

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

**St Anne's R C Primary School  
Prince Charles Road  
Wrexham  
LL13 8TH**

**School Number: 6653343**

**Date of Inspection: 15 January 2007**

**by**

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16360**

**Date of Publication: 19 March 2007**

**Under Estyn contract number: 1108206**

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

The inspection of St Anne's RC Primary School took place between 15/01/07 and 19/01/07. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	10
Key Question 4: How well are learners cared for, guided and supported?	11
<b>Leadership and management</b>	13
Key Question 5: How effective are leadership and strategic management?	13
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	14
Key Question 7: How efficient are leaders and managers in using resources?	15
<b>Standards achieved in subjects and areas of learning</b>	16
Under 5s	16
Mathematics	18
Design technology	19
History	21
Art	21
Music	22
<b>School's response to the inspection</b>	23
<b>Appendices</b>	24
1 Basic information about the school	24
2 School data and indicators	24
3 National Curriculum assessments results	25
4 Evidence base of the inspection	26
5 Composition and responsibilities of the inspection team	26

## **Context**

### **The nature of the provider**

1. St Anne's Catholic School is a voluntary aided school, maintained by Wrexham Borough Council. It is situated in Caia Park, on the outskirts of the town and, in the main, it educates children who live on the estate.
2. The catchment area is recognised as being economically deprived, and is in a Community First area. The area is predominantly English-speaking, but the home language of about 17% of the pupils is either Portuguese or Polish. In addition, a number of pupils throughout the school (about 15%) are from the travelling community.
3. The school admits pupils on a part-time basis at the beginning of the term immediately following their third birthday, and on a full-time basis in the September following their fourth birthday.
4. During the inspection, there were 144 pupils on the school register, including 12 nursery age children who attend for the morning session.
5. There are 33% of pupils who are entitled to free school meals, which is significantly higher than the local education authority (LEA) or all-Wales figures.
6. The full range of ability is represented in the school. According to the Baseline Assessments, the pupils' attainments are lower than the norm when they begin their full-time education. There are 39% of pupils who have additional learning needs (ALN); this figure is significantly higher than the LEA and national averages. The school has a full-time class for pupils who have moderate ALN.
7. The school was last inspected in January, 2001.
8. The present head was appointed in January, 2000.

### **The school's priorities and targets**

9. The school's priorities and targets for 2006-07 include:
  - To establish the Foundation Unit;
  - To involve all the staff in the Formative Assessment strategies;
  - To develop the subject leaders' roles;
  - To develop pupils' bilingual abilities.

## Summary

10. This is a school that is notable for the quality of its support for all pupils, its respect for diversity and its ethos of inclusivity.
11. The inspection team agreed with the judgement of the school in its self-evaluation report on five of the seven key questions. In the two instances where there was a difference of opinion, the inspection team awarded a higher grade in one and a lower grade in the other.

### Table of grades awarded

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

### Standards

12. Standards of achievement for children under five are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

13. In key stage 1 and key stage 2, standards in the subjects inspected were adjudged as follows:

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	2	2
Design technology	3	2
History	2	2
Art	3	2
Music	2	2

14. The overall provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

15. Pupils' standards of achievement in the lessons observed are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	78%	15%	0%	0%

16. Standards achieved in the lessons observed were higher than the Welsh Assembly Government's (WAG) target for the whole of Wales, namely that 98% of standards are grade 3 or better, including 65% which are grade 2 or better.

17. Pupils achieve well when working towards agreed targets, while good features outweigh shortcomings in the standards achieved in their knowledge, understanding and skills.

18. Children under five and pupils in key stages 1 and 2 develop their key skills appropriately, showing good development in literacy, numeracy and information and communications technology (ICT) skills across the curriculum.

19. Pupils do not develop their bilingual skills sufficiently. They have a basic understanding of Welsh greetings and everyday instructional phrases, but are limited in their use of the language.

20. Assessment results over the three years before the inspection show that the school is constantly placed below the national norms, in both key stages, when compared to schools with a similar percentage of pupils entitled to free school meals. Results also show that girls outperform boys to a significant extent.

21. Pupils make productive use of their time within lessons and are able to collaborate well in pair or group work. They display good interactive skills and are willing to help each other. They also show initiative and perseverance when asked to work independently.

22. Standards of pupils' behaviour throughout the school are good. Pupils are respectful of each other and of adults around them.

23. Standards of attendance are unsatisfactory, showing an average of slightly above 87% over the last three full terms.

24. Pupils' creative skills are developing appropriately.

25. In general, pupils have a good understanding of sustainability matters and undertake various activities that enable them to put their understanding to practical use.

26. Pupils have an outstanding awareness of, and involvement in, their community; they partake in numerous activities within the locality.

27. Pupils have an outstanding understanding of equal opportunity issues, and they benefit from the varied nature of fellow-pupils' backgrounds and cultures to develop a respect for diversity. The recent 'One World Week' project enabled them to celebrate these aspects.

## The quality of education and training

28. The quality of teaching, within the lessons observed, was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	66%	19%	0%	0%

29. Where the teaching has outstanding features, teachers use a range of strategies that enable pupils to make choices and solve problems, and classroom assistants are effectively used to ensure that there are equal opportunities for pupils with English as an additional language (EAL) and pupils who have ALN.
30. Where the teaching is good, features include good working relationships; well-structured lessons, where learning objectives are shared with the pupils; perceptive questioning that challenges pupils to think, and sensitive use of praise and encouragement.
31. In a small minority of lessons, there is a lack of pace and insufficient opportunities for pupils to evaluate their work.
32. The quality of assessment, recording and reporting is good and meets statutory requirements. Progress made in relation to qualitative targets is measured and pupils understand the focus of their learning. Annual reports to parents are of good quality.
33. The school provides a broad, balanced curriculum that includes religious education and a daily act of collective worship. The provision fulfils the statutory requirements. Appropriate schemes of work have been drawn up for all the areas of study.
34. Pupils' experience is broadened and enriched through a variety of extra-curricular activities and valuable educational visits. The effects of these contributions on the curriculum in general and on pupils' achievements combine to be an outstanding feature of the school's provision.
35. The promotion of pupils' personal and social development is at the core of the curriculum and school life, and is an outstanding feature. Pupils are continually encouraged to be aware of personal responsibility and to show respect and tolerance towards others. They discuss moral issues in order to develop their own skills when making choices. Pupils raise money regularly for a range of charities specifically chosen by them. The collective worship sessions contribute effectively to pupils' spiritual development.
36. Pupils' learning experiences reflect the languages and culture of Wales appropriately. However, the school does not sufficiently and consistently promote pupils' bilingual skills.
37. The quality of the school's partnership with parents, the local community and external agencies is an outstanding feature. There is close collaboration between parents and the school and this enhances the learning experiences of pupils substantially. The contributions of the Friends of St Anne's, the Community First and Caia Park Partnership all enhance school life.
38. There are good curricular and pastoral links with the secondary school to which the pupils will transfer. Local primary schools cooperate closely on projects such

as emergent writing and raising awareness of English as an additional language.

39. The school provides effective work related education by arranging pupils' visits to local businesses and by inviting relevant persons to school. Pupils' enterprise skills are developed well.
40. The school actively and effectively promotes education for sustainable development through a wide variety of strategies. This is an outstanding feature of the school's provision.
41. Pupils' awareness and understanding of global citizenship are promoted effectively by the way in which the school celebrates the multicultural nature of its population and specifically by the activities recently arranged during 'One World Week'.
42. The quality of the care, support and guidance provided for pupils is an outstanding feature of the school. There is a caring ethos in the school where all pupils feel safe and respected and where they know that notice will be taken of any concerns they have. Excellent use is made of a wide range of support services, such as the educational social workers for travellers, the community policeman and the Rainbows Programme. These are all outstanding features of the school's provision.
43. The quality of the school's provision for ALN is an outstanding feature. The school has well-structured processes to systematically identify pupils with ALN at an early stage and has sound procedures for providing effective support, through learning assistants within mainstream classes and through a resourced provision class.
44. The school recognises the diversity of the pupils' backgrounds and provides a fully inclusive learning environment for all the pupils by promoting equality of access and successfully tackling social disadvantage.

### **Leadership and management**

45. The school is led by a very committed head, whose enthusiasm for promoting shared values, supporting all staff and enhancing the inclusive ethos of the school is commendable. She is supported by the governing body who play an active role in school life, and by a team of teachers and assistants who work well together for the benefit of all pupils.
46. The school's self-evaluation procedures are well-established and they involve all the staff and the governing body. Because of the unsettled nature of the teaching staff, not all curriculum co-ordinators are experienced in their role. They do not present the findings of the monitoring process to the governing body.
47. There is no formal method of seeking the parents' opinions within the self-evaluation process.
48. The school development plan (SDP) is a concise document, offering an overview of the school context and detailing action plans for development priorities.
49. The number of teachers and classroom assistants, and their deployment for the benefit of pupils, are outstanding features of the school.

50. The building is in sound condition and offers sufficient accommodation and teaching areas. Visual displays within classrooms and along corridors enhance pupils' learning.
51. There are sufficient resources, in general, for the curricular areas and they are readily available for pupils within the lessons.
52. The school has made good progress in relation to four of the five key issues identified in the previous inspection. The issue of pupils' low attendance levels has been addressed, but not remedied.

## Recommendations

In order to improve further, the school needs to:

- R1 raise standards in design & technology and art in key stage 1;
- R2 maintain and build on existing strategies to raise standards of attainment in the core subjects at the end of both key stages;
- R3 develop pupils' bilingual competence;
- R4 further develop the role of curriculum co-ordinators in order to:
  - ensure consistency of teachers' expectations;
  - inform governing body of the findings of the monitoring process; and
- R5 maintain and build on existing strategies to improve pupils' attendance levels.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

53. The inspection team's findings correspond with the grade the school awarded itself in its self-evaluation report.
54. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	78%	15%	0%	0%

55. Standards of achievement for children under five are as follows:

<b>Areas of learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

56. Standards of achievement in the subjects inspected are as follows:

<b>Area of learning</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
Mathematics	Grade 2	Grade 2
Design & Technology	Grade 3	Grade 2
History	Grade 2	Grade 2
Art	Grade 3	Grade 2
Music	Grade 2	Grade 2

57. The overall quality of the educational provision for children under five is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
58. Pupils achieve well when working towards agreed targets, while good features outweigh shortcomings in their achievement in knowledge, understanding and skills.
59. Children under five develop their key skills appropriately, showing good development in literacy, numeracy and ICT skills in the areas of Desirable Outcomes for Learning. Nursery children can move the mouse about the screen to play a simple game while the reception children collaborate well on a specific computer program.
60. Pupils in key stages 1 and 2 develop good key skills. Within literacy, pupils write in history lessons, using such forms as the diary and poetry. They develop numeracy skills by using data and measuring within design and technology. Pupils show good control of the computer mouse from a young age and, by key stage 2, are adept at using ICT for exchanging internal e-mails and for searching for information on the Internet.
61. Pupils' bilingual competence is not sufficiently developed and there is a lack of progression throughout the school years. In general, pupils understand greeting phrases in Welsh and are able to respond to a limited number of questions about themselves. They are limited in their ability to use the language.
62. The attainment of pupils in the end of key stage 1 teacher assessments in 2006 was substantially lower than the LEA and the national averages, across the three core subjects. When compared to the results of similar schools, according to the percentage of pupils entitled to free school meals, the school is below the median in English and mathematics and in the lowest quartile in science. A significant number of pupils have low literacy levels on entry, according to the Baseline Assessments.
63. The attainment of pupils in the end of key stage 2 teacher assessments in 2006 was substantially lower than LEA and national averages, across the three core

subjects. When compared to the results of similar schools, according to the percentage of pupils entitled to free school meals, the school is below the median in English and in the lowest quartile in mathematics and science.

64. Assessment results over the three years before the inspection show that the school is constantly placed below the national norms, in both key stages, when compared to schools with a similar percentage of pupils entitled to free school meals. Results also show that girls outperform boys to a significant extent.
65. The school firmly believes that its performance results are adversely affected by the significant numbers of EAL pupils and pupils from the travelling community on the school register, in addition to the very high percentage of pupils who have ALN. The inspection team agree with this view.
66. Throughout the school, pupils show outstanding progress in their personal, social and moral development. The older pupils take good care of the younger pupils and are very considerate of pupils who have specific physical disabilities. They are well aware of equal opportunity issues and show utmost respect for fellow pupils, who are often, in this school, from diverse backgrounds and cultures.
67. Pupils make productive use of their time within lessons and are able to collaborate well in pair or group work. They display good interactive skills and are willing to help each other. They also show initiative and perseverance when asked to work independently.
68. Pupils throughout the school behave responsibly and display respect, tolerance and understanding. They are courteous towards visitors to the school.
69. Attendance levels throughout the school are unsatisfactory, with an average of 87.3% for the three full terms before the inspection. The attendance levels are affected to a significant degree by the absences of pupils of the travelling community and by EAL pupils who, from time to time, visit their country of origin.
70. Pupils develop appropriate creative skills, such as when they plan, design and make fruit salad desserts, Indian Kuvalli hats or door-hinges in design and technology lessons.
71. The pupils' involvement and awareness of their local community are outstanding. Amongst the activities undertaken are visiting elderly citizens, singing at the pensioners' annual Christmas lunch and donating harvest food. They welcome retired volunteers from the community to help at school and take part in competitive events.
72. In understanding their locality so well, pupils also have an outstanding awareness of, and a respect for, the differing cultures that form the make-up of the school and they develop a good understanding of global citizenship. The recent celebration of 'One World Week', organised by the local Communities First group, gave this a specific focus.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

73. The inspection team's findings correspond with the grade the school awarded itself in its self-evaluation report.

74. The quality of teaching, within the lessons observed, was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	66%	19%	0%	0%

75. Outstanding features of the teaching include:

- the use of a range of teaching strategies that allow pupils to make choices, to come to decisions, and to succeed in problem-solving tasks; and
- the effective deployment of support staff that actively promotes equal opportunities for pupils who have EAL and those who have ALN and disabilities.

76. Good features of the teaching include:

- good working relationships, based on mutual respect between adults and pupils, which has a positive effect on pupils' attitude to work and on their learning;
- effective support and purposeful intervention provided by both teachers and assistants as pupils undertake their work;
- effective planning of well-structured lessons with clear objectives that are shared with the pupils;
- clear explanations and perceptive questioning that challenge pupils to think, reason and respond; and
- the praise and encouragement to help pupils succeed and the sensitive way in which teachers deal with pupils who misbehave.

77. In the minority of lessons where there are shortcomings in the teaching:

- teachers do not use sufficient strategies or provide enough opportunities to develop pupils' bilingual skills; and
- there is a lack of pace in the introduction of lessons, and a lack of opportunities for pupils to discuss and evaluate their work in order to consolidate their learning and understanding.

78. Teachers mark pupils' work regularly and conscientiously and respond appropriately by drawing attention to the good features and identifying what can be improved.

79. The quality of the procedures for assessing and recording the progress of children under five and pupils at key stage 1 and key stage 2 is good and meets the statutory requirements.

80. The Formative Assessment initiative recently implemented by the school ensures that pupils fully understand the focus of their learning and are able to evaluate their own performance. This is good practice. Qualitative targets are set for every pupil and good use is made of them to measure progress.
81. Appropriate opportunities, both formal and informal, are arranged for parents to discuss their children's progress. The annual reports to parents are of good quality. The comments provided by teachers concentrate appropriately on pupils' achievements in every subject and identify further steps for improvement.

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

<b>Grade 1: Good with outstanding features</b>
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82. The inspection team's findings correspond to the grade the school awarded itself in its self-evaluation report.
83. The school provides a broad, balanced curriculum that fulfils the statutory requirements. The provision is well structured and allows full access for every pupil. It meets the requirements of the law to provide religious education and a daily act of collective worship.
84. Appropriate schemes of work, that include clear reference to developing the basic skills and key skills of pupils, have been drawn up for all the areas of study. These are useful documents that provide good guidance for teachers and ensure continuity and progression in the learning experiences.
85. Pupils' experience is broadened and enriched through a variety of extra-curricular activities and valuable educational visits. A theatre group visits the school on a regular basis, volunteers work with pupils to promote road safety awareness, and other members of the community and beyond visited the school to promote inclusion and cultural awareness during 'One World Week'. The effects of these contributions on the curriculum in general and on pupils' achievements combine to become an outstanding feature of the school's provision.
86. The promotion of pupils' personal and social development is at the core of the curriculum and school life and is an outstanding feature. Pupils are continually encouraged to be aware of personal responsibility and to show respect and tolerance towards others. They discuss moral issues in order to develop their own skills when making choices. Pupils raise money regularly for a range of charities specifically chosen by them. The collective worship sessions contribute effectively to pupils' spiritual development.
87. Pupils' learning experiences reflect the languages and culture of Wales appropriately. However, the school does not sufficiently promote pupils' bilingual skills.
88. The quality of the school's partnership with parents, the local community and external agencies is an outstanding feature. There is close collaboration between parents and the school and this enhances the learning experiences of

pupils substantially. The Literacy Project, sponsored by the Basic Skills Agency helps parents to support their children in school and contribute to their children's learning skills.

89. The Friends of St Anne's Group is a dedicated group of people who make a significant contribution towards enhancing the school's learning resources and broadening pupils' experiences by paying for educational visits.
90. There are close and effective working arrangements with 'Community First' and the 'Caia Park Partnership'
91. There are good curricular and pastoral links with the secondary school to which the pupils will transfer at the end of Year 6. Pupils in Year 6 attend the secondary school for a week during the summer term and complete an appropriate bridging unit of work during the transition period. Local schools co-operate closely on projects, such as emergent writing and raising awareness of EAL.
92. The school provides effective work-related education by arranging visits to local businesses and by visits to school from fire-fighters, police officers and dental health workers.
93. Pupils' enterprise skills develop well through activities such as running a stall to raise money in the summer fete, designing and selling programmes for the Christmas Play and deciding, through the school council, how the money is to be spent.
94. The school actively and effectively promotes education for sustainable development through its involvement with the local environmental group, raising the awareness of staff and pupils to ways of reducing energy costs, recycling and using recycled material, and operating a wormery which provides compost for school use. This is an outstanding feature of the school's provision.
95. Pupils' awareness and understanding of global citizenship are promoted effectively by the way in which the school celebrates the multicultural nature of its population and by the activities arranged during 'One World Week'.

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

<b>Grade 1: Good with outstanding features</b>
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96. The inspection team's findings correspond to the grade the school awarded itself in its self-evaluation report.
97. The quality of the care, support and guidance provided for pupils is an outstanding feature of the school. There is a caring ethos in the school where all pupils feel safe and respected and where they know that notice will be taken of any concerns they have. Excellent use is made of a wide range of support services including the educational social worker for travellers and the travel co-ordinator, the support teacher for pupils who have EAL and the school nurse.
98. Parents are full of praise and appreciation for the care and guidance the school provides for their children. The school works in close partnership with parents and carers, listens to their opinions and responds to problems as soon as they arise.

99. Effective systems are in place to help new pupils settle in quickly to the nursery class and for admitting older pupils during the year. The home-school agreement and the handbook for parents are useful documents that meet the statutory requirements.
100. The school successfully identifies each pupil's needs and progress and makes very good use of professional support both from within the school and from specialist services, such as the NSPCC Counsellor, social services and the community policeman. The staff follow a carefully structured and co-ordinated programme that includes personal and social education and health education. Every member of staff has received training in the Rainbows programme which offers support for specifically targeted pupils who have experienced parental divorce, separation or death and helps them to develop coping strategies.
101. The school council provides pupils with valuable opportunities to express their views and to influence some aspects of school life that affects them.
102. The school has a clear and carefully constructed guidance programme for monitoring pupils' attendance, punctuality, behaviour and performance. There are excellent relationships with external agencies that develop an awareness of vulnerable families. The educational social worker for travellers and the travel co-ordinator meet weekly in the school and arrange visits to pupils' homes to discuss and offer support where necessary.
103. Pupils' positive behaviour is praised by every member of staff. All Year 6 pupils are become prefects and are expected to lead by example. 'Cause for Concern' meetings, where various agencies come together, are effective in arranging appropriate intervention to help prevent issues developing.
104. Every member of staff and the governors are aware of the arrangements and procedures for implementing the child protection policy. The head and chair of governors are responsible for supervising this aspect and they carry out their duty conscientiously.
105. The quality of the school's provision for ALN is an outstanding feature. The school has well structured processes to systematically identify pupils with ALN at an early stage. These pupils are fully supported through the use of appropriate differentiated tasks, detailed individual education plans (IEPs), individual behaviour plans and the effective support of teaching assistants.
106. The school has a resourced provision unit for pupils with moderate educational needs, which is shared with another local Catholic primary school. Pupils in the unit follow a well-planned programme that fully caters for their individual needs as well as integrating them effectively into mainstream classes to ensure the breadth and balance of their curriculum.
107. Pupils' work is followed up consistently with regular reviews of progress, including annual reviews attended by parents or carers and external agencies. All assessment, recording and reporting procedures for pupils with ALN satisfy the statutory requirements.
108. The school recognises the diversity of the pupils' backgrounds and provides a fully inclusive learning environment for all the pupils by promoting equality of access and successfully tackling social disadvantage. Racial equality and good relationships between people of different racial groups are promoted effectively

in all aspects of the school's work. This is an outstanding feature of the school's provision.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

109. The findings of the inspection team differ from the Grade 3 that the school awarded itself in its self-evaluation report. The inspection team adjudges the leadership and management to be good. The head's contribution, at times in difficult circumstances, such as the unstable nature of the staff and the transient nature of the school population, is commendable.
110. The school is led by a committed head, whose whole-hearted enthusiasm serves the pupils well. She and the governing body take pride in the pupils and their activities and work together to uphold their shared values. Their leadership enhances the inclusive nature of the school, ensuring that pupils from diverse backgrounds and cultures are accepted and respected within the school community.
111. Good attention is given to local and national priorities. The school has responded positively to the LEA's invitation to pilot the Foundation Phase. A daily breakfast club is organised and the school is part of the Healthy Schools Initiative. Various intervention strategies, such as 'Blitz', 'Sums-up' and 'Catch-up' are implemented as additional support for targeted groups of pupils. Accreditation has been gained for both Investors in People and for the Basic Skills Quality Mark.
112. Attainment targets are set for pupil annually, following discussions with staff and with LEA link officer. The members of the governing body hold detailed discussions about the targets. The head is constantly frustrated in this aspect by the transient nature of the school population, resulting in significant changes within both key stage 1 and key stage 2 cohorts. Targets are revised accordingly.
113. There are appropriate job descriptions for all staff; they are current and detail teachers' responsibilities as curriculum leaders.
114. Performance management procedures are undertaken according to statutory guidelines; two of the teachers' annual objectives are usually whole-school targets while the third is individually-targeted.
115. Governors are very committed to the school and play an active role in its development. Several members are frequent visitors to school and undertake voluntary duties such as listening to pupils read. The governing body is involved in discussing self-evaluation issues and has a good awareness of school priorities. Governors do not, as yet, monitor the school's provision by formal means.

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

**Grade 3: Good features outweigh shortcomings**

116. The findings of the inspection team differ from the Grade 2 awarded by the school in its self-evaluation report. The inspection team's findings are that not all subject co-ordinators have a whole-school overview of standards; co-ordinators do not present findings of the monitoring process to governors. The school does not formally seek the views of parents about the school.
117. The inspection team's findings correspond with the school's judgement in its self-evaluation report in five of the seven key questions.
118. The curriculum co-ordinators have a good awareness of certain aspects of their particular areas, such as the implementation of schemes of work, the sufficiency of resources and the training needs of staff members. The co-ordinators who are well-established in their role display a sound knowledge, emanating from observing classroom practice, of standards across school. Yet, owing to the unsettled nature of the staff, several co-ordinators are currently inexperienced in the role. Curriculum co-ordinators do not present the findings of their monitoring procedures to the governing body.
119. The school involves staff and members of the governing body in the self-evaluation process, and their input into discussions and the suggestions made are valued. Pupils, as represented on the school council, offer suggestions about aspects of the school's provision. As yet, the school does not formally seek the opinions of parents as part of the self-evaluation process.
120. The quality of the self-evaluation report presented to the inspection team prior to the inspection has good features outweighing shortcomings. Clear summative judgements are offered on the seven key questions and constant reference is made to sources of evidence. However, there is a lack of rigour in identifying standards within certain aspects, and in ensuring that areas to be developed emanate from previous comments.
121. The current SDP is a concise document which sets out the context of the school from the point of view of changes in school population, current staffing issues and ongoing initiatives and projects. It refers to performance data, benchmark comparisons and the ensuing discussions with the LEA link officer. Action plans related to priority aspects for development are noted, and financial resources are earmarked for implementing the priorities.
122. The school has made good progress in responding to four of the five key issues identified in the 2001 inspection report; efforts in relation to the fifth key issue have not resulted in measurable improvements. There has been frequent monitoring of teaching and learning, and the more experienced curriculum co-ordinators have monitored standards and progression. The acquisition of resources, improved storage and the preparation of the Foundation Phase have resulted in pupils gaining access and increased independence in their learning. Teachers' medium-term planning attends regularly to the development of pupils' key skills. The current initiative involving Formative Assessment has led to increased pupil awareness of their learning and of their individual targets.

123. There has been no measurable progress relating to the remaining key issue. The school has introduced further measures in its efforts to improve attendance levels. Despite these efforts, pupils' attendance levels remain unsatisfactory.

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

<b>Grade 2: Good features and no important shortcomings</b>
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124. The inspection team's findings correspond to the grade that the school awarded itself in its self-evaluation report.
125. The school employs a sufficient number of teachers for the number of pupils on the school register. They are suitably qualified and attend relevant in-service training sessions to update their competencies and to gain awareness of various projects and support strategies.
126. The number of support assistants employed, the manner they are deployed to support individuals and groups of pupils throughout the school, and their effective contribution, are outstanding features of the school. The professional development of teachers, including the in-school mentoring of newly qualified teachers, is good. The school manages to maintain an ethos of stability for the pupils, in the face of a staff that is constantly changing.
127. The building is in a generally sound condition, and the accommodation is used well for curricular and extra-curricular activities. Pupils' learning is enhanced by the visual displays within the classrooms and along the corridors. The ample grassed area and the two playgrounds are positive features. There is a shortage of storage spaces within the school.
128. The school's resources are generally good, being sufficient in quantity and of good quality. The school has identified the need to update the ICT resources. The contribution of the 'Friends of St Anne's' over the last few years, in funding pupils' tables and chairs throughout the school, has been valuable. Pupils have ready access to resources within lessons.
129. The school manages the 'planning, preparation and assessment' time of teachers effectively; the classes of key stage 2 teachers are regularly taken by a part-time specialist art teacher. The head is of the opinion that the school benefits considerably from the use the teachers make of their non-contact time, for both planning and preparing, and for reflecting on individual pupils and their learning needs. The general deployment of teachers and assistants, and the management of teacher turn-over, are outstanding features.
130. The governing body discusses the targets noted in the SDP and ensures budgetary funding for development strategies. Funding for the additional support staff is considered a constant priority. This year's budgetary underspend was unusually high, having been accumulated mainly because of recent staff changes. It has already been substantially reduced by the employment of additional support staff. The school provides value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

131. The standards achieved by the children are as follows:

Areas of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

#### Language, literacy and communication skills

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 2 - Good features and no important shortcomings**

#### Good features

##### Part-time nursery children

132. The children listen attentively to instructions and suggestions and respond confidently. They recognise their own names written down and can identify some letters within their names. They enjoy marking and basic writing experiences using pencils, crayons and paintbrushes.

##### Reception children

133. The children listen intently to discussion and contribute confidently. They choose a book independently and retell a familiar story by explaining the events in pictures. Their basic writing skills are developing well; they recognise some letters and words and can write their own first names.

#### Shortcomings

134. There are no important shortcomings.

#### Personal and social development

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 1 - Good with outstanding features**

#### Good and Outstanding features

##### Part-time nursery children

135. The children are happy and confident and they relate well to adults and to other children. They are beginning to distinguish between good and poor behaviour and are learning to take turns and to share fairly when necessary.

##### Reception children

136. The children's personal and social development has outstanding features. They co-operate well, take turns and share willingly. They concentrate and persevere for lengthening periods, and make very good progress in the skills needed to dress themselves independently. They demonstrate respect and affection for

other children and adults, and the children who have English as a second language respond positively to a range of new cultural and linguistic experiences, in both Welsh and English.

### **Shortcomings**

137. There are no important shortcomings.

### **Mathematical development**

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 2 - Good features and no important shortcomings**

### **Good features**

#### **Part-time nursery children**

138. The children recall and act out a good range of nursery rhymes and songs, counting backwards and forwards correctly up to five. They recognise numbers up to four and match the number to sign and sound.

#### **Reception children**

139. The children have a good awareness of the concept of number. They can count objects up to at least 20, order numbers successfully and locate them correctly on a model of a clock face. They can recognise and name basic two-dimensional shapes and they sort, match and sequence beads confidently when making a necklace for the 'Ice Queen'.

### **Shortcomings**

140. There are no important shortcomings.

### **Knowledge and understanding of the world**

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 2 - Good features and no important shortcomings**

### **Good features**

#### **Part-time nursery children**

141. The children talk confidently about their homes, families and pets. They choose suitable materials and use simple tools appropriately to make things. They can identify some workers and describe clearly certain aspects of their work.

#### **Reception children**

142. During role play, the children show a good understanding of the work of a baker and a shoe shop keeper. They confidently describe the different goods for sale, discuss prices and show a basic understanding of the purpose of money. They use the computer with a good degree of independence when playing games that involve problem solving.

### **Shortcomings**

143. There are no important shortcomings.

## **Physical development**

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 1 - Good with outstanding features**

### **Good and Outstanding features**

#### **Part-time nursery children**

144. The children use small equipment with growing skill and they control the 'mouse' well when using the computer. When taking part in movement activities, they walk, run, hop and jump with confidence, developing increasing control and awareness of space.

#### **Reception children**

145. The children's physical development has outstanding features. They are continually improving their fine manipulative and co-ordination skills by using a range of small tools, toys and equipment skilfully and safely. In movement sessions, they use space confidently and they show outstanding control over their physical movements.

#### **Shortcomings**

146. There are no important shortcomings.

## **Creative development**

**Nursery: Grade 2 - Good features and no important shortcomings**

**Reception: Grade 2 - Good features and no important shortcomings**

### **Good features**

#### **Part-time nursery children**

147. The children make sensible choices about colour and medium and use a range of materials when creating pictures, three-dimensional models and patterns. They respond well to rhythm in music and enjoy music making with a range of percussion instruments.

#### **Reception children**

148. The children's creative development is good. They observe objects closely and then create their own pictures using a range of techniques. Their paintings, drawings, *collages* and dough models show imagination and creativity.

#### **Shortcomings**

149. There are no important shortcomings.

<b>Mathematics</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

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

### **Good features**

150. In key stage 1, pupils respond accurately and rapidly during mental arithmetic sessions. They count forwards and backwards in steps of different size and can identify some number patterns and sequences, such as odd and even numbers.

They take part in practical sharing activities with confidence and they have a secure understanding of number bonds.

151. Pupils in Year 1 use non-standardised measurements effectively to compare length and they describe their findings appropriately using correct mathematical vocabulary. By Year 2, they measure and make accurate comparisons using metric units. They can identify and describe the characteristics of two dimensional shapes confidently and accurately.
152. Key stage 1 pupils collect data in a number of contexts and record the results systematically in the form of a table, pictograph and block graph. They interpret the data carefully and reach a sensible conclusion.
153. In key stage 2, pupils' ability to use and apply mathematics in problem solving tasks is good. They develop their own strategies and ideas and reason and explain their work logically using appropriate mathematical vocabulary.
154. The vast majority of key stage 2 pupils are able to recall number facts quickly and accurately. They have a good understanding of the relationships between addition, subtraction, multiplication and division and use them to do mental and written calculations effectively. By Year 6, pupils' knowledge and understanding of fractions and decimals are good.
155. In key stage 2, pupils estimate and measures length confidently and have a good understanding of how and when to use different metric units. Pupils in Year 6 calculate the area of regular and irregular rectangles accurately.
156. Pupils in key stage 2 have a good understanding of how to construct and interpret a tally chart when handling data. They discuss the results intelligently and draw meaningful conclusions from them. Pupils in Year 5 and Year 6 investigate the number of pages in a variety of books and make good use of grouped data tables and graphs to show and interpret results.

### **Shortcomings**

157. A small minority of pupils in key stage 2 are unsure of the multiplication tables and of the concept of doubling numbers.

<b>Design technology</b>
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**Key Stage 1: Grade 3 - Good features outweigh shortcomings**

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

### **Good features**

158. Pupils in key stage 1 are able to identify and discuss the features that characterise different kinds of houses. They are able to discuss the materials in their structure and describe the properties of some of those materials.
159. A few pupils can reason about the advantages and disadvantages of certain external features of buildings, and can use appropriate words, such as 'transparent', 'water-proof' and 'pebble-dash' as they respond to questions.
160. Pupils design and make Christmas cards, decorating them in individualised ways. They make wooden picture frames, using triangular pieces of cardboard to strengthen the corners.

161. Pupils develop their knowledge about fruit and vegetables, by discussing their texture, colour and readiness for eating. They collaborate well in groups to think of ideas and to plan a healthy snack. They learn appropriate terminology, and that hygiene and safety are important when using utensils and food products. They list ingredients to be used, the stages of the preparation. They successfully prepare a fruit salad dessert, and can evaluate its success.
162. Pupils in key stage 2 are well aware that design and making involves a process, and that exploring possibilities, based on their own ideas, is an important part of that process. They use different materials effectively in exploring possibilities that might influence their designs.
163. They record early ideas in various ways, and draw accurately at the planning stage.
164. Pupils record well their process of making models of Tudor houses. They research into possibilities and name the materials to be used. They evaluate their efforts in a simple but effective way, suggesting what they particularly liked and how they might change it. They suggest, and put into practice, ideas about how hinges might work, using a variety of adhesive materials. They display good imaginative abilities.
165. Pupils use ICT skills effectively to make imaginative designs for making Joseph's Coat. They enthusiastically and confidently use drawing, cutting, arranging and gluing skills. They can explain the process involved in arranging and assembling the patterns created to produce a design on the fabric.
166. Pupils are adept at thinking of ideas to make an electrical alarm. They record initial ideas clearly, and plan the making of the alarm intelligently. They understand the principle of a battery as a storage of electricity and that wires carry electrical current. They are able to assemble components to create a working model of an alarm, and can appraise its success.
167. Pupils at the top end of key stage 2, in designing and making Kuvuli hats, create detailed plans, using ICT skills to aid their choice of symmetrical patterns. They display good drawing, cutting and sewing skills as they create the finished product.

### **Shortcomings**

168. A minority of key stage 1 pupils display undeveloped cutting skills when using scissors.
169. Many pupils find the concept of focusing on a specific area in their drawings, such as the external features of a house, to be difficult.
170. Pupils do not display the ability to construct and build structures, involving a wide range of materials, using tools to assemble components appropriately.
171. Several key stage 2 pupils do not transfer their technical drawing efforts onto the materials effectively, as they experience difficulty in measuring and cutting accurately.

## History

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

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

### Good features

172. In key stage 1, pupils show a good understanding of how certain things change over time, and can describe the features, such as materials and styles, that characterise the change.
173. Most pupils can place houses from different periods in correct sequence on a time-line. They use a good range of appropriate vocabulary when reasoning about features that change and develop.
174. Pupils know that a specific period of history is named after a famous British monarch.
175. Pupils in key stage 2 are able to recall the main events and the prominent personalities relating to the Second World War, and show a mature ability when discussing issues such as 'propaganda'. They use photographic evidence well to glean information and to build a fuller picture of certain war-time practices, such as building shelters, making weapons and being evacuated from cities.
176. Pupils have a good understanding of developments and changes that occurred in Victorian Times. They understand that different kinds of sources are used to provide evidence of certain historical events and they can record the information gained in a variety of effective ways. They further consolidate their knowledge and awareness of the period when they participate in role-play during a visit to a local heritage centre.
177. Pupils learn enthusiastically, and in an active manner, about Crime and Punishment in Tudor Times. They enact certain practices in role-play situations. They are able to match appropriately items of pictorial and written evidence.

### Shortcomings

178. A small minority of key stage 1 pupils are uncertain of the chronological order when placing pictures of houses on a time-line.
179. A small minority of key stage 2 pupils are uncertain of certain aspects forming part of their study, such as the census data from long ago.

## Art

**Key Stage 1: Grade 3 - Good features outweigh shortcomings**

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

### Good features

180. In key stage 1, pupils can recall previous work they did, when they explored lines of various kinds. They choose confidently from a variety of pencils, crayons, charcoal and marker pens and use them to draw human faces, positioning the main features appropriately.
181. After observing and studying aspects such as colour, tone, texture and the effect of particular materials, they produce chalk drawings of their friends' faces.

182. Pupils are able to use an ICT program well to draw designs of creatures, using their imagination in their choice of pattern and colour.
183. Pupils in key stage 2 use their developing skills to make leaf rubbings. They make satisfactory efforts at drawing portraits of historical characters. They understand how primary colours can be mixed to make secondary colours. They observe the particular style of a well-known painter and produce imitations of his work.
184. Pupils use the environment to create observational drawings of leaves and shells, to explore pattern and create paper *collages* within natural forms. They study examples of the work of a famous contemporary artist, and imitate the style of strong contrasting colours, using marker-pens to paint the faces of Roman soldiers.
185. In Years 4/5, pupils produce detailed pencil sketches of buildings and develop their work to create very effective mixed media relief print blocks.
186. Pupils study the effect of tone when using a colour to create monochrome landscape paintings that show the effect of distance.
187. Years 5/6 pupils respond well and enthusiastically when observing details of landscape photographs. They use view-finders effectively to focus on small areas of the photographs, and produce examples of work in pencil and in ink-pen, which show a good awareness of tone, shade, lines and shape.
188. They produce very effective pencil drawings depicting characters and scenes from a well-known story. They emulate the work of a renowned figure-artist in creating 'movement drawings' that display good observational and drawing skills.

### **Shortcomings**

189. A number of key stage 1 pupils are unable to practice their drawings according to the specific guidelines given in the lesson, preferring to draw instinctively, as from habit.
190. They do not sufficiently appraise their own and other pupils' work, in order to develop an awareness of technique and terminology.
191. Pupils' painting skills and techniques are undeveloped across both key stages.

<b>Music</b>
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**Key Stage 1: Grade 2 – Good features and no important shortcomings**

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

### **Good features**

192. Pupils in key stages 1 and 2 sing a good range of songs, including unison songs, songs with a descant, and rounds in a lively and enthusiastic manner. The great majority sing in tune, pronouncing words and forming musical phrases clearly.
193. Key stage 1 pupils listen attentively to music; they identify and describe the main characteristics confidently and they express a simple opinion.
194. They keep a steady beat as they explore different sound sources including their voices, their bodies and a range of percussion instruments.

195. Pupils in key stage 2 are familiar with a range of different instruments, both tuned and untuned, and use them effectively when composing simple pieces of music. They record their work by using interesting graphic scores in response to a range of stimuli.
196. The vast majority of pupils in key stage 2 listen attentively to their own and others' music, they discuss and evaluate the performance and are able to distinguish between some of the musical elements.

### **Shortcomings**

197. There are no important shortcomings.

## **School's response to the inspection**

We are delighted that the inspection team's findings are that St Anne's is a very inclusive school and that the care, support and guidance provided for pupils is outstanding.

Throughout the school the children's progress in personal, social and moral development is outstanding and this is good for all parents, governors and staff to hear.

Our involvement with the Formative Assessment initiative, the pupils' attitude to their learning and the positive influence of extra-curricular activities on pupils' experiences are other aspects that we are pleased to find that the inspection team found to be noteworthy.

The skill and dedication of teachers and the effective deployment of teaching assistants was noted. Governors have appointed five new teaching assistants, in the last six months; so their positive impact is pleasing.

The need to develop the role of subject leaders and pupils' bilingual skills were issues that had been identified and highlighted in our self-evaluation report. The school will address these issues along with the other recommendations noted in the inspection report. This will be done, as far as is possible, before the end of the school year; some aspects have already been started. We will continue to work closely with the LEA to ensure good practice and the raising of standards.

A copy of the school's action plan in response to the inspection's recommendations will be sent to all parents.

The head found her role as school nominee during the inspection to be a very valuable one, which provided an insight into the inspection process as well as contributing to her professional development.

## Appendix 1

### Basic information about the school

Name of school	St Anne's RC Primary
School type	Nursery and Primary (Voluntary )
Age-range of pupils	3-11
Address of school	Prince Charles Road WREXHAM
Postcode	LL13 8TH
Telephone number	01978 261623

Headteacher	Miss Rachel M Molyneux
Date of appointment	January 2000
Chair of governors	Miss Auriel Samuelsen
Registered inspector	Len Jones
Dates of inspection	15-18 January 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	21	13	18	22	23	25	16	144

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	8.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17: 1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring '06	84.2%	86.7%	89.2%
Summer '06	83.3%	90.1%	86.5%
Autumn '06	65.0%	86.1%	86.4%

Percentage of pupils entitled to free school meals	33%
Number of pupils excluded during 12 months prior to inspection	2

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006		Number of pupils in Y2:	19				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5.2	31.5	57.8	5.2
		National		4	12	64	20
En: reading	Teacher assessment	School		10.5	21	52.6	15.7
		National		4	14	56	26
En: writing	Teacher assessment	School		5.2	21	68.4	5.2
		National		5	14	69	12
En: speaking and listening	Teacher assessment	School		5.2	21	68.4	5.2
		National		2	11	64	23
Mathematics	Teacher assessment	School	0	10.5	21	68.4	0
		National		2	10	63	24
Science	Teacher assessment	School	0	10.5	21	68.4	0
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	53%	In Wales	80.9%

### End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006		Number of pupils in Y6	22								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	13.6	0	0	0	4.5	9	18	41	14
		National					1	4	15	47	32
Mathematics	Teacher assessment	School	13.6				4.5	4.5	27.2	27.2	23
		National					1	3	15	47	32
Science	Teacher assessment	School	13.6	0	0	0	5	0	36.3	36.3	9
		National						2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	45%	In Wales	74%

- 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

## Appendix 4

### Evidence base of the inspection

- The inspection was undertaken by a team of three inspectors, who were present at the school for seven 'inspection days'.
- Pre-inspection meetings were held with the parents, where there were 17 parents present, and with the governing body, to discuss the life and work of the school.
- 24 parents' questionnaires were returned, and they were carefully analysed.
- Discussions were held with the head and with the teachers.
- School documentation was examined.
- 27 lessons, or part-lessons, were observed.
- Samples of pupils' work was inspected in every year group.
- Discussions were held with pupils about aspects of school life and about their work.
- Pupils' behaviour was observed during play-times, during the lunch break and at the beginning and end of school sessions.
- Inspectors attended collective worship sessions.
- Post-inspection meetings were held with the staff and with the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones (Registered inspector)	Context; summary; recommendations; Key questions 1, 5, 6 and 7; design & technology, history, art
Jean Marshall (Team inspector)	Key questions 2, 3 and 4; Children Under Five; mathematics, music
Gwynoro Jones (Lay Inspector)	Contributions to key questions 1, 2, 3 and 4
Miss Rachel Molyneux	Nominee

### *Acknowledgement*

*The inspection team would like to thank the governors, headteacher staff and pupils for their co-operation throughout the inspection.*

### **Contractor**

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