

REPORT

on the

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

**ST WINEFRIDE'S CATHOLIC PRIMARY SCHOOL
WHITFORD STREET
HOLYWELL
FLINTSHIRE
CH8 7NJ**

School Number: 664/3307

Date of Inspection: 20th – 23rd January 2003

By

Mr M T Ridout

Registered Inspector W180/78730

Under Estyn contract number: T/137/02P

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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 | |
| The school and its priorities | 1 |
| 2. MAIN FINDINGS | |
| The main findings of the report | 2 |
| 3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS | |
| 3.1 Standards achieved in subjects and areas of learning | 6 |
| 3.2 Standards achieved in key skills across the curriculum | 7 |
| 4. ETHOS OF THE SCHOOL | |
| 4.1 Pupils' spiritual, moral, social and cultural development | 8 |
| 4.2 Behaviour and attitudes | 9 |
| 4.3 Attendance | 10 |
| 5. QUALITY OF EDUCATION | |
| 5.1 Teaching | 10 |
| 5.2 Assessment, recording and reporting | 11 |
| 5.3 Curriculum | 12 |
| 5.4 Support, guidance and pupils' welfare | 14 |
| 5.5 Provision for pupils with special educational needs (SEN) | 14 |
| 5.6 Partnership with parents and community, schools and other institutions | 15 |
| 5.7 Partnership with industry | 16 |
| 6. MANAGEMENT | |
| 6.1 Quality of self-evaluation and planning for improvement | 16 |
| 6.2 Leadership and efficiency | 17 |
| 6.3 Staffing, accommodation and learning resources | 18 |

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

| | |
|-------------------------------|----|
| Provision for the under-fives | 19 |
| English | 22 |
| Mathematics | 23 |
| Science | 24 |
| Welsh second language | 25 |
| Design and technology | 26 |
| Information technology | 27 |
| History | 27 |
| Geography | 28 |
| Art | 29 |
| Music | 30 |
| Physical education | 31 |

8. SCHOOL IMPROVEMENT

| | | |
|-----|------------------------------------|----|
| 8.1 | Progress since the last inspection | 31 |
| 8.2 | Key issues for action | 32 |

APPENDIX

| | | |
|----|--|----|
| A. | Basic information about the school | 34 |
| B. | School data and indicators | 34 |
| C. | Results of National Curriculum assessments and public examinations | 35 |
| D. | The evidence base of the inspection | 37 |
| E. | Composition and responsibilities of the inspection team | 37 |

1. CONTEXT

The school and its priorities

St Winefride's Roman Catholic Primary is a voluntary aided school, catering for boys and girls aged three to eleven years. The school was previously inspected in February 1997. There are 173.5 full-time equivalent pupils on roll, including 23 children attending the nursery part-time. The school is organised in seven classes. There are 26 children in the reception class. The pupils in Key Stage 1 (KS1) are taught in two single-age classes. In Key Stage 2 (KS2) there are three mixed-age classes, each consisting of pupils from two different year groups. The average class size is 27. There are six full-time teachers, including the headteacher, and three part-time teachers. Two teachers' aides and four assistants for pupils with special educational needs (SEN) support this provision. The headteacher was absent immediately before, and during most of the inspection, due to an operation.

The school is situated in the small town of Holywell in Flintshire. The majority of pupils come from the immediate parish of St. Winefride's, Holywell, and several come from the nearby rural parish of St. David's, Pantasaph. The locality includes both commercial and residential areas. There is a wide variety of housing including owner occupied and rented accommodation. The school states about half the pupils' families are neither prosperous nor disadvantaged, a quarter is advantaged and the remainder is disadvantaged. Twelve per cent of pupils access free school meals. This is below average. There are a small number of pupils from ethnic minorities. A small number is learning English as a second language and no pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. Many children begin school with good levels of achievement but a number have limited language skills. Attainment on entry is in line with local averages. Subsequent assessments identify almost 21% of the pupils to have SEN. This is average. There are seven pupils on roll who have a statement of SEN. This is above average. In recent years, the proportion of pupils with SEN has been about 33%.

The school's priorities reflect its Roman Catholic foundation. Its mission statement begins: "St Winefride's RC School is committed to creating a secure, caring, stimulating family environment based on the teaching of Jesus Christ, in which children can learn and grow in the Catholic faith". This commitment supports the school's aims that are stated in the prospectus. The school has set targets for raising standards.

The school development plan for 2002/3 indicates the main thrust is improving provision and raising standards in Religious Education, English and Mathematics, improving assessment and record keeping and reviewing and updating provision in other subjects.

The school holds the Investors in People award and has successfully attained the Quality Mark in Basic Skills.

2. MAIN FINDINGS

The main findings of the report

This school provides its pupils with a satisfactory quality of education. There are however, serious weaknesses in educational direction that limits the effectiveness of teaching, the quality of learning and impacts on pupils' behaviour. This reduces pupils' effort and achievement in some lessons.

- Many children begin school with good levels of achievement but a number have limited language skills. Attainment on entry is in line with local averages.
- The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- The children under five make satisfactory progress in the nursery and reception classes.

| Area of learning: | Nursery | Reception |
|---|----------------|------------------|
| Language, literacy and communication skills | Good | Good |
| Personal and social development | Satisfactory | Satisfactory |
| Mathematical development | Good | Good |
| Knowledge and understanding of the world | Satisfactory | Satisfactory |
| Physical development | Satisfactory | Satisfactory |
| Creative development | Satisfactory | Satisfactory |

- The standards of achievement in the different subjects of the National Curriculum (NC) in Key Stages 1 and 2 (KS1, KS2) are as follows:

| Subject | KS1 | KS2 |
|------------------------|--------------|----------------|
| English | Satisfactory | Satisfactory |
| Mathematics | Satisfactory | Satisfactory |
| Science | Satisfactory | Satisfactory |
| Welsh second language | Satisfactory | Satisfactory |
| Design and technology | Satisfactory | Unsatisfactory |
| Information technology | Satisfactory | Satisfactory |
| Geography | Satisfactory | Satisfactory |
| History | Satisfactory | Good |
| Art | Good | Good |
| Music | Satisfactory | Good |
| Physical education | Good | Satisfactory |

- The school has raised standards in Welsh second language and information technology since the last inspection. Taken overall, standards remain similar to those at the time of the last inspection.

- The school is proud of the contribution of music to school life and its success in involving most pupils in sporting activities.
- In the 50 lessons or parts of lessons observed standards of achievement were judged to be good in 26 per cent, satisfactory in 56 per cent and unsatisfactory in 18 per cent.
- In a significant number of lessons, factors such as a lack of challenge in the work impact on pupils' behaviour and this limits the progress made.
- Across KS1 and KS2 the overall rate of progress is satisfactory, but there is wide variation in each key stage. This is clearly evident in pupils' previous work.
- Pupils with SEN make slow but steady progress in work with the whole class and satisfactory progress during work undertaken in withdrawal groups. They achieve satisfactory standards.
- Taken overall the progress of the more able pupils is too slow.
- The school's results in NC tests and assessments show a gradual improvement over time.
- The results for the KS1 NC teacher assessments in 2002 show a similar picture to the previous year. Seventy nine per cent of pupils attained level 2 or above in speaking and listening, reading, writing, mathematics and science. These results are below national figures and those for similar schools¹. The school's average over three years is 79% of pupils attaining level 2 or above. This is below average.
- In the most recent KS2 NC tests, 52% of pupils attained level 4 or above in English, mathematics and science. This cohort included a large number of pupils with SEN and results were lower than the previous year. The 2002 results are well below national figures and those for similar schools. The school's average over three years is 56% of pupils attaining level 4 or above. This is well below average.
- The standards of achievement in the key skills of speaking, listening, reading, writing, numeracy, and information and communications technology are satisfactory.
- The school is successful in creating a secure, caring, stimulating family environment. This is reflected in its many strengths in pastoral care and its commitment to providing a broad range of educational experiences for its pupils.
- The school makes good provision for the pupils' spiritual, moral and social development. This strongly reflects its Roman Catholic foundation and mission. The provision for pupils' cultural development is satisfactory.
- The overall quality of pupils' behaviour in the school is satisfactory. The school is an orderly community but there are a significant number of pupils who lack self-discipline. This reduces the quality of learning for all in some lessons.

¹ Schools having between nine and 16 per cent of pupils entitled to free school meals.

- In general, pupils have positive attitudes to learning and where lessons are stimulating, the majority sustain concentration and interest well.
- The school's behaviour policy is measured and detailed but the arrangements are not fully effective and this impacts on learning across the school.
- The level of pupils' attendance is satisfactory.
- The quality of teaching is satisfactory overall. There is wide variation in the quality of teaching across the school. This results from shortcomings in the guidance provided to ensure a whole-school approach to teaching and learning.
- In the 50 lessons or parts of lessons observed, the quality of teaching was judged to be very good in two per cent, good in 26 per cent, satisfactory in 54 per cent and unsatisfactory in 26 per cent.
- In a significant number of lessons, shortcomings in expectations, building on schemes of work to plan lessons and in the teaching approaches used, limit the quality of learning.
- The good practice evident in some of the teaching is not effectively recognised and disseminated.
- The assessment of pupils' attainment is generally consistent and accurate. The school has begun to track individual pupil's progress from stage to stage. This is a strength in the Nursery.
- The tracking of pupils' progress is at an early stage and as yet the use of assessments doesn't have a sufficient impact on the provision across the school.
- The overall quality of the curriculum is satisfactory. Strengths include the personal and social education programme and good extra-curricular provision, including educational visits, clubs and team games.
- The *Cwricwlwm Cymraeg* is quite well established, through subjects such as geography and history.
- There are shortcomings in implementing schemes of work and ensuring pupils receive a balanced, relevant curriculum.
- There is no whole-school approach to planning the development of key skills across subjects.
- The overall quality of support and guidance and the attention given to pupils' welfare is satisfactory.
- The school makes satisfactory provision for pupils with special educational needs (SEN).

- The overall quality of the school's partnership with parents, the community, schools and other institutions is good. This is a very positive feature.
- Despite the absence of a policy, the school's partnership with local industry is satisfactory.
- The impact of self-evaluation and planning for improvement is unsatisfactory. The school development plan identifies appropriate areas for improvement but procedures for the evaluation of standards and monitoring the quality of provision lack both rigour and focus.
- The overall quality of leadership and efficiency is satisfactory. Leadership is most effective in pastoral aspects. There are long standing shortcomings in educational matters where leadership roles do not provide clear enough direction to ensure a consistent quality of teaching and learning.
- The contribution of senior staff and subject leaders to educational leadership is developing much too slowly, but some good practice exists in information technology, art and physical education.
- In general, the staff are suitably deployed but the organisation of teaching and learning resources is not always efficient and effective.
- Governors are very supportive of the school and successfully meet their basic statutory obligations. The effectiveness of day-to-day administration and organisation is good.
- The provision of staffing, accommodation and learning resources is satisfactory. There are enough experienced teachers, but there are some particular gaps in expertise, in subjects such as design and technology and Welsh second language and in aspects of SEN.
- Although teachers receive appropriate in-service training the benefits are not always fully disseminated and effectively implemented.
- Overall, there is sufficient space in the school for the number of pupils, although the classrooms are small. However, the teaching areas available are not always used to the best advantage.
- There is adequate outdoor space for games and play but there is no suitable outdoor learning area for the under fives. This significantly curtails learning opportunities.
- There are sufficient resources to teach all subjects, but there is insufficient software available, especially for use by pupils with SEN and by the more able. At times pupils have to share limited resources, such as in guided reading.
- Taken overall, the school has made insufficient improvement in relation to the five key issues identified by the previous inspection. It has successfully raised standards in two subjects, but standards remain satisfactory overall. Furthermore, significant shortcomings

remain in educational leadership that impact on teaching learning and progress. These weaknesses are very similar to some of the issues raised by the inspection in 1997.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

The standards achieved by the pupils are satisfactory overall.

- Many children begin school with good levels of achievement but a number have limited language skills. Attainment on entry is in line with local averages.
- In the 50 lessons or parts of lessons observed standards of achievement were judged to be good in 26 per cent, satisfactory in 56 per cent and unsatisfactory in 18 per cent.
- In a significant number of lessons pupils do not build adequately on their prior knowledge and understanding. This limits their achievements.
- Children under five make satisfactory progress in the nursery and reception classes. The standards of achievement are good in both classes in language, literacy and communication skills and mathematical development. Standards are satisfactory in knowledge and understanding of the world and in the creative, physical and personal and social areas of development.
- Across KS1 and KS2 the overall rate of progress is satisfactory. The progress of pupils across the ability range accelerates in Y2 and is often good at the beginning of KS2. Progress in the other classes is generally slower but the rate of work improves where the pupils are taught in smaller age related groups for some subjects in KS2.
- Taken overall the progress of the more able pupils is too slow.
- In KS1, standards of achievement are good in art and physical education and satisfactory in history and music.
- In KS2 standards of achievement are good in history, art and music, and satisfactory in physical education.
- In both key stages, standards are satisfactory in English, mathematics, science, Welsh second language, information technology and geography.
- The standards achieved in design and technology are satisfactory in KS1 and unsatisfactory in KS2.
- The progress of pupils with SEN who receive additional teaching in withdrawal groups is satisfactory. The majority make slow but steady progress in other work with their classes and they achieve satisfactory standards.

- At the end of KS2, there are marked differences in pupils' performance in NC tests on the basis of gender from year to year. The difference between the number of boys and girls attaining level 4 is around 20 per cent. Contrary to the national picture the boys outperform the girls in some years. In 2002 the girls performed better than the boys did and the school predicts a similar picture in 2003.
- The school's efforts in adapting the English scheme of work to suit the needs of the boys are having a positive impact on their levels of achievement in KS2.
- The school's results in NC tests and assessments show a gradual improvement over time. The results matched or exceeded its end of KS2 targets for attainment in 2001 and 2002.
- In the 2001 KS1 NC tests and assessments, 74% of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science. This is below national figures and well below the average for similar schools².
- The results for the KS1 NC teacher assessments in 2002 show a similar picture with 79% of pupils attaining level 2 or above. These results are below national figures and those for similar schools. The average over three years is 79% of pupils attaining level 2 or above. This is below average.
- In the 2001 KS2 NC tests, 78% of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results are above national figures and in line with those for similar schools.
- In KS2, 52% of pupils attained level 4 or above in the NC tests in 2002. This cohort included a large number of pupils with SEN. These results are well below national figures and those for similar schools. The average over three years is 56% of pupils attaining level 4 or above. This is well below average.

3.2 Standards achieved in key skills across the curriculum

The standards of achievement in the key skills of speaking, listening, reading, writing, numeracy, and information and communications technology are satisfactory.

- Children under five appropriately develop their early literacy, numeracy and ICT skills within their work.
- When given the opportunity more able pupils draw on a varied vocabulary to articulate their ideas and respond to questions in connection with their studies. Although the majority contribute to lessons appropriately a significant minority are reticent.
- In lessons where the learning engages pupils' interest the majority listen and follow the content of the lesson well. However, across the school significant numbers of pupils do not actively listen to their teachers or to their peers where the pace of learning is slow.

² Schools having between nine and 16 percent of pupils entitled to free school meals.

- Pupils satisfactorily use reading to extend their learning in most subjects. Some of the older pupils have good library and research skills but opportunities to research topics in history and geography are often limited.
- In general, pupils' writing skills develop well across the school but the extent to which pupils use these skills to collate information and present accounts in science, geography and history is often limited.
- The pupils develop satisfactory numeracy skills, they solve appropriate problems in mathematics but they seldom build fully on their numeracy skills to collate and present data as part of their studies in science and geography for instance.
- The use of ICT skills is developing well in some classes. In these classes pupils use appropriate word processing, graphics and publishing skills effectively. They are introduced to using simple databases and selected web sites, and are beginning to use the skills of ICT to enhance their work in other subjects.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school makes good provision for the pupils' spiritual, moral and social development. This strongly reflects its Roman Catholic foundation and mission. The provision for pupils' cultural development is satisfactory.

- Pupils are sincere and respectful during regular daily prayers. They are sensitively encouraged to reflect on their own thoughts and values both in collective worship and in their studies. In particular, through the study of poetry and art. The arrangements for a daily act of collective worship meet statutory requirements.
- Most pupils have a good understanding of what is right and wrong and understand the importance of respecting others. They show appropriate respect for their own and others' property.
- The school successfully encourages pupils to support others less fortunate than themselves by working for, and contributing to a number of local and national charities.
- There are positive systems of reward and praise for effort, achievement and behaviour. Most pupils are polite and helpful to visitors to the school and the majority conduct themselves well on school visits.
- The systems of appointing prefects, organising pupils in Y6 to take turns in caring for younger pupils during playtimes and the *Helpwr Heddiw* system in all classes, are used appropriately to develop pupils' social skills.

- The good range of extra-curricular activities provided by the school helps foster pupils' initiative, instils a growing understanding of the community and the wider world, and effectively helps to expand pupils' interests and knowledge.
- Pupils' cultural development is appropriately enhanced by extra-curricular activities and numerous visits to places of interest, which complement their studies. The *Cwricwlwm Cymraeg* is quite well established, through subjects such as geography and history.
- Pupils eagerly participate in the school's St David's Day celebrations and compete, often successfully, in the *Urdd Eisteddfodau*. However, there is insufficient emphasis on studying contemporary Welsh artists, composers and figures of national importance.
- Pupils' knowledge of life in other countries is raised through studies in geography and in religious education, aspects of other religions as well as Christianity are studied. However, opportunities are missed to develop the pupils' awareness and understanding of the rich diversity of cultures that form part of our society.
- The majority of pupils respond positively to the school's provision in these areas.

4.2 Behaviour and attitudes

The overall quality of pupils' behaviour in the school is satisfactory.

- In general, the pupils have positive attitudes to learning. Where lessons are stimulating and there is interesting work to do, the majority sustain concentration well.
- The school operates as an orderly community. However, throughout the school there are a significant number of pupils who lack self-discipline. In some lessons the unsettled and challenging behaviour of a minority of pupils impairs the quality of education received by the whole class.
- Behaviour in and around the school during break times is variable. On the one hand most boys and girls play happily together with examples of good relationships and of older pupils taking care of younger pupils. However, there is an undercurrent of aggressive behaviour, among some of the pupils.
- The school has a measured policy and detailed arrangements to promote good behaviour. However, these arrangements are not fully effective and this impacts on learning.
- Most pupils show confidence in expressing views to adults and some are self-confident, courteous and friendly towards visitors. In particular some of the pupils in Y6 show maturity of action and are both willing and able to take responsibility.
- Across the school, when encouraged to do so, most pupils demonstrate a willingness to work together constructively.

- During the inspection no evidence of physical bullying was observed. The number of accidents recorded in the playground indicates rough play. However, there is evidence of some pupils being excluded from games and activities by their peers.
- The school has adopted suitable policies to prevent bullying and racism.
- No pupils have been excluded from the school in the last year.

4.3 Attendance

The level of pupils' attendance is satisfactory.

- The average level of attendance over the last three terms is 93.5%. There are few unauthorised absences in KS1. In KS2 levels of unauthorised absence are also generally low but in the Spring Term of 2002, the level of unauthorised absence was 1.7%.
- Although the school has not set targets to improve attendance it operates a system of rewards to promote good attendance.
- Punctuality at the school is satisfactory, with most pupils being in school in good time, but there is a minority who persistently arrive late in the mornings. This disrupts the start of lessons. The school operates its timetable punctually.
- The registration of pupils is carried out in line with the requirements of the National Assembly for Wales's Circular 3/99. The school registers are complete and correct.
- Any unexplained absences are followed up promptly by the school. In instances where patterns of absence are not explained to the school's satisfaction the matter is referred to the Educational Social Worker for further investigation.

5. QUALITY OF EDUCATION

5.1 Teaching

The impact of teaching over time is satisfactory. There is wide variation in the quality of teaching across the school that results from shortcomings in the guidance provided to help ensure a whole-school approach to teaching and learning.

- In the 50 lessons or parts of lessons observed, the quality of teaching was judged to be very good in two per cent, good in 26 per cent, satisfactory in 54 per cent and unsatisfactory in 26 per cent.
- In a significant number of lessons, shortcomings in expectations, building on schemes of work to plan lessons and in the teaching approaches used, limit the quality of learning.
- The good practice evident in some of the teaching is not effectively recognised and disseminated.

- Taken overall, the teachers have a sound knowledge and understanding of the subjects they teach. There are individual strengths in English, mathematics, Welsh second language, art and music. However, there are shortcomings in science, design and technology, music, Welsh second language, information technology and aspects of SEN.
- Where teaching assistants are involved in the lesson planning, and have a good understanding of their role, as with the under fives, they make a very positive contribution to teaching and learning.
- Lesson planning is based on appropriate schemes of work that provide suitable progression. However, the lack of agreement among staff about some of the materials recently introduced reduces the quality and impact of some lessons.
- Where the learning objectives of the mathematics programme, for instance, are rigorously taught lessons have good content and purpose. In contrast the quality of teaching and the pace of learning is much reduced where lesson planning does not fully reflect the content and expectations of the scheme of work.
- Taken overall, a satisfactory range of teaching techniques and organisational strategies is used. Teaching is most effective where there is a good balance between whole class and group work, explanations are clear and good levels of involvement in learning result from suitably challenging tasks.
- Where lessons are less effective, there is sometimes too much instruction and not enough sufficiently interesting and challenging work is set for the time available.
- The expectations set for both achievement and discipline are widely variable but they are satisfactory overall. Although teachers maintain appropriate discipline the inconsistent use of agreed behaviour management strategies, in some classes, does not build well enough on pupils' good capacity to behave well.
- Pupils achieve and behave well when teachers' expectations match the age and ability of the class and the purpose of the learning is made clear to them. In such lessons pupils are well directed and they are too busy and absorbed to stray off task.
- In too many lessons the degree to which the work meets pupils' needs is unsatisfactory. In much of the work there is an insufficient match between pupils' prior knowledge and attainment, the content of the lesson and the task set. The work is often the same for all the pupils in the class.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory overall.

- Arrangements for assessing pupils' progress are well balanced across the school's annual timetable, including baseline assessment for children under five. These arrangements are systematically implemented.

- The assessment of pupils' work is generally consistent and accurate. Where there have been examples of inaccuracies the school has identified errors and have put procedures in place to eradicate them. The revised assessment policy has not yet been implemented.
- Records of pupils' progress are regularly maintained, for example, records of achievement. These are being replaced gradually by useful pupils' profiles and reading records.
- Individual assessment folders are used appropriately to record pupils' progress in English, mathematics, science and religious education. The arrangements in other subjects are at an early stage and lack consistency.
- The English portfolio offers a positive example of good practice to teachers in reaching a consensus view when marking and levelling pupils' work in relation to NC criteria.
- Pupils with SEN are accurately identified. However, the strengths and weakness in pupils' work or behaviour are not clearly enough defined in some classes to help draw up a sufficiently precise programme of learning.
- Reports to parents are good in that they focus on the pupils' progress in the skills, knowledge and understanding of each subject. Although parents are given ample opportunity to comment, insufficient detailed guidance is given on what parents can do to help their child improve.
- The school has made a satisfactory start in analysing its assessment data in order to help improve pupils' performance according to gender and ability.
- The marking of written work is supportive but clear guidance is not always given to pupils on how to improve. Few pupils are involved in setting their own targets, nor are they guided on how to assess their own progress.
- The school has begun to track individual pupil's progress from stage to stage. This is a strength in the Nursery. As yet, the tracking of pupils' progress does not have a sufficient impact on the precise nature of the provision planned for each in the rest of the school.

5.3 Curriculum

The overall quality of the curriculum is satisfactory. Strengths include the personal and social education programme and good extra-curricular provision including clubs and team games. There are shortcomings in implementing schemes of work and ensuring pupils receive a balanced, relevant curriculum.

- The curriculum for children under five appropriately promotes the desirable outcomes across the six areas of learning through a series of broad topics. However, the implementation of planning is not always sufficiently well focused on the full range of objectives deemed appropriate for children of this age.
- The planned curriculum is broad and meets statutory requirements in KS1 and KS2. The updated schemes of work in all subjects together with the long-term topic plan provide a

good basis to ensure progression in pupils' learning, although they are not all used effectively.

- The *Cwricwlwm Cymraeg* is suitably promoted through subjects such as geography and history.
- There is a lack of balance in the organisation of learning and the implementation of schemes of work across the school. The school does not systematically audit its provision to ensure there is adequate emphasis across the programmes of study.
- Some lessons in KS1 successfully promote learning objectives in more than one subject but in others the learning objectives are not sufficiently developed.
- Similarly in KS2, the learning needs of pupils of different ages and abilities are well catered for in one class but in the others the learning objectives for the subject are not always covered in sufficient depth for both age groups.
- There is no whole-school approach to planning the development of key skills across subjects.
- Taken overall, the effectiveness of curricular provision is satisfactory. Where homework is regularly set it makes a positive contribution to the standards achieved.
- The arrangements for personal and social education are good. The school builds well on the diocesan religious education programme. Aspects of personal development and the attention given to sex education and education in the misuse of substances is well considered.
- The good range of extra-curricular clubs and activities the school provides significantly enhances pupils' development. This includes regular residential programmes for pupils in Y5 and Y6, good opportunities for instrumental tuition and regular lunchtime and after school clubs covering artistic, creative, musical and sporting activities.
- The school is proud of the contribution of music to school life and its success in involving most pupils in some aspect of physical education.
- The school strives to include all pupils in the full range of activities it provides but its policies are not consistently reflected in practice. This is evident in some classes where both the more and less able pupils are not always well provided for.
- Although good examples of boys and girls, and pupils of different ability and background working and playing together were observed, some individuals and groups are not always fully included in lessons. This leads to frustration and a growing sense of exclusion that is often reflected in unsettled and sometimes aggressive behaviour.
- There are no pupils for whom the NC is modified.

5.4 Support, guidance and pupils' welfare

The overall quality of support and guidance and the attention given to pupils' welfare is satisfactory.

- The school gives caring and substantial pastoral support and guidance to the pupils in its care. This is a positive feature of the school's provision.
- Taken overall, the quality of relationships between pupils and adults in the school and between the pupils is good. The pupils feel valued and safe in a caring and supportive community. They gain in independence and maturity.
- The school uses strategies such as 'Circle Time' and 'Golden Time' to the benefit of pupils who also respond positively to the house point system.
- Supervision during break and lunch times is careful and, overall, supervisors are sensitive to pupils' needs.
- Teachers are beginning to use marking, assessment and reporting procedures to improve individual pupils' knowledge of their academic progress and provide detailed guidance on how to move on to the next level.
- Personal and social education issues are well addressed throughout the curriculum, in collective worship and through the religious education programme.
- Procedures for child protection are well understood by all concerned and correctly implemented by staff. This is a positive feature.
- The school's Health and Safety policy offers useful guidance to teachers. There are systematic arrangements for risk assessment and safety checks. Fire drills are held regularly but not all fire extinguishers are best positioned.
- The governors have been made aware of a small number of potential hazards to pupils' health and safety, observed during the inspection.
- Only a small number of staff holds current First Aid qualifications. First Aid materials are plentiful and well dispersed throughout the school. The accident book is kept up to date.
- The school has good professional working relationships with the relevant outside agencies.

5.5 Provision for pupils with special educational needs (SEN)

The school makes satisfactory provision for pupils with special educational needs (SEN).

- Pupils with SEN access a broad curriculum. Almost 21 per cent of pupils are listed on the school's SEN register. Seven pupils have a statement of SEN.

- These pupils make slow but steady progress when withdrawn for small group or individual tuition, and when specifically supported in-class.
- Regular liaison between class teachers and the SEN support tutor ensures that the work given to pupils is relevant.
- The SEN Code of Practice is accurately implemented. The headteacher acts as SEN co-ordinator. The arrangements for teaching and learning are sensitive and well targeted. There is regular and useful liaison with parents.
- Individual education plans (IEPs) are carefully written and focus on manageable targets. They are regularly reviewed and provide useful teaching and learning information to class teachers. However, teachers' planning does not register the information given on IEPs, as it is not geared to individual pupils.
- Teachers have received satisfactory training to inform and guide their work with pupils who have a wide range of learning difficulties.
- There is insufficient use of computer software to support pupils with SEN in literacy and numeracy.

5.6 Partnership with parents and community, schools and other institutions

The overall quality of the school's partnership with parents, the community, schools and other institutions is good.

- Through documents such as the prospectus, the annual governors report, regular newsletters, pupil reports and open meetings the school provides parents with a good range and depth of information concerning their child's education.
- Through the pre-inspection questionnaire and both formal and informal meetings with inspectors the majority of parents express positive support for the school.
- The Home School Association contributes very substantially to school funds and is a positive influence in enriching the education of the pupils.
- Several parents and friends of the school regularly assist with class activities. Other parents help with the library and with sports and extra curricular activities.
- The school maintains very close links with St Winefride's Catholic Church. A Priest visits weekly; the pupils organise worship and Mass is celebrated on Holy Days. Priests from Pant Asaph also visit the school and pupils attend the nearby Catholic Church for Folk Mass on Sundays. The school is a lively member of the local Catholic community.
- The school makes regular use of local amenities and receives visits from members of the community, such as to talk about their life experiences to the pupils. The pupils regularly join in civic festivities.

- Links with primary schools are largely concerned with the five Catholic schools in the area. This consortium of schools has a positive influence on joint activities and training for staff. The school has achieved success in Welsh and English Book Quizzes and in other inter school competitions and sports tournaments.
- The school regularly takes part in *Urdd* activities with several local schools. It also organises visits for its pupils to an outdoor pursuits centre at Glanllyn.
- Pupils transfer to St Richard Gwynn High School in Flint. The partnership between the two schools is strong with regular visits by Y7 tutors and visits by Y6 pupils to the High School. The transfer arrangements are secure, involve curricular support and feed back on pupils' progress in the high school.
- The school benefits from the relevant services provided by the local authority. It receives regular visits by officers and specialists. It also benefits from the support provided by diocesan networks, particularly regarding worship and religious education.
- The impact of the school's partnership with an initial teacher training institution is satisfactory. The school regularly receives student teachers, students from a nearby further education college and Y11 students are accepted for work experience.

5.7 Partnership with industry

Despite the absence of a policy the school's partnership with local industry is satisfactory.

- Although the school has no formalised strategy to promote educational links with industry, it successfully develops an initiative each year that impacts positively on the pupils' educational experiences by raising their awareness of the workplace.
- Some of the pupils have benefited from visits to workshops, building sites, a quarry, a cement works and a power station. The school has links with 'Legacy' in Wrexham and is developing partnerships to improve the school environment.
- Commercial companies have provided the school with valuable furnishing, scientific instruments, sponsorship for a school kit and regular prizes for school events. A local employer has also supported the school by releasing staff to come into school to support pupils' reading.
- Staff development has not been enriched by links with industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The impact of self-evaluation and planning for improvement is unsatisfactory.

- The range of procedures adopted for the evaluation of standards and monitoring the quality of provision are appropriate but their implementation lacks a sufficiently clear focus.
- The school development plan is a wide-ranging document. The broad areas for improvement identified, are appropriate to the school's needs. However, the evaluations on which the plan is based focus mainly on what has been done rather than on what has been achieved and what needs to be done next.
- The shortcomings in self-evaluation reduce the effectiveness of development planning. Although targets for attainment are set for the end of KS2, the school seldom specifies clear enough targets in other areas, against which to measure its success.
- The school has made a start on monitoring standards of achievement and the quality of learning, in English, mathematics, science and religious education. The implementation of action plans are not yet fully effective because monitoring is not linked closely enough to whole-school priorities or to the outcomes of previous evaluations.

6.2 Leadership and efficiency

The overall quality of leadership and efficiency is satisfactory.

- The school has clear aims and values that strongly reflect its Roman Catholic foundation and mission. These values are particularly well reflected in the school's commitment to the pastoral care and well being of the pupils in its care.
- Leadership is effective in pastoral aspects but there are long standing shortcomings in educational matters where leadership roles do not provide clear enough direction to ensure a consistent quality of teaching and learning.
- Governors are very supportive of the school and successfully meet their basic statutory obligations. The arrangements for committees and the organisation of business are appropriate.
- The headteacher and staff keep the governors informed about the school's work. The contribution of senior staff and subject leaders to educational leadership is unsatisfactory overall, and is developing much too slowly. There are examples of good practice, such as in IT, art and PE, but such successful practice has not been adequately built upon in other areas.
- Although the staff are suitably deployed the organisation of teaching and learning resources is not always efficient and effective. Where the use of lesson time is not sufficiently focused a slow pace of learning results. Furthermore, learning support assistants are not always gainfully directed and the teaching space available is not always fully used. These factors reduce the efficiency of teaching and learning.
- The governors are suitably involved in setting and monitoring the school budget. The pattern of expenditure satisfactorily reflects the school's educational objectives.

- The school has yet to formally evaluate the impact of spending decisions but there is good attention to best value for money. The school gives appropriate value for money.
- The effectiveness of day-to-day administration and organisation is good. The staff are well supported by the ‘temporary’ secretary.

6.3 Staffing, accommodation and learning resources

The provision of staffing, accommodation and learning resources is satisfactory.

- There are enough appropriately qualified and experienced teachers to meet the demands of the curriculum. Overall, teachers and support staff are suitably deployed.
- There are appropriate arrangements for professional review and continuing professional development. The headteacher is aware of staff training needs in relation to subject knowledge and teaching approaches.
- A suitable programme of in-service training is in place. This is geared to developing teachers’ professional expertise in areas where there are deficits.
- Teachers are benefiting from recent training in ICT for example, but shortcomings remain in several teachers’ knowledge of design and technology and Welsh second language, managing behaviour, meeting special educational needs and in their knowledge of the teaching methods best suited to the schemes of work. No member of staff is a fluent Welsh speaker.
- The learning support assistants, particularly those working with the under fives, make an invaluable contribution to raising pupils’ achievement. They are appropriately deployed, but in KS1 and KS2 there are times when support staff and voluntary helpers are not given sufficient guidance.
- There is sufficient overall space for the number of pupils on roll but the classrooms are small for the numbers in classes, especially in KS2. This makes for difficulties in movement in practical lessons such as science and art. However, the teaching areas available are not always used to the best advantage.
- The large hall is a useful space but it is not always used imaginatively. The storage of resources and furniture limits work in physical education.
- There is adequate outdoor space for games and play but there is no suitable outdoor learning area the under fives. This curtails learning opportunities. The space allocated for the KS2 play area is very restricted.
- There are sufficient resources to teach all subjects and areas of the NC. The resources in art and physical education are good. However, there is insufficient software to support work across the curriculum, especially for use by pupils with SEN and the more able. At times pupils have to share resources, such as in guided reading. This affects the rate and substance of their learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

- The children under five make satisfactory progress in the nursery and reception classes. In both classes the standards of achievement are good in language, literacy and communication skills and mathematical development. Standards are satisfactory in knowledge and understanding of the world and in the creative, physical and personal and social areas of development.
- There is collaboration in planning curricular topics between the two class teachers. This is developing well. Support staff make a significant contribution to children's achievements, including those with SEN.
- The tracking of children's achievements is good in the nursery and is developing positively in the reception class.
- Teaching places a strong emphasis on language and mathematical development. However, teaching is often over-directed and this limits opportunities for independence, creativity and making choices. In reception this sometimes leads to a slow pace and the children lose concentration.
- The strong emphasis on subject content sometimes limits the range of learning opportunities.
- The lack of a designated outdoor area for structured learning curtails the children's experiences particularly in the personal, social and physical areas of learning. Furthermore, the learning areas available are not always used to the best advantage.

Children in the nursery class

Good features

Language, Literacy and Communication Skills

- Children, listen well, follow instructions and use a developing vocabulary to name colours, describe features in the street and they confidently talk about their jobs in the role-play area.
- They are enthralled when listening to stories such as 'Kipper's Toybox' and follow the plot well. The children confidently recite well-known poems and rhymes and are introduced to speaking in Welsh through the *Helpwr Heddiw* system.

Personal and Social Development

- The children are confident in relating to the adults. They make known and manage their needs, including personal hygiene, well. They sit quietly alongside their peers and persevere well with the tasks provided for them.

Mathematical Development

- Children are beginning to recognise and order numbers to ten. They match cars to numbers on the parking grid and extend their knowledge of counting through performing songs and rhymes.
- They name shapes and sort or match objects using simple criteria such as colour and size.

Knowledge and Understanding of the World

- Children confidently name features in a street puzzle and talk about who lives in different houses. They name a range of animals correctly and use the mouse with increasing confidence to manipulate pictures on the computer screen.

Physical Development

- Children appropriately develop bodily control and co-ordination when bending, stepping, hopping, jumping and running in response to a taped lesson in the hall.

Creative Development

- Children suitably reinforce their learning by joining in songs such as 'Five speckled Frogs.' They follow instructions well when gluing collage pictures together from prepared materials and use cutters to make 'playdough' cakes and animals.

Children in reception

Good features

Language, literacy and communication skills

- Children use language well to talk about what they are doing with an adult. They develop their knowledge of initial sounds by naming objects and are making a good start in letter formation. They have a good knowledge of how text and pictures convey meaning.
- Children greet the teacher and each other appropriately in Welsh. They develop their vocabulary well and reinforce their learning by singing a range of songs.

Personal and Social Development

- Children relate well to one another and to adults when working in small groups. They take appropriate responsibility for tidying up and are beginning to share equipment and ideas well, such as in the role-play area.

Mathematical Development

- Children count in sequence to 25 and some are beginning to write the number thrown by a dice. They name common two-dimensional shapes; matches shapes to pictures and are developing a good understanding of symmetry through making patterns with shapes.
- They are developing an appropriate mathematical vocabulary that they use well to describe the features of shapes and patterns, and when comparing size and capacity.

Knowledge and Understanding of the World

- The children have a sound understanding of filling and emptying containers and talk articulately about how different things feel. They identify the uses of electricity, distinguish between magnetic and non-magnetic materials and successfully use the mouse to draw and control events on the computer screen.

Physical Development

- Children are beginning to understand the concept of space in the hall, they change speed and direction, curl and stretch appropriately and some show improving balance and co-ordination.

Creative Development

- Children print with paint and use a variety of shapes to positive effect. They copy and clap repeated patterns accurately and sing a range of songs, such as 'Oranges and Lemons' well.

Shortcomings

- In both classes the children seldom reinforce or extend their learning by selecting from a range of tasks that support and extend previous learning with an adult.
- Children do not sufficiently develop the full range of physical skills, such as large pushes and pulls nor do they work with sufficient independence.
- In reception the children do not engage in a sufficient range of creative and investigative tasks.
- They do not sufficiently develop key skills in literacy, numeracy and ICT within the tasks they undertake. In particular some children do not listen well.

English

The standards of achievement in English are satisfactory in KS1 and KS2.

Good features

- In KS1 pupils participate in role-play confidently and take an interest in what they are doing. Pupils speak willingly and, when given opportunity, many pupils draw upon a wide range of vocabulary to describe their experiences. They pose sensible and relevant questions.
- Many are able to retain and recall details of what they hear when listening to a recorded story.
- Most pupils are reading at levels appropriate to their age and ability and make at least satisfactory progress.
- Younger pupils are developing a satisfactory understanding of phonics and can apply these and picture cues to improve their reading. Older pupils in the key stage read a suitable range of different texts.
- In Y1, pupils list the characters in a story and interpret or portray their expressions well from pictures and through simple drama. The more able pupils predict exciting conclusions to stories.
- In Y2, pupils are beginning to write lively imaginative pieces and some write at length. They write lists, instructions and label diagrams clearly.
- In lower KS2, pupils are, on the whole, confident and articulate speakers. They listen well in shared writing sessions. Some more able older pupils answer questions at length and in detail.
- Across KS2, pupils read with appropriate understanding and expression. They have good basic reference skills and read a variety of texts well. A small number of older pupils display a mature approach to interpreting textual references in “Goodnight Mr Tom”.
- Achievement in writing is often good in KS2. Pupils write biographies, autobiographies, play-scripts, descriptions, narratives and poetry with increasing skill. Some of the older more able pupils produce engrossing work depicting originality and flair.
- Many pupils are beginning to respond positively to the spelling, grammar, punctuation and handwriting systems in place. This improvement is clearly reflected in their writing.

Shortcomings

- Not all pupils respond fluently when asked questions and many contribute little to discussions.

- Overall, pupils throughout the school do not listen well to their teacher or to each other. As a result many pupils are working at too slow a pace and are not following directions carefully.
- In some classes, pupils have yet to use computers sufficiently to draft and re-draft their writing. In particular, less able readers and writers pay insufficient attention to drafting their work.

Mathematics

The standards of achievement in mathematics are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils develop a suitable mathematical vocabulary and their grasp of number bonds and of regular numerical patterns is generally appropriate for their age.
- They have a sound understanding of addition and subtraction of single digit numbers. They confidently count in 100s and 5s to 50. They use a variety of terms, such as add, plus, take away and subtract and use the appropriate mathematical symbols when recording sums.
- Most pupils in Y2 know the value of coins and confidently add amounts of money up to £1.00 and some confidently record larger amounts showing clear knowledge of place value.
- They measure length using different units and have a sound knowledge of symmetry and the properties of shapes. They record and identify two-dimensional shapes appropriately and can describe their properties.
- Younger pupils in KS2 consolidate number facts to 20. In Y3 they use the relationship between addition and subtraction when adding 19/21 to a two-digit number mentally and in Y4 they complete 'arithmogons' where the operation and the missing figures have to be identified to complete the pattern.
- In lower KS2, pupils further their knowledge of fractions and decimals; investigate symmetry and consolidate their knowledge of the properties of two-dimensional shapes.
- In upper KS2, pupils develop competence in completing more complex calculations using the four operations in number and learn strategies to check their calculations. They have a sound knowledge of number patterns.
- The majority confidently round, sequence and partition numbers and are beginning to understand the relationship between fractions, decimals and percentages.
- They have a sound knowledge of regular shapes and are becoming familiar with the vocabulary used to denote their properties. They draw and measure angles carefully and know how to calculate area and perimeter.

- They collect and present information in a variety of tables and graphs well using the computer.

Shortcomings

- Pupils in KS1 are insufficiently aware of number patterns and relationships.
- They carry out only a limited range of practical investigations and seldom tackle sufficiently challenging number calculations.
- Some pupils in KS2 do not readily explain their methods of calculation and are slow to recognise alternative strategies.
- Across KS2, pupils do not consistently use and explore mathematics through practical investigations involving the use of graphs and charts.

Science

The standards of achievement in science are satisfactory in KS1 and KS2.

Good features

- In Y1, the pupils confidently name the senses and have a developing knowledge of materials and their properties.
- Pupils in Y2 sort materials and describe their properties using terms such as flexible, rigid, transparent and opaque.
- In lower KS2, pupils further their knowledge of materials, learn about aspects of the human body such as teeth and investigate magnetism. They make reliable predictions about magnetic and non-magnetic materials.
- In the middle of the key stage pupils develop their knowledge of fair testing, whilst investigating the insulating properties of different materials.
- In Y5/6 the pupils have an appropriate knowledge of the requirements of a healthy diet, they investigate pulse and heart rate and have a sound knowledge of food chains.
- They know that some changes in materials are reversible and others are not. They understand terms such as solution, evaporation and dissolving and explain the effect of adding an extra bulb to a simple circuit clearly. When conducting investigations into friction and magnetism the pupils generally follow directions and draw appropriate conclusions.

Shortcomings

- Pupils in KS1 do not sufficiently develop the skills of planning, investigation and prediction. They undertake a narrow range of work.

- During investigations in KS2 pupils rarely make sufficient use of first hand experience to set up their own fair test and suggest suitable methods of recording information.
- Across the school, pupils' knowledge of some aspects of physical processes is limited and they seldom write sufficiently detailed accounts.

Welsh second language

The standards of achievement in Welsh as a second language are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils make steady progress in acquiring a Welsh vocabulary that they are keen to use. They speak clearly and confidently in response to the peripatetic teacher, when repeating phrases with good pronunciation.
- They are learning to adapt basic language patterns to a number of situations, including dialogues and role-play.
- Pupils talk about how they feel, describe various weather conditions, recite the days of the week, know a range of colours, name forms of transport and count up to 10 in Welsh.
- Each day the *Helpwr y Dydd* carries out his or her duties satisfactorily.
- Many pupils read very simple words from familiar flash cards and reinforce their learning by enjoying their singing of Welsh songs.
- In KS2, the majority of pupils repeat basic, practised words clearly with good pronunciation and intonation. Some pupils speak and respond confidently and they use a range of prepositions correctly.
- As pupils progress through the school they develop a satisfactory range of language patterns and vocabulary, including the topic of time.
- Most pupils read familiar and simple new words and sentences accurately.
- The more able pupils write the correct answer forms to well-known questions.

Shortcomings

- Pupils do not develop sufficient knowledge and confidence to express themselves clearly in Welsh. They seldom use audio-visual materials as reinforcement.
- In KS2, pupils do not use computer software enough to develop reading and writing skills in the language.

Design and technology

No lesson in design and technology was observed during the inspection in KS1 and only one was seen in KS2. Based on the evidence that was presented, including subject planning and discussions with staff and pupils, the standards of achievement are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- In KS1, pupils successfully make puppets based on examples they have observed. They design their chosen puppet and carefully cut out and glue parts together using given materials.
- Older pupils in KS1 look at different types of Easter Eggs, disassemble the cartons and, having made a 'net,' find ways to make a secure box. They weave with paper and fabric, and use cold wax batik methods effectively.
- These pupils successfully developed their making skills when assembling a well-worked quilt of mini-beasts.
- When making fruit salad they investigate colours and textures, prepare the fruit and evaluate the end product.
- In KS2, younger pupils adopt clear design criteria when making photograph frames. They systematically investigate shapes, size and best fit, draw a basic plan, model with paper, measure, cut, saw, glue and joint; select the best design and, taking into account who it is made for, choose appropriate materials. They critically evaluate their work and list possible improvements.
- Older pupils make their own instruments to play in the *eisteddfod* and generate design ideas for gift boxes that they base on paper models. They implement modifications based on simple evaluations.

Shortcomings

- Most pupils in KS2 do not research or investigate design topics in sufficient depth.
- Their designs lack imagination because they do not draw on a wide enough range of sources.
- In both key stages pupils do not produce work of sufficient originality because their choices of materials and the range of skills taught is limited.
- Pupils across the school do not communicate their ideas sufficiently using ICT, such as using computers to sequence events and make things happen, nor do they fully explore control technology.

Information technology

The standards of achievement in information technology are satisfactory in KS1 and KS2.

Good features

- In Y1, pupils know how to program a controllable robot and are beginning to estimate the number of 'steps' to reach a given point. They successfully operate simple programs.
- In Y2, pupils use the features of a graphics program well. They enter data, type text and operate appropriate programmes with help to assist their learning in basic skills.
- In Y3/4 (class 3), pupils are developing good levels of skill in operating a suitable range of software. They use word processing and graphics tools well, use CD-ROM and web-sites for research and present information in a variety of forms.
- In Y4/5 (class 4), pupils type a simple text, know how to change the font and how to print.
- In Y5/6 (class 5), the majority of pupils use the features of a publishing program to combine text and graphics confidently. They use a database to process and present information appropriately; design items such as an identity card and use selected web sites to research topics.
- Older pupils competently save, print and retrieve their work. Some of the pupils develop good levels of competence through such projects as editing a newsletter.

Shortcomings

- Across the school pupils do not use a sufficient range of simulation programs to test ideas and examine possibilities.
- In some classes, the pupils make too little use of the computers available to them.
- Many pupils in KS1 and some groups in KS2 lack sufficient competence in basic keyboard skills, saving and retrieving work and using the features of a sufficient range of software.

History

The standards of achievement in history are satisfactory in KS1 and good in KS2. There was a limited range of pupils' work available and these judgements take account of the school's copious provision for the subject.

Good features

- In Y1, pupils compare old and new toys and study artefacts to help them compare wash day today with a hundred years ago.
- In Y2, pupils begin to understand the significance of the poppy and Remembrance Day.
- In Y3/4 (class 3), pupils know some of the features of Celtic and Roman life and use a range of sources well to help them find out about the features of daily life, jobs, homes and how people dressed.
- In Y4/5 (class 4), pupils have a developing understanding of punishments in Tudor Times and know that Henry VIII dissolved the monasteries.
- In Y5/6 (class 5), pupils name the achievements of Thomas Telford in the locality. They begin to understand the impact of evacuation, rationing and air raids during the Second World War. They make good use of primary and secondary sources to research the topic.
- The pupils respond positively, particularly those in KS2, to the school's good provision of educational visits and the contribution of visitors to the school. They learn well from stimulating first hand experiences that develops their knowledge of local history.

Shortcomings

- In KS1, pupils do not develop a sufficient sense of chronology or knowledge of important historical events.
- The pupils in KS2 seldom write at length to help construct an account from another's point of view or sustain an argument, based on the available evidence. They do not systematically develop the skills of historical research and have only a limited awareness of bias and opinion in historical sources.

Geography

The standards of achievement in geography are satisfactory in KS1 and KS2.

Good features

- Pupils in Y1 have a developing knowledge of features in the local environment.
- In Y2, pupils distinguish between natural and man made features, they draw simple maps and both design and use symbols for a key appropriately.
- In Y3/4 (class 3), pupils have a good knowledge of the differences in climates and their features in different parts of the world. They research information from several sources including a web site and talk about their findings clearly.

- In Y4/5 (class 4), pupils satisfactorily make comparisons between life in Wales and a village in India.
- In Y5/6 (class 5), pupils identify places and features on a map of Wales. They use and interpret maps well in their studies. They use geographical terms such as estuary, identify physical and human features and identify similarities and differences when making comparisons between Holywell, a village in South West Wales and Conwy.

Shortcomings

- Pupils across the school do not progressively develop a sufficiently wide range of geographical knowledge and skills, such as those linked to the use of maps and aerial photographs.
- Most pupils seldom write about and research the topics they study in sufficient depth.
- In KS2, the older pupils have a limited understanding of the influence of physical and climatic features on human activity such as land use.

Art

The standards of achievement in art are good in KS1 and KS2.

Good features

- Across the school pupils acquire a good range of skills and techniques and use a variety of materials well. There is evident progression in the pupils' skills from KS1 to KS2.
- Pupils use art sources, such as painting and sculpture well to help them explore and reinforce their studies in other subjects, especially English, history and religious education.
- In KS1, pupils experiment imaginatively with shape, colour and pattern through drawing and painting.
- They use their sketchbooks constructively, such as using their drawings to work out their ideas for more complicated work.
- Pupils are beginning to learn the skills of weaving, silk printing and making collages using a variety of materials and textures, for example the patchwork quilt of memories.
- In KS2, pupils build solidly on the skills learned in KS1. They make good progress in using a range of media. Their work often shows imagination in drawing and painting.
- Pupils' observational drawing is often of a good standard, demonstrating thoughtful perception with good use of line and tone.

- Good use is made of computer art ideas, for example building shapes in different colours based on examples of Jamaican Art.
- All pupils learn about the techniques of a broad range of artists. In early KS2 pupils make good progress in understanding the power of colours to express emotion and mood by studying the work of Renoir, Picasso and Mary Cassatt.
- The more able blend colours sensitively and grasps the concept of using space in their work.

Shortcomings

- Pupils' progress in large-scale three-dimensional work, such as sculpture, is not as good as in other aspects of the subject. Their knowledge of Welsh artists is limited.

Music

The standards of achievement in music are satisfactory in KS1 and good in KS2. During the inspection a limited range of work was observed. These judgements take account of the good provision for the subject and the evidence drawn from teachers' planning.

Good features

- Music plays an important part in the life of the school. Many pupils participate in concerts and instrumental tuition and make a good contribution to the enjoyment of music in the school. Aspects of performance are good in KS2.
- Pupils sing a wide range of songs clearly, keeping in tune satisfactorily both in lessons and in collective worship.
- In KS1, pupils copy and repeat clapping patterns accurately and keep to a steady beat, often using un-tuned percussion instruments appropriately.
- Pupils are making satisfactory progression in composing. In both key stages pupils steadily develop their composition skills in accordance with the published scheme of work adopted by the school.
- In KS2, older pupils rehearse their work on "Matilda" competently, demonstrating good rhythm and ensemble work.
- They listen to a wide range of music, including Native American and classical European pieces. For instance, pupils show good listening skills where they correctly identify the instruments heard in "The Brandenburg Concerto" and "The Four Seasons".

Shortcomings

- Pupils throughout the school do not listen carefully enough and when they sing they do not breathe appropriately or adopt the correct posture, so as to enhance their performance.

- Pupils have only a limited knowledge of Welsh composers.

Physical education

The standards of achievement in physical education are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils warm up appropriately and use space well. They change pace on instruction and show appropriate control of their movements.
- They choose their own activity sensibly and are learning to collaborate well in pairs, such as when rolling and bouncing a ball to each other.
- They make good progress in sending and receiving, catching, bouncing and patting a ball.
- Many perform well when creating a game involving the ball and two pieces of apparatus.
- In KS2, pupils learn hockey skills and make satisfactory progress in skills such as pushing, dribbling, throwing and catching.
- All pupils understand the importance of warming up and cooling down at the beginning and end of lessons.
- Pupils successfully participate in different sports including netball, football, hockey, athletics, gymnastics, swimming and dance.

Shortcomings

- The pace of progress in practising and honing skills as well as heeding health and safety issues is impeded by the in-attentiveness and unsatisfactory listening skills of a significant number of older pupils in KS2.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Taken overall the school has made insufficient improvement in relation to the five key issues identified by the previous inspection.

The school was expected to:

- **Improve standards in Welsh and information technology, and address the shortcomings in the subjects in which overall standards are satisfactory.**

Standards in Welsh as a second language and information technology have improved but in most other subjects the standards of achievement remain at a satisfactory level.

- **make more efficient use of time by ensuring that the pace and overall effectiveness of the teaching are improved, and that the objectives set for the lessons are more specific;**

This inspection finds some teachers have made improvements but significant shortcomings remain in the pace and rigour of some of the teaching.

- **continue to develop schemes of work for every area of the curriculum, which are of good quality and which incorporate a sufficient amount of detail to ensure progression and development throughout the school;**

The school has met its goal to review subject policies and schemes of work. It has put in place a suitably detailed framework of curricular planning that provides progression, but this is not yet consistently implemented.

- **modify the school development plan so that it includes details of the financial and curricular priorities for a period of three years, and that it contains analysis of the specific tasks that are to be set in order to ensure the implementation of priorities.**

The school development plan (SDP) has been developed to include details of a wide range of priorities and to include basic details of finance. However, there is little evidence of effective procedures to ensure the systematic implementation of priorities. Although the SDP includes elements of evaluation there is insufficient focus on what has been achieved and its impact.

- **develop the role of curriculum leaders to ensure that they become actively involved in the monitoring of standards.**

Overall, the impact of subject leaders on quality and standards across the school remains limited. The system of separate co-ordinators for each key stage in most subjects makes it difficult to establish a whole school view. There is evidence of successful initiatives in English and ICT but where the monitoring of standards and teaching has been implemented there is little to show how this is linked to improving teaching and learning or to subsequent plans of action.

8.2 Key issues for action

In order to raise standards and further improve the quality of education, the school and the governing body, with the support of appropriate agencies, should build on existing good practice in order to:

- raise standards in design and technology in KS2 and further raise standards across the school in those subjects where standards are satisfactory;
- improve pupils' achievement across the ability range;
- improve pupils' behaviour within lessons;

- improve the quality and consistency of teaching,
- use assessments more rigorously to focus teaching and guide lesson planning;
- systematically plan the development of the key skills,
- increase the effectiveness of subject co-ordinators and effectively support the dissemination of professional training;
- establish clear educational direction and fully involve staff in planning and prioritising initiatives, implementing action plans, and monitoring and evaluating progress.

APPENDIX

A. Basic information about the school

| | |
|----------------------|---|
| Name of School | St Winefride's Catholic Primary School |
| School type | Voluntary Aided |
| Age -range of pupils | 3 – 11 years |
| Address of school | Whitford Street Holywell Flintshire |
| Post-Code | CH8 7NJ |
| Telephone Number | 01352 713182 |

| | |
|--|--|
| Head teacher | Mr M O'Boyle |
| Date of appointment | Is January 1989 |
| Chair of Governors/ Appropriate Authority | Councillor J Griffiths |
| Registered Inspector | Mr M T Ridout |
| Dates of inspection | 20 th – 23 rd January 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 | 11.5 | 26 | 21 | 26 | 21 | 27 | 24 | 18 | 173.5 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 3 | 7.4 |

| <i>Staffing information</i> | |
|---|----------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 23.5 : 1 |
| Pupil : adult (fte) ratio in nursery classes | 8 : 1 |
| Pupil : adult (fte) ratio in special classes | N/a |
| Average class size, excluding nursery and special classes | 27 |
| Teacher (fte) : class ratio | 1.23 : 1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | | |
|---|---------|-----------|-------|------|--------------|
| | Nursery | Reception | KS1 | KS2 | Whole school |
| Spring 2002 | 93.2 | 95.9 | 94.95 | 94 | 94.5 |
| Summer 2002 | 91.4 | 92.6 | 93 | 93.9 | 93.2 |
| Autumn 2002 | 91.1 | 92.6 | 93 | 93.9 | 92.7 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

C. Results of National Curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS1: 2001

| National Curriculum Assessment KS1 Results: in the school and nationally | | | Number of pupils in Y2 : 26 | | | | | | |
|--|--------------------|----------|--------------------------------|---|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | | |
| | | | D | A | W | 1 | 2 | 3 | 4 |
| ENGLISH: | Teacher assessment | School | 0 | 0 | 0 | 22 | 52 | 26 | 0 |
| | | National | 0 | 0 | 4 | 13 | 62 | 21 | 0 |
| EN: Reading | Teacher assessment | School | 0 | 0 | 0 | 22 | 52 | 26 | 0 |
| | | National | 0 | 0 | 4 | 13 | 54 | 29 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 22 | 52 | 26 | 0 |
| | | National | 1 | 0 | 3 | 13 | 53 | 30 | 0 |
| EN: Writing | Teacher assessment | School | 0 | 0 | 0 | 22 | 59 | 19 | 0 |
| | | National | 0 | 0 | 5 | 13 | 70 | 12 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 11 | 70 | 19 | 0 |
| | | National | 0 | 1 | 5 | 10 | 75 | 9 | 0 |
| EN: Speaking & listening | Teacher assessment | School | 0 | 0 | 0 | 22 | 56 | 22 | 0 |
| | | National | 0 | 0 | 3 | 11 | 63 | 23 | 0 |
| MATHEMATICS | Teacher assessment | School | 0 | 0 | 0 | 11 | 67 | 22 | 0 |
| | | National | 0 | 0 | 2 | 9 | 60 | 29 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 11 | 70 | 19 | 0 |
| | | National | 0 | 1 | 2 | 6 | 56 | 36 | 0 |
| SCIENCE | Teacher assessment | School | 0 | 0 | 0 | 19 | 63 | 19 | 0 |
| | | National | 0 | 0 | 2 | 10 | 67 | 21 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-----|-----------|-----|
| In the school: | 74% | In Wales: | 81% |

- D Pupils who have been disapplied from the statutory arrangements
A Pupils who have failed to register a level because of absence
W Pupils who are working towards level 1

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS2: 2001

| National Curriculum Assessment KS2 Results: in the school and nationally | | | | | | | | Number of pupils in Y6: 19 | | | | |
|--|--------------------|----------|---|---|---|---|---|-------------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | N | B | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 56 | 33 |
| | | National | 0 | 0 | 0 | - | 1 | 1 | 6 | 19 | 48 | 25 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 59 | 29 |
| | | National | 0 | 2 | 1 | 1 | 0 | 0 | 5 | 14 | 47 | 30 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 50 | 33 |
| | | National | 0 | 0 | 0 | - | 0 | 1 | 4 | 20 | 47 | 28 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 61 | 17 |
| | | National | 0 | 2 | 1 | 1 | - | 0 | 4 | 18 | 42 | 32 |
| Science | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 61 | 28 |
| | | National | 1 | 0 | 0 | - | 0 | 0 | 3 | 15 | 52 | 29 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 72 | 17 |
| | | National | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 13 | 51 | 31 |

| 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: | 83% | In the school: | 78% |
| 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
- B Pupils not entered for the tests because they are working outside the set levels of the tests.
- W Pupils who are working towards level 1

D. Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for nine inspector days gathering first-hand evidence. In total, 50 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and the initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, and the work of a sample of pupils with SEN was scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by six parents before the inspection and considered 42 parents' responses to a questionnaire.
- The inspection took place over four days.

E. Composition and responsibilities of the inspection team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|---------------|------|--|---|
| Mr M T Ridout | RgI | The school and its priorities; educational standards; standards in key skills; teaching; curriculum; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection; provision for the under-fives. | Mathematics; science; information technology; history; geography. |
| Mrs M M Jones | Team | Pupils' spiritual, moral, social and cultural development; assessment recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN; staffing, accommodation and learning resources. | English; Welsh as a second language; design and technology; art; music; physical education. |
| Mr. G. Morris | Lay | Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry. | |

The inspectors wish to thank the governing body, staff, parents and pupils of St Winefride's Catholic Primary School for their co-operation, assistance and courtesy before and during the inspection.