more demanding as pupils get older. Curricular planning is detailed and is clearly focused on learning objectives and the development of pupils' skills, knowledge and understanding.
- The planning of key skills across the curriculum is developing well and is clearly focused on promoting pupils' use of literacy, numeracy and IT skills and on problem solving skills in subjects such as science and design and technology. The planning for the development of pupils' key skills is being completed now and a skill framework is being used to integrate the key skills into each subject.
- The school makes very good use of home-school tasks to consolidate and extend pupils' learning. It is effective in enlisting the support of parents, especially in monitoring and supporting their children's progress in reading.
- The school promotes 'Y Cwricwlwm Cymreig' very successfully across the curriculum. Visitors to school, such as a local historian and a harpist, together with opportunities for pupils to undertake educational visits in the local area, succeed in extending pupils' knowledge and understanding of Wales and its heritage.
- Pupils' educational development is further enhanced by a wide range of extra-curricular provision, including musical, sporting and lunch-time clubs.
- The school makes good provision for personal and social education and includes health and hygiene education and sex education through the PSE programme of work.
- Teachers ensure that curricular provision is socially inclusive and that there is equality of access and opportunity for all pupils.

5.4 Support, guidance and pupils' welfare

The overall quality of the provision for the support, guidance and welfare of pupils is good.

- The school provides a caring and friendly environment in which pupils confidently approach staff whenever they have a concern. All procedures for the supervision of pupils are appropriate.
- Staff have very good relationships with pupils whom they value and treat with understanding and respect. Pupils are keen to attend school and they feel secure and welcome.
- The school has extensive arrangements for pupils' personal and social development, which encourage pupils' positive attitudes to their work. There is a comprehensive policy for promoting PSE and there are effective programmes of work in place, including healthy living through the promotion of the local education authority's Healthy Schools initiative.
- The procedures for pupils' educational guidance are very effective in enhancing their achievements and progress. Pupils have their own set of targets for improvement and are involved in evaluating their progress towards achieving the targets. Parents receive helpful reports on pupils' progress and appreciate the opportunities to discuss their child's progress with teachers at consultation evenings. Pupils benefit from the school's positive and purposeful ethos and caring, orderly environment.
- Staff have high expectations of pupils' behaviour. The policies and procedures for promoting good behaviour and against bullying are effective and consistently applied by all staff.
- Pupils' absences are carefully monitored by the headteacher and any absence is consistently followed up. Parents comply with the request to inform the school when their child is ill.
- The school has effective measures for child protection. The headteacher is the designated member of staff to deal with any incidents that may arise. All staff have received training and are aware of the procedures. There is appropriate liaison with various outside agencies and other specialists.
- The school has clear, well-documented procedures for ensuring pupils' health, safety and well-being. There is a comprehensive health and safety policy.
- The school has a clear commitment to and awareness of what an inclusive education is, reflected in their policies for Equal Opportunities and Race Equality. The school provides appropriate opportunities for multicultural education, support for pupils with learning difficulties and physical disabilities and addresses gender issues appropriately.
- The procedures for first-aid are in place; a number of staff have qualifications in first-aid and regularly attend update sessions. The routine for fire drills is known and understood by all staff.
- An assessment of physical risks is regularly undertaken and all necessary checks on fire appliances and electrical equipment are up to date. Several health and safety issues were raised with the school.

5.5 Provision for pupils with special educational needs (SEN)

The overall quality of provision for pupils with SEN is good.

- The SEN policy is comprehensive and complies with the requirements of the new Code of Practice. It gives clear guidance for all those involved in the SEN procedures. There are two named governors for SEN who provide appropriate support to the special education

needs co-ordinator (SENCO) and successfully monitor the implementation of the policy and pupils' progress.

- The SENCO works closely with a learning support teacher, who works with pupils with SEN and is employed for 1.6 days a week, and a full-time learning support assistant. They provide good support for individuals and small groups to improve pupils' specific skills in literacy and numeracy. The extra support takes place on a withdrawal basis from the classroom. Pupils also receive effective in-class support during lessons, from support staff. The SENCO is responsible for overseeing all SEN provision according to the Code of Practice and ensures there is effective liaison between class teachers and support staff.
- There are 24 pupils on the SEN register who require learning support, 11 at school action and 13 at school action plus. Pupils are fully integrated within the classes and have full access to the curriculum. They make good progress towards the targets set in their IEPs. Tasks set are well matched to pupils' learning needs with good use made of IT to support their learning. There are no pupils with a statement of SEN.
- There are appropriate systems for identifying and assessing the needs of pupils with SEN, including an analysis of baseline assessments in Reception and other tests. The quality of pupils' individual education plans (IEPs) is good and realistic targets are set for pupils to achieve. IEPs are reviewed termly and detailed records are kept of pupils' progress.
- Parents of pupils with SEN are kept informed about their children's progress and are encouraged to be involved in their children's learning. There is appropriate liaison between the SENCO, class teachers and outside agencies.

5.6 Partnership with parents and community, schools and other institutions

The school has very good relationships with parents and organisations in the local community.

- Approximately half the parents completed the pre-inspection questionnaire. Virtually all responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, the school prospectus, regular newsletters, reports and meetings is of good quality. However, the governors' annual report to parents does not contain all the information statutorily required. All the parents have responded positively to the home-school agreement.
- An active parent-teacher association (PTA) organises events that raise significant funds to help the school. Recent donations have included a sound-system for the new hall and the purchase of extra physical education equipment. Six parents and two grandparents regularly help in class with design and technology and art and people from the Retired Service Volunteer Programme (RSVP) listen to pupils' reading.
- There are very good relationships with the nearby parish church, which pupils visit regularly for services. The priest celebrates mass at the school several times each term and talks to pupils in support of the curriculum. Members of other Christian groups also regularly visit the school to take part in assemblies.
- There are good links with the Education Welfare Officer and medical services. The health visitor visits regularly to monitor pupils' general health and a local midwife supports the school's sex education programme. The police liaison officer regularly talks to pupils about matters concerning their personal safety. Pupils attend the

Crucial Crew courses organised by the police to raise pupils' awareness of crime and their own responsibility to the community.

- The school has an effective link with the Bridgend Local Health Group through which the headteacher, staff and the school council investigate areas of the school for improvement. As a result of this, a health week was held at the beginning of the school year, a coherent PSE policy has been implemented and the school's external environment is being improved.
- There is a good partnership with the nearby nursery school, three playgroups and the comprehensive school, which Y6 pupils attend for transition days and social events. Teachers exchange visits and good quality curricular information to ensure that the subsequent transfer of pupils to the secondary school is as smooth as possible. Some of their students come to St Robert's as part of their work experience. There is an effective link with local colleges whose students come to the school as part of their training and help with sporting activities.
- Two members of the local community council have recently talked to pupils about their roles. Pupils also enter the council's annual art competition.
- Pupils take gifts to local residents at harvest festival time.

5.7 Partnership with industry

The school has a good partnership with local companies, which gives pupils frequent opportunities to learn about the world of work around them.

- Approximately twelve nearby shops and businesses support the school through the donation of money and materials. The local branch of a national bank annually matches funds raised by the school.
- Pupils have made many useful visits to local shops and companies in support of the curriculum. These include a post office, a local pottery, a fruit farm, an art studio and a local superstore. They have also recently visited a local printer over a six-week period to learn about newspaper production.
- People from local companies and agencies come to the school to talk to pupils about their jobs. Recent visitors have included several nurses, a policeman and representatives of a recycling company.
- The local Education Business Partnership (EBP) office has sponsored visits by storytellers and provided gifts, certificates and materials as part of the Boris the Bookworm project to improve pupils' literacy skills. They have also supported the science club and pupils' visits to local companies.
- The headteacher has recently attended a one-week business related course with a theatre company to produce a booklet, which supports the teaching of drama.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good. Pupils' standards of achievement in the school have improved as a result of the work done in this area.

- The school has a very good self-review system, which is effective in evaluating performance and quality in order to plan future developments. The self-evaluation system is referred to as CRIS: Celebrate, Refine, Improve and Support. Key areas for improvement are identified from performance indicators and are built into the school development plan (SDP), giving a clear focus for the school's push towards school improvement.
- The headteacher, governors and staff are committed to improving standards. They make very good use of assessment data, monitoring procedures and the action plan from the previous inspection to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment test results, including the results of baseline tests in Reception and National Curriculum tests.
- All staff are involved in the self-evaluation process as part of the school's self-assessment system. The system is now very effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. Staff development needs are closely linked to school improvement priorities. Each subject co-ordinator has a comprehensive file of information, which includes important sections about self-review procedures, results of reviews and how they can use this information to develop their subjects further.
- Targets over the last three years have included, for example, the improvement of pupils' achievements in literacy, numeracy and ICT. The targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process.
- The SDP helps the school move forward. Each action plan has clear targets, success criteria, a section on planned expenditure and time schedules. Staff and governors, in order to improve the quality of provision and to raise the standard of pupils' achievements, review the plans regularly.
- The school evaluates the progress made towards the targets through monitoring pupils' work, teachers' planning and the quality of teaching. Very good progress has been made since the last inspection and the school has met the targets in the action plan to improve curricular provision and the quality of teaching.
- Monitoring procedures are effective in identifying areas for improvement. The headteacher monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators also monitor the provision and standards in each subject and are developing useful portfolios of pupils' work as evidence of progress. The core subjects of English and mathematics, for example, have particularly well recorded samples of work for teachers to refer to. Some foundation subjects have limited portfolios and this is an area for development.

6.2 Leadership and efficiency

The quality of leadership and management is very good and ensures a clear sense of purpose and direction for the work of the school.

- The school's aims and values, including social inclusion and a commitment to equality of opportunity for all, promote a caring ethos and high standards within a Catholic context.

- The school has a Christian ethos, which is successfully promoted by staff and governors. They succeed in providing a supportive and happy community in which all pupils feel valued and encouraged to achieve their full potential.
- The headteacher provides very good leadership and support for the staff in improving the provision and pupils' standards of achievement. All teachers are responsible for a subject or subjects of the curriculum. They are very effective in providing leadership in those areas and in monitoring provision and standards. Resources are managed efficiently and regular audits are made to identify areas for development and staff training needs.
- The governing body is supportive of the school and effectively fulfils virtually all its statutory obligations. There are a few omissions in the annual report to parents. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well-organised committee structure for managing aspects such as financial control. There are few formal links with subject co-ordinators. This is an area for governors to develop in order for governors to monitor the quality of education and pupils' standards of achievement better. Some governors make regular visits to the school and help in classrooms.
- The governing body, through its finance sub-committee, ensures that budget-setting relates efficiently to the school's educational priorities in the SDP.
- The school has a delegated budget, which is well administered. The Local Education Authority finance department provides effective advice and support. The headteacher and governors check spending and set the budget. The most recent audit of the school's finances shows them to be in good order.
- The school manages its resources efficiently and ensures good value for money. There is a clerical assistant, who manages the financial administration efficiently. She works closely with the headteacher and undertakes administrative tasks to ensure the efficient day-to-day running of the school.

6.3 Staffing, accommodation and learning resources

The overall provision of staffing, accommodation and learning resources is good and this has a beneficial effect on pupils' standards of achievement.

- There is a good number of qualified and experienced staff who are effectively deployed. There are seven full-time teachers, including the headteacher, and two part-time teachers. All staff have a range of experience and expertise and work well together as a team. Job descriptions are in place for all members of staff and responsibilities are clearly defined.
- Support assistants are well deployed to assist teachers, especially in supporting pupils with SEN. The non-teaching staff provide valuable support and contribute positively to the smooth running of the school.
- There is a very good staff development policy. The framework for staff performance management is working well. All staff take part in the self-evaluation process, which is very effective in identifying their training needs and is closely linked to developments in the SDP. There is a comprehensive staff induction policy for new staff, which includes a supportive induction programme.
- The school is situated on a narrow site. The well-maintained buildings provide adequate space for the number of pupils on roll and the teaching of the curriculum. Alterations have been made to the building to cater for larger numbers of pupils. The school has

worked very hard to improve the accommodation. The new hall is a valuable resource that allows the full National Curriculum to be taught. Good quality displays in classrooms and shared areas celebrate pupils' achievements and provide an attractive environment.

- The outside accommodation provides ample playground space but no grassed areas. The outdoor play area adjoining the Reception class provides a limited space for physical development activities.
- The provision and quality of resources for the teaching of all subjects and the Areas of Learning for children under five are good overall. Staff and pupils make effective use of all available books, materials and equipment. The school makes good use of local and wider community resources and pupils undertake a variety of educational visits to support their learning.
- Although the school has a limited number of computers for pupils to use in classrooms, the school has invested wisely in interactive white boards. Teachers use these devices to make teaching points very effectively in lessons. The displays are large and colourful and can be altered very quickly to help teachers explain difficult ideas. Learning resources for English, mathematics and science are good, but the school does not have a separate central library.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. In the Reception class, standards of achievement are good overall. They are very good in language, literacy and communications skills, personal and social development and mathematical development. They are good in knowledge and understanding of the world and creative development and satisfactory in physical development. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes.

Good features

Language, literacy and communication skills

- Children make very good progress in acquiring communication skills and confidently develop their language and literacy skills. They take part in conversations, contribute well to group discussions and clearly communicate their own ideas and beliefs. Their listening skills are very good and they listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. They enjoy listening to stories and develop their use of language through a variety of role-play activities. They develop their reading skills very well and they have a good knowledge of the sounds of letters and can read words and sentences in Big Books. Most children have reading books and read accurately from the text with good understanding. They make good attempts at writing, especially in the creative play area

and successfully read what they have written. Children are familiar with Welsh language patterns and respond very well to oral activities.

Personal and social development

- Children's behaviour is very good and they have positive attitudes to their work. They show confidence and establish effective relationships with other children and adults. They take turns to speak and are willing to share and co-operate well during practical activities. Children are always purposefully employed in a range of activities and show sustained concentration when engaged in tasks. During milk-time they demonstrate very good personal and social skills and respond very well to the relaxing taped music. They respond well to the school's provision for moral and social development and have a developing awareness of Welsh culture through the incidental use of Welsh and through a good range of Welsh resources.

Mathematical development

- Children make very good progress in developing an understanding of mathematical ideas. They successfully use mathematics as an integral part of many activities, such as playing in the Post Office, the shop, building with bricks and sand and water play. They increase their knowledge and understanding of number during oral work. They count to 10 in English and in Welsh, some count to 20 and beyond. They count in fives and tens to a hundred. They make different sets of objects and accurately identify the numbers in the sets. They know which sets add up to 10 and record the sum correctly using the appropriate symbols. They recognise numbers on a number line and place them in the correct order. They use mathematical language appropriately and use apparatus successfully to aid calculations. They understand the purpose of money and recognise the value of coins. They can name two and some three-dimensional shapes correctly and begin to use non-standard measures confidently.

Knowledge and understanding of the world

- Children develop their knowledge and understanding of scientific ideas well. Through their investigation of melting ice, they begin to understand changes in materials and clearly explain the terms solid and liquid. They investigate which objects float and which will sink and record their findings appropriately. Through the topic on 'people who help us,' they learn about the work of the hospital workers, the priest, the policeman and fire-fighters and explain clearly what they do. Through visits to a farm and a nature reserve, children develop their knowledge and understanding of living things. They develop manipulative skills well, using scissors, glue and a range of tools and materials for different activities. They design and make a bridge and play tray for the 'Three Billy Goats Gruff,' which they use to good effect to tell the story. They use computers confidently, including programs for literacy, numeracy, drawing and designing pictures.

Physical development

- Children's physical development is satisfactory. They increase their confidence and co-ordination when moving and using apparatus. They enjoy games sessions and confidently handle bats, balls, beanbags and skipping ropes. Their fine motor skills are well developed through handling appropriate tools, objects, construction pieces and malleable materials, safely and with increasing control.

Creative development

- Children use paint and brushes confidently to produce a variety of artwork. They paint effective pictures of hospital workers, using paint carefully. They draw from observation and successfully draw teddy bears using pencil and use felt pen to add texture. They experiment with printing techniques using apples and leaves to make attractive printed patterns. They explore paint colour mixing and successfully make new colours with which to print attractive handprint patterns. They use a variety of media and textures to make effective daffodils and Welsh flags. They enjoy handling malleable materials to produce shapes and competently use a range of tools.
- In music they enjoy singing a variety of songs and hymns and nursery rhymes in English and in Welsh. They enjoy exploring sounds and instruments to create their own music. They play instruments in time with their singing and follow directions appropriately.

Shortcomings

- Children's work in three dimensions including clay and sculpture is underdeveloped.
- The development of children's physical skills is inhibited by the absence of a specific, secure, outdoor play area.

English

In both key stages, standards of achievement are good overall. Standards are good in speaking, reading and writing; they are very good in listening. Pupils make good progress.

Good Features

- In KS1, pupils achieve good speaking skills. They speak clearly and confidently in lessons, using an appropriate range of vocabulary. Towards the end of the key stage, pupils are improving their ability to contribute to discussion and show the confidence to express their opinions. They particularly enjoy participating in discussion about stories and poetry they read in literacy sessions and respond well to questions. During plenary sessions, pupils confidently evaluate their work and offer clear suggestions for improvement.
- Pupils listening skills are very good. They listen carefully to questions and instructions and respond appropriately. They listen attentively with concentration to stories and to taped recordings. They listen with interest to other pupils' views and opinions and ask relevant questions.
- Standards in reading are good. Pupils use a range of methods to help them read new words including letter sounds, word recognition and picture and contextual cues. By the end of the key stage, some pupils are reading fluently and are able to discuss the contents of their books, re-tell the main events of stories, correctly sequence events and predict how stories will end. Pupils begin to make good progress through the key stage, especially in their reading from the text of Big Books, which they read and discuss as a class. The use of the home-school reading system is successful in raising standards.
- The standard of pupils' writing is good. Good use is made of literacy strategies to identify word patterns, phonics and rhyming words, which pupils use in their own writing. Year 2 pupils successfully explore rhythm in poetry, which helps them to write their own poems. Pupils make good progress in improving their sentence structures. They make good progress towards independent writing, with appropriate punctuation. They make good use of wordbooks and dictionaries to improve their spelling.

- In KS2, pupils are increasing their ability to contribute to discussion and confidently express their thoughts and opinions. Good standards are achieved in speaking skills and pupils speak with confidence and articulate clearly in lessons. They listen very attentively and purposefully, responding appropriately to questions and instructions. They work well together in groups and pairs to share their ideas and opinions. This was seen to good effect when discussing appropriate vocabulary for a ‘cloze’ procedure (fill in the missing words) passage of text.
- Standards in reading are good and pupils make good progress towards improving their fluency and accuracy. They discuss the plots and characters of the books they read and explain clearly the structure and sequence of story writing. Their comprehension skills are good and they are beginning to use inference and deduction. They discuss the books they read and have a clear understanding of the texts. Towards the end of the key stage, pupils are acquiring a greater understanding of higher order reading skills through, for example, their ability to skim and scan text to look for relevant information. Pupils make good use of CD-ROMs and the Internet to find information about various subjects.
- The standard of pupils’ writing is good. By the end of the key stage, pupils write capably about imaginary and factual events. They understand the grammatical structures in writing and most write in well-constructed sentences with appropriate punctuation. They write for a range of purposes including stories, poetry, descriptive writing, persuasive writing, letters, reports and note taking. They make good use of dictionaries to aid spelling and a thesaurus to find appropriate vocabulary.
- Pupils use computers effectively, including the use of word processing and graphic design and illustration, to enhance their work.

Shortcomings

- Pupils’ handwriting skills are underdeveloped and there is a lack of care in the presentation of some work.
- The use of drafting, revising and refining of work is limited.
- Their use of extended writing across the curriculum is underdeveloped.

Mathematics

Pupils’ standards of achievement in both key stages are good. Pupils make good progress.

Good features

- In Year 1, pupils work with numbers up to 50 successfully and know how to buy objects for small amounts of money. In Year 2, pupils count to 30 and then back to zero accurately, describing simple number sequences and counting on in 3s, 4s and 5s. They know the names of common shapes and more able pupils understand half and quarter turns.
- Pupils in Y2 are beginning to use their knowledge of number to explain how they arrive at answers. They identify numbers larger or smaller than 50 and numbers in between given numbers. They use a 100 number square successfully to solve addition sums of two digit numbers.
- Pupils use specific mathematical vocabulary when talking about their work. They have a clear understanding of, for example, ‘more,’ ‘less’ and ‘equals.’ More able pupils are beginning to check their answers at Key Stage 1.

- Pupils use IT effectively to support their learning across a range of mathematics. The effective use of the numeracy strategy is developing pupils' confidence well in number and practical mathematics across the school.
- In Year 3, pupils quickly grasp the idea of how to deduce answers and to record them in circles called Venn diagrams. Pupils' very good listening and speaking skills help them in this activity. They work out a range of answers by a process of elimination.
- In Year 4, pupils continue the process of learning correct mathematical vocabulary. They know that an 'integer' is a whole number and work competently with positive and negative temperature readings.
- In Years 5 and 6, pupils consolidate their understanding of angles. They know that 180 degrees make a straight line and that if they know one angle on a line then they can work out the other. More able pupils work with three angles on a straight line successfully. Pupils know what 'reflex' and 'obtuse' angles are. In Year 6, pupils' number skills are good. They know, for example, how to find two eighths of large numbers.

Shortcomings

- A few of the least able pupils lack the capacity to concentrate and therefore gain little from the whole class taught element of numeracy lessons.

Science

Pupils' standards of achievement in Key Stage 1 are good and in Key Stage 2 they are very good. Pupils make good progress. Last year an outstanding proportion of the Year 6 pupils gained level 5 in the National Curriculum tests.

- Year 1 pupils have a good understanding of pushes and pulls in their study of forces. They identify where pushes and pulls are used in everyday activities and know that some lifting activities are dangerous.
- Year 2 pupils describe the movement of familiar things accurately and recognise that a force can change the shape of an object, speed it up, and cause it to change direction. Pupils discover four ways of classifying materials, such as 'rough' or 'smooth' and record their results using computers.
- Throughout both key stages, the important idea of how to test fairly receives close attention. In Years 3 and 4, pupils prove they can set up their own fair tests and explain which variables are present, which they have kept the same and what may have changed as a result of an investigation. Pupils' explanations of results are explicit and thorough and show that they have thought about what happened in their experiments.
- Pupils use their mathematical skills accurately to measure, for example, the distance that rubber bands extend when different weights are placed on them. They give logical reasons why the results are as they are, showing a clear understanding of a fair test. Pupils make good use of scientific vocabulary when describing their work.
- Pupils have a good knowledge and understanding of life processes and living things. They have a growing understanding of the necessities for healthy living and growing.
- Pupils make appropriate use of IT to record scientific findings and to find information.
- Pupils in Year 5 know the difference between an observation and a measurement. They are very familiar with how to set up a fair test and in the lesson observed, very

competently set up their experiments to test the effects of changing components of electric circuits.

- In Year 6, pupils' work shows considerable depth. They have developed, for example, a hardness scale for use in experiments. Pupils have dissolved various materials and worked out a way of finding out when each is saturated, and then measuring how much material they poured into each jar.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good in speaking, listening, reading and writing in both key stages. Pupils make good progress.

Good features

- Pupils in KS1 sing a range of simple rhymes and songs with confidence and good intonation. They ask simple questions of each other in role-play situations, using an appropriate range of phrases and vocabulary. Pupils know and use correctly the names of a range of colours, foods, animals and parts of the body.
- Pupils' listening skills are good and they respond well to adults and other pupils. They listen with concentration and interest when they are told a story from the Big Book about 'Tedi Twt.' All pupils react appropriately to the incidental Welsh that is used throughout the day.
- Pupils make good attempts to read together from the class Big Book and are keen to discuss aspects of the story and predict events. They read independently from simple reading books and confidently read their own written sentences.
- Pupils use their knowledge of sentence patterns and vocabulary appropriately to write their own sentences. They clearly express how they feel and write accurate sentences in response to questions.
- In KS2 pupils work well in pairs in role-play situations, using the affirmative and negative forms. They hold sustained conversations showing a developing grasp of vocabulary and intonation. They respond well to questions and to commands.
- Pupils read word cards and short phrases accurately, developing an increasing knowledge of vocabulary and sentence patterns. They read their own written work with appropriate accuracy and intonation.
- Pupils write in a range of styles including dialogue, food menus and report writing. They make good attempts to write descriptions of clothes and people and write dialogue using known sentence patterns. Their writing is mainly accurate with appropriate attention to spelling and punctuation. Good use is made of picture dictionaries to find vocabulary and to check spellings.
- All pupils show a positive attitude to learning Welsh and have a good awareness of Wales and its heritage through the promotion of 'Y Cwricwlwm Cymreig.'
- Pupils make good use of IT and videos to consolidate knowledge and to record their use of Welsh.

Shortcomings

- There are no significant shortcomings.

Design and technology

Pupils' standards of achievement in both key stages are good. Pupils make good progress.

Good features

- Pupils in Y2 are familiar with the design process. They have made toast and answered a set of key questions about the quality of their work. Each pupil has decided whether they can improve what they have done, such as, 'Could they improve the shape?'
- Pupils in Year 3 successfully design and make party hats. The teacher requires them to ask questions first. The questions include how they are to join different materials and how they are to decorate them. Pupils include well labelled diagrams, but no measurements on their diagrams.
- In Key Stage 2, pupils continue to successfully learn a range of techniques and to use their skills effectively, such as in marking, measuring, cutting and joining. Through the wide range of thoughtful, relevant and practical experiences, pupils, including those with SEN, make good progress throughout the school.
- Pupils have experience of designing, making and evaluating a range of good quality models, including a rally car based buggy in Year 5. Also in Year 5, pupils decide what makes a shopping bag easier to carry. In this investigation, pupils include interviews of their friends who have tried the different designs.
- In Years 5 and 6, pupils study a range of challenges and questions. Pupils make good clear evaluations of, for example, the puppets they design. They decide that they might need to use more glue and sticky tape in one instance or make the puppet larger in another instance.
- The school encourages pupils to enter competitions. These activities raise the profile of design and technology and raise the standards of pupils' work.

Shortcomings

- There are no significant shortcomings.

Information technology (IT)

Pupils' standards of achievement in both key stages are good. Pupils make good progress.

Good features

- Pupils across the school make good use of IT skills to support their learning. Most pupils, including those with special needs, have good skills, knowledge and understanding and are able to work independently. They use computer programs effectively to practise numeracy skills and other aspects of mathematics, such as handling and displaying number information.
- In Key Stage 1, pupils develop their IT skills systematically through the school and operate computers confidently and proficiently. They use the mouse with good control to

gain access to programs on screen and, for example, to draw creatures. They use keyboards with similar accuracy to move between lines of text and other features of displays, such as spreadsheets.

- Pupils have good skills in a range of computer programs. They demonstrate good word-processing skills when composing text and poetry, and edit work as they go. They save, retrieve and print work independently when asked. Pupils know how to program a floor robot and make it do what they want after a few attempts.
- At Key Stage 2, pupils experiment with changing the size of letters and their colour and produce very attractive repeated patterns in many colours using a large number of symbols. In Year 4, pupils successfully make graphs from tables of information, such as about pupils' preferences for different types of crisps.
- Pupils use CD-ROMs effectively to improve their literacy skills and to find information about various subjects. Groups of pupils in Year 6 produce a multi-media presentation. They use a clever program that allows them to use their creativity to the full. Pupils choose from a range of backgrounds, select characters, write the story, add sounds and other images and create an interesting presentation for others to enjoy.
- Older pupils make good use of the Internet as a research tool to find information about various topics, such as about the Battle of Bosworth.
- Pupils' standards of achievement are raised when they join the IT club, which meets regularly. Pupils practise all sorts of skills that often they do not have time to do during lessons.
- Teachers' use of the interactive white boards has a significant positive effect on pupils' standards of work. Teachers use them very effectively in Key Stage 2 and demonstrate ideas with clarity as, for example, in a design and technology lesson in Year 5. The teacher provides a very good range of pictures of cars that pupils use to invent their own ideas.

Shortcomings

- The school does not have enough computers. As a result, pupils do not develop their skills and knowledge as fast as they might in IT lessons.

History

Pupils' standards of achievement are good in KS1 and very good in KS2. Pupils make good progress.

Good features

- In KS1, pupils' understanding of time develops well across the key stage. Pupils create timelines to show changes in homes through the ages and successfully sequence pictures of Queen Victoria through her lifetime.
- Pupils recall a range of stories and events about the lives of people living in the past. They are beginning to understand why people acted as they did and that those actions had consequences.
- Pupils understand that they can find out about the past from a range of sources, such as books, artefacts, Internet and visits to places of historical interest. Their visit to the Museum of Welsh Life in St. Fagan's provided pupils with a clear understanding of what homes were like in the past.

- In KS2 pupils have a very good understanding of chronology. They make good use of timelines to place the periods of history that they have studied in chronological order. Pupils' use of vocabulary relating to the passage of time shows good progress.
- Pupils' awareness of links between the causes and consequences of events and situations is demonstrated in their work on changes in the local area during the last hundred years. They make good use of a trade directory to the range of shops in the area. They compare them with photographs taken at different times during the beginning of the twentieth century. They successfully produce a shopkeepers' timeline and clearly explain the reasons for the changes.
- Very good use is made of a wide range of sources of evidence, such as artefacts, a census, photographs, a local historian and web sites to support their learning and investigations. Pupils know the difference between primary and secondary sources and explain clearly which is the more reliable.
- Pupils develop the skills of asking historical questions very well and make informed judgements. They interpret evidence carefully and give their own reactions, such as the need for William Morgan to translate the Bible into Welsh. Pupils successfully carry out their investigations in groups in order to reach a conclusion. They then compare and evaluate the results of their findings.
- Year 6 pupils make very good use of a 1881 census to create the family tree of a local resident. They make interesting comparisons of residents of houses in the nineteenth century with those of today. Pupils work collaboratively in groups to compare different interpretations and their initial ideas, in light of new evidence.
- Historical vocabulary relating to the periods that have been studied is very well developed. Pupils in both key stages organise their findings appropriately and use an increasingly wide range of methods, including the use of IT, to communicate their knowledge and understanding.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in KS 1 are good and they are very good in Key Stage 2. Pupils make good progress.

Good features

- In Key Stage 1, pupils develop a good geographical vocabulary when talking about features of a village, such as a church or river. They make clear maps of the school grounds using symbols that are broadly in the correct places in relation to one another. They study the fictional island of Struay and have drawn accurate maps of the features on the island.
- In Year 4, pupils produce accurate and detailed maps and plans to record the way to Porthcawl from Aberkenfig. They show a good sense of scale and position and describe the journey accurately in words. Pupils look into aspects of historical geography. There are some very interesting accounts of how people lived in 1871 and about the kinds of jobs they had.
- The oldest pupils have made an outstanding in-depth study of two areas of wetland, the Somerset levels and the Okavango Delta in Botswana. Pupils have studied the effects of

flooding on tourism and wildlife and have given some in-depth thought to the effects of weather on people's lives and to wildlife conservation. They have drawn comparisons between the two areas and decided which features are similar and which are different.

- Pupils in all years reflect their considerable interest and enjoyment of the subject in their work.
- Pupils develop a very good range of key skills in geography. They make very good use of maps and plans so that they can analyse successfully why things happened. They use graphs to explain the differences in the weather between Wales and southern Africa and develop a good sense of direction when describing the journey from home to Botswana.
- The resources for learning that the school has bought recently have a significant positive effect on pupils' standards of achievement. For example, teachers use interactive white boards to show aerial photographs to pupils. Pupils move the pictures and find places, such as where they live. This resource brings geography alive for pupils.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are satisfactory in both key stages. Pupils make satisfactory progress.

Good features

- In KS1, pupils develop their drawing skills using pencil, pastels and wax crayons. They make good attempts at portrait and figure drawings and understand the need for proportion in their work.
- Pupils are improving their painting and brush control skills. They confidently paint pictures of people and buildings, making good use of the space on the paper.
- They successfully investigate colours and printing techniques. They make close observations of patterns and shapes in the work of famous artists and use descriptive vocabulary to explain what they see, such as 'wavy' and 'curved.' They identify repeated patterns in the work of William Morris and choose designs on a computer to 'stamp' effective repeated patterns. In their own printing work they carefully choose colours and objects to create attractive repeated printed patterns.
- In both key stages, pupils study the work of famous artists, including Welsh and local artists, and explain clearly the techniques used in their work. They make good use of sketchbooks to investigate and explore techniques.
- In KS2, pupils improve their observational drawing skills and produce effective self-portraits and studies of the local area. They experiment with pencil shading, colour mixing, pattern making and pastel techniques. They explain clearly how to make a mono-print and know how a negative print can be made and how it can be used effectively in their work.
- Pupils improve their painting and paint mixing skills and produce studies of water in the environment, using colour wash techniques to good effect.
- Pupils study paintings by famous artists and make good use of their observational drawing and painting skills when making changes to their own paintings. They make close observations of patterns, textures and colours.

- By the end of KS2, pupils gain the confidence to explore a range of materials and techniques and record images effectively from direct observation. They study landscape paintings by Constable and those of Welsh artists, such as Richard Wilson, and compare them with their local landscapes. They use photographs of their local area to make observational drawings and successfully develop them into paintings, pastel studies and paper collage landscapes.
- All pupils make good use of a drawing and graphic design computer system to create effective drawings and designs and to enhance their written work.

Shortcomings

- Pupils' skills of exploring, experimenting and applying the elements of art, craft and design through the school are underdeveloped.
- Pupils have limited skills with working in three dimensions, including sculpture and clay.

Music

Standards of achievement are good in both key stages. Pupils make good progress.

Good features

- In KS1, pupils sing a variety of English and Welsh rhymes, songs and hymns with enjoyment and enthusiasm. They sing in tune, with clear diction and appropriate attention to breathing and the quality of sounds.
- Pupils follow singing and clapping patterns and repeat them successfully. They clap and play untuned instruments in time with the music, keeping a steady beat. They memorise and recall short musical patterns and simple songs.
- Pupils experiment with sounds and instruments in groups to compose a sequence of sounds when investigating rhythms in poetry, which they confidently perform to the class.
- In KS2, pupils improve their performing skills. They sing an expanding repertoire of songs, in English and in Welsh, with confidence and enjoyment. They sing two-part songs with increasing control of musical elements.
- Pupils have a good understanding of musical elements and successfully focus their listening skills on elements such as pitch, rhythm and beat whilst performing and composing.
- Pupils have good listening skills and demonstrate good appraisal skills when listening to music. They show their appreciation by describing the moods and atmosphere of a piece of music and recording their thoughts pictorially. Pupils explore sounds in a range of instruments to successfully re-create the mood of their music. They appreciate the music played by the visiting harpist and enjoy listening to taped music in the classroom and during assemblies.
- Pupils' musical performances are developing well. They experiment with sounds and rhythms in groups and compose their own music using a variety of instruments. They successfully play untuned instruments to accompany songs and keep a steady beat. They explore sounds in tuned instruments to create music based on the pentatonic scale. They perform their compositions confidently and make critical evaluations of their work.
- Musical performances enhance assemblies and school celebrations. Pupils are offered instrumental tuition in brass, woodwind, strings and recorder playing and the extra-curricular recorder and dance clubs succeed in enhancing their musical skills. Pupils

enjoy taking part in school and community performances, including services at the local church.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in both key stages are good. Pupils make good progress.

Good features

- Pupils understand the need for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health. Pupils of all ages show that they can evaluate their work appropriately. Pupils have very good attitudes to physical education, which means that they try very hard to improve what they do.
- Pupils have a good awareness of space when moving in a series of turns and in different directions in Year 2. Pupils have good control of their body movements and confidently use them to travel across the floor and low apparatus in different ways.
- Pupils develop good ball skills in Year 6. They throw and catch a rugby ball successfully in pairs. They have good control of themselves and soon grasp some of the tactics of the game and apply them effectively.
- The school provides good opportunities for pupils to develop their physical skills through the teaching by instructors, for example, from the nearby rugby club.
- Pupils with special needs are very well integrated in lessons and make good progress.
- The school provides a good programme of extra curricular activities, which includes representative team games. Several pupils over the last few years have reached high standards and have, for example, represented the Bridgend area.
- Pupils make good progress in Key Stage 2 with swimming and, by the end of the Year 6, all pupils can swim. They also make good progress with outdoor and adventurous skills. The oldest pupils attend a residential week and, for example, learn to enjoy wide-open spaces safely.
- The provision of a new school hall has had a significant positive effect on pupils' standards of achievement.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in 1997 and it produced an action plan to address the key issues. There has been very good progress with the implementation of the key issues.

Key Issue 1

Improve standards in art, information technology and Welsh in KS2 and in those areas of weakness identified in the report.

- Standards in all subjects noted above have improved significantly since the last inspection. There are still some shortcomings in aspects of art and in the provision for IT.

Key Issue 2

Establish a coherent curriculum statement that meets all the requirements of the NC and reflects the established aims of the school.

- The school now has a coherent curriculum statement that meets the school's aims and the requirements of the National Curriculum.

Key Issue 3

Prepare schemes of work to support the teaching of science, design and technology, information technology, history, geography, art, and music.

- There are very good schemes of work in place for all the subjects listed above.

Key Issue 4

Make full use of all relevant assessment data when preparing the necessary quantitative targets for inclusion in the school development plan.

- Assessment information of many kinds is now used very well when preparing the school development plan.

Key Issue 5

Devise a programme of monitoring that focuses on quality of teaching and learning and standards of achievement.

- The school now has a very good system for monitoring the quality of its work. For example, co-ordinators check teachers' plans and the headteacher visits classes.

Key Issue 6

Address a number of hazards within the school grounds that pose risks to pupils' health and safety, including; a gap in the fence directly outside the mobile classroom; the unguarded entrance area that leads down to the boiler room; open drains in the upper playground.

- The school has attended to all the issues raised then, but a further number of health and safety issues were raised during the current inspection.

8.2 Key issues for action

The school should build on the good provision already made to date.

- The school should raise standards of pupils' achievement in art, improve the provision for information technology and address the minor shortcomings in some subjects.
- Develop pupils' skills in applying exploratory elements of art, craft and design throughout the school to include, for example, more three-dimensional work and using the art of different cultures as a source of ideas.
- Increase the number of computers for pupils to use in information technology lessons.
- Improve the opportunities for children in Reception to engage in physical activities using large equipment, including outdoors.
- Meet statutory requirements for registration at the beginning of the day.
- Include all the necessary elements in the Governors' Annual Report to Parents.
- Address the health and safety issues raised during the inspection.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during and after the inspection.

APPENDIX

A. Basic information about the school

Name of School	ST. ROBERT'S CATHOLIC PRIMARY
School type	VOLUNTARY
Age -range of pupils	4-11 YEARS
Address of school	DANYLAN ABERKENFIG BRIDGEND
Post-Code	CF32 9AB
Telephone Number	01656 720336

Headteacher	MRS. C. TOOK
Date of appointment	September 1996
Chair of Governors/ Appropriate Authority	MRS. L. TOWNSEND
Registered Inspector	MR.R. R. FRY
Dates of inspection	24 – 27 February, 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	19	24	21	23	26	27	29	169

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil:adult (fte) ratio in nursery classes	-
Pupil:adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92	91	93	92
Term 2	88	93	94	93
Term 3	97	95	94	95

Percentage of pupils entitled to free school meals	9.8%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 20					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	10	55	35	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	0	55	45	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	10	50	40	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	15	65	20	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	5	55	40	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	10	60	30	0
		National	0	2	10	67	21	0

National comparisons in all tables relate to 2001

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	90	In Wales:	81

D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1

END OF KEY STAGE 2 : 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 25					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	8	16	30	46	0
		National	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	8	0	38	54	0
		National	0	2	1	0	0	5	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	8	16	31	46	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	8	16	46	30	0
		National	0	2	1	1	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	7	31	62	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	7	16	77	0
		National	0	2	0	1	0	2	13	51	31	0

National comparisons in all tables relate to 2001

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	88	In the school:	88
In Wales:	68	In Wales:	68

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. Evidence base of the inspection

A team of three inspectors who spent a total of nine inspector days at the school carried out the inspection.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with parents; twenty parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 96 completed questionnaires were analysed; the inspection team took note of the results;
- the school's documentation was scrutinised.

During the inspection

- Forty-six lessons or parts of lessons were observed, totalling 28 hours. Lessons were observed across all age groups;
- other observations included assemblies, playtimes, clubs and registrations;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school;
- inspectors heard a representative sample of pupils reading;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr. R. R. Fry, Registered Inspector.	Mathematics. Science. Design and technology. Geography. ICT. Physical education.	Main Findings. Standards of achievement. Standards in key skills. Teaching. Assessment, recording and reporting. Quality of self-evaluation. Leadership and efficiency. Staffing, accommodation and learning resources. Progress since the last inspection. Key issues for action.
Mrs. M. E. Evans, Team Inspector.	Under-fives. English. Welsh second language. Art. History. Music.	Curriculum. Pupils' spiritual, moral, social and cultural development. Support, guidance and pupils' welfare. Pupils' special educational needs. (SEN)
Mr. S. Page, Lay Inspector.		Attendance. Behaviour and attitudes. Partnership with parents and the community. Partnership with industry.