

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**St Josephs R.C. Primary School
Brackley Avenue, LL29 7UU**

School Number: 6623333

Date of Inspection: 12/06/06

by

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78144**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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St Josephs R.C. 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 Josephs R.C. Primary School took place between 12/06/06 and 14/06/06. An independent team of inspectors, led by Robert Huw 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:

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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

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Context

The nature of the provider

1. St Joseph's Catholic Primary School is a voluntary aided school which is situated in the seaside town of Colwyn Bay; it serves the parishes of St Joseph's and Sacred Heart in Old Colwyn. In addition the school receives some pupils from outlying rural areas. Pupils are drawn from areas which are neither predominantly prosperous nor disadvantaged. Approximately eight per cent of pupils are entitled to free school meals, a figure which is below the Local Education Authority (LEA) and all-Wales averages.
2. The school caters for pupils between three and 11 years and there are 205 (full time equivalent) pupils on roll. Pupils are taught in eight classes, all comprising pupils from one age group. A Nursery class caters for 30 children who attend in the mornings only. In total, 30 pupils have special educational needs (SEN) none of whom has a statement of educational need, although four pupils receive additional support following statutory assessment. The school's admission arrangements follow the LEA's admission policy and do not discriminate against children with SEN.
3. Pupils are mainly from English speaking homes but a small number of pupils come from homes where one parent is Welsh speaking. Although a cross section of ethnic groups is found within the school there are currently no pupils receiving additional support for learning English as a second language.
4. The school was last inspected in May 2000.

The school's priorities and targets

5. The areas for improvement identified by the school are to:
 - work towards becoming an Eco school;
 - develop the outside area for the Early Years;
 - address concerns raised in parents' questionnaires;
 - further develop the role of the school council;
 - further develop target setting and use of success criteria.
6. The targets in the current school development plan (SDP) include:
 - to further supplement whole class reading resources in KS2;
 - continue to use maths assessment to monitor improved progress;
 - review policy and scheme of work for music;
 - monitor the progress of music throughout the school;
 - continue to develop Welsh expertise within staff;
 - continue to develop ICT skills of staff.

Summary

7. St Joseph's RC School is a good school which promotes sound values and provides a good standard of education for pupils in a caring, Christian community.

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 2
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 2
7 How efficient are leaders and managers in using resources?	Grade 2

Grades for standards in subjects inspected

8. Standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

9. Pupils' standards in the lessons observed are considerably higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

11. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2

History	Grade 2	Grade 3
Music	Grade 3	Grade 3

12. Standards have risen in Welsh second language in KS2, and in information technology throughout the school since the last inspection. Standards have fallen in history in KS2 and in music in both key stages.
13. Results in NC assessment tests in KS2 have improved steadily over the past three years. In NC assessments in 2005, results in KS1 (by teacher assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales, results are in the first (top) 25 per cent in science, in the third 25 per cent in English and in the bottom 25 per cent in mathematics. In KS2, results (by teacher assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales, results are in the first 25 per cent in English, in the second 25 per cent in science and in the third 25 per cent in mathematics. There is no discernible pattern over time in boys' and girls' results. Over the past three years the school has met all of its targets.
14. Children in the nursery and reception classes make good progress in acquiring the key skills of communication and numeracy. Their information and technology skills are also developing well. By the end of the reception class, children have mature personal and social skills.
15. Pupils in both key stages make good progress in speaking and writing across the curriculum. Pupils apply their mathematical knowledge well in a number of contexts and they make good use of their ICT skills to support and enrich their learning. Pupils read well but their higher order skills, including those required to search for information, are underdeveloped. Most pupils listen carefully to their teachers and fellow pupils but a small minority are inattentive and this impairs the quality of their work.
16. Some pupils demonstrate a good understanding of the Welsh language, especially in Welsh lessons, but they make infrequent use of the language during the school day. Pupils' bilingual skills are generally underdeveloped.
17. The general standard of behaviour of pupils throughout the school is good and as a result, the school community is a friendly, orderly, family community providing a positive learning environment.
18. Pupils' attendance across the school over the past three terms averages 93.7% which is below that which is expected by the Welsh Assembly Government.
19. Pupils make good progress in their personal and social skills. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school. Relationships throughout the school are good.

The quality of education and training

20. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	71%	16%	2%	0%

21. The percentage of teaching judged to be Grade 2 or better is above the All-Wales average.
22. Where teaching has good features, teachers provide a purposeful, organised and stimulating learning environment. They use appropriate strategies to challenge and encourage all pupils to work with purpose and with confidence. The pace of lessons is generally good.
23. Teachers plan effectively and set clear learning objectives for pupils. Continuity and progression are carefully considered when planning lessons. Teachers use a variety of resources and interesting artefacts to stimulate and engage pupils.
24. Where teaching has shortcomings, time is not used well and the pace of teaching is slow. Strategies to deal with the needs of challenging pupils are less effective.
25. The school's assessment recording and reporting procedures meet statutory requirements. The quality of assessment is good and appropriate use is made of the information gathered through a number of assessment procedures to plan for and improve learning.
26. The quality of marking is inconsistent and does not indicate clearly to pupils how they can improve their work.
27. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum which meets statutory requirements. It is well structured and based on the NC programmes of study which are available to all pupils. The provision for pupils with SEN is outstanding.
28. In general, teachers ensure that learning experiences help the pupils to develop basic and key skills, although listening, reading and bilingual skills are less well developed in some classes. There is currently insufficient, structured planning for the development of key skills.
29. The school offers a wide range of extra-curricular activities which are available to all KS2 pupils. These include various sports, Urdd activities and musical and fundraising activities. A wide variety of outside visits are organised which enrich and extend pupils' learning experiences. The Curriculum Cymreig is promoted appropriately in a number of curricular areas but the good features outweigh shortcomings in others.

30. The school mission statement, 'Grow in Love' is the focus of the life of the school, which is to consciously develop and promote pupils' spiritual, moral, social and cultural development. The school promotes strong values based on Christian principles. It successfully encourages equal opportunity for all, respect and understanding of self, other faiths and other cultures. The development of pupils' personal and social education is successfully woven into a Catholic programme for education in personal relationships.
31. Pupils are extremely well cared for, guided and supported. The school provides a secure, welcoming, safe and caring environment for pupils. There are good relationships between staff and pupils who are praised and rewarded for good efforts. The mission statement underpins the school ethos of knitting together as a community of love.
32. There are excellent induction arrangements for pupils joining the school and the transfer arrangements for pupils moving from Year 6 to the High School are well established and very effective.
33. The school gives a high priority to the personal welfare of pupils. There is a very good relationship between the school and institutions in the community which promote the health, safety and well-being of pupils. Outstanding support is given to pupils with emotional and behavioural difficulties.
34. The provision for pupils with SEN is outstanding and fully complies with the Code of Practice. Very effective use is made of standardised tests to identify needs early. SEN pupils receive very good support within their class or in small groups.
35. The values promoted by the school are of the highest order. Every individual pupil, regardless of background, gender or race, is respected and treated equally. By promoting an ethos of inclusion and support, the school ensures equality and challenges stereotyping. Implicit in the school's mission, which is the foundation of the whole life of the school, is a recognition and respect for diversity and equal opportunity.

Leadership and management

36. The headteacher provides effective leadership and gives the school a very clear sense of direction. At the same time, she demonstrates great care and concern for both teachers and pupils. This is reflected in the school's mission statement which emphasises strongly the love of one another which enables all within the school community to grow intellectually, emotionally, physically and spiritually.
37. The school takes good account of national priorities; the raising of standards in literacy and numeracy are on-going targets and the raising of standards in mathematics has been a key feature of recent school improvement initiatives.
38. The governing body is very supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement.

39. The school has good self-evaluation procedures which include curriculum co-ordinators' roles in monitoring All co-ordinators review in their subjects and use the information gained to identify areas for improvement. However, monitoring in foundation subjects is not undertaken with sufficient frequency and structure to enable co-ordinators to gain a good overview of curriculum coverage and standards in teaching and learning.
40. The school takes very seriously the views of staff and parents but the pupils and the governing body are not consulted sufficiently when drawing up the self-evaluation report.
41. Audits are conducted of key areas such as curriculum, staffing and the role of the governing body, specific actions identified and dates for completion indicated. The SDP is a structured but weighty document which identifies clearly very many areas for development and indicates priorities for attention.
42. The SDP is regularly monitored and progress noted. The school self-evaluation report is a well-informed document which identifies a number of the school's strengths and areas for development.
43. The school has closely monitored its action plan since the last inspection. Good progress has been made overall in addressing the key issues although it has not fully succeeded in making pupils independent learners.
44. The school's investment in resources for information technology has resulted in significant improvements in standards. Substantial sums of money have also been devoted to the purchase of a new whole-school scheme for mathematics and early indications are that this is having a positive impact upon standards in the subject.
45. There is a very good level of staffing for all classes and curricular activities. Teachers and assistants are appropriately qualified and experienced and are effectively deployed across the school.
46. The quality and levels of resources for learning are good. All classrooms have recently been fitted with interactive whiteboards and there are also computers within each class.
47. The head teacher ensures that all resources available to the school are fully used to support teaching and learning. Priorities for further development are well identified and very careful consideration is given to costs and benefits to the school.
48. The school provides good value for money.

Recommendations

49. In order to secure improvement the school needs to:

- R1 raise standards in history in KS2 and in music in both key stages;
- R2 ensure appropriate planning and promotion of key skills, including bilingualism, in order to raise standards;
- R3 refine monitoring procedures in the foundation subjects in order to provide a regular overview of standards and curriculum coverage;
- R4 ensure that the views of all interested parties are gathered as part of its self-evaluation procedures and that the outcomes of self-evaluation are closely linked to the school development plan;
- R5 ensure the marking of pupils' work across the school indicates how they can improve;
- R6 further develop Y Cwricwlwm Cymreig.

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

50. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report. The team judged that there were shortcomings in listening, reading and bilingual development.

Grades for standards in subjects inspected

51. Standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

52. Pupils' standards in the lessons observed are considerably higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.

53. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

54. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 3	Grade 3

55. Standards have risen in Welsh second language in KS2, and in information technology throughout the school since the last inspection. Standards have fallen in history in KS2 and in music in both key stages.

56. Results in NC assessment tests in KS2 have improved steadily over the past three years. In NC assessments in 2005, results in KS1 (by teacher assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales, results are in the first (top) 25 per cent in science, in the third 25 per cent in English and in the bottom 25 per cent in mathematics. In KS2 results (by teacher

assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. When compared with similar schools in Wales, results are in the top 25 per cent in English, in the second 25 per cent in science and in the third 25 per cent in mathematics. There is no discernible pattern over time in boys' and girls' results. Over the past three years the school has met all of its targets.

57. Children in the nursery and reception classes make good progress in acquiring the key skills of communication and numeracy. Their information and technology skills are also developing well. By the end of the reception class, children have mature personal and social skills.
58. Pupils in both key stages make good progress in speaking and express their ideas confidently, using a register of language and vocabulary appropriate to the context. Their standards of writing across the curriculum are good. Pupils apply their mathematical knowledge well in a number of contexts, for example, when measuring and recording in science and they make good use of their ICT skills to support and enrich their learning in subjects across the curriculum. Pupils read well but their higher order skills, including those required to search for information, are underdeveloped. Most pupils listen carefully to their teachers and fellow pupils but a small minority are inattentive and this impairs the quality of their work.
59. Some pupils demonstrate a good understanding of the Welsh language, especially in Welsh lessons, but they make infrequent use of the language during the school day. Pupils' bilingual skills are generally underdeveloped.
60. Pupils demonstrate good creative skills in some subjects, for example in English, but in others they are underdeveloped.
61. All pupils, regardless of ability, succeed whatever their linguistic, social or ethnic background. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
62. Pupils demonstrate an aptitude for learning new skills, for example in ICT. They develop an understanding of how democratic institutions work through the school council, and members understand their responsibilities in representing those who elected them.
63. Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do to improve. They know their targets and what they need to do in order to meet them. The majority achieve the targets set and pupils make good progress towards the next stage in their learning.
64. Most pupils have positive attitudes to learning and apply themselves diligently to their work. They demonstrate a good degree of motivation, complete their tasks, concentrate well, persevere and do their utmost to achieve good standards.

65. The general standard of behaviour of pupils throughout the school is good and as a result, the school community is a friendly, orderly, family community providing a positive learning environment. Pupils demonstrate respect and courtesy towards adults, fellow pupils and the school. A small minority of pupils in some classes demonstrate some challenging behaviour but this is usually well managed by staff.
66. Pupils' attendance across the school over the past three terms averages 93.7% which is below that which is expected by the Welsh Assembly Government. There were no unauthorised absences during that period. Punctuality is generally good.
67. Pupils work effectively as members of groups but the skills required to work independently, such as gathering information from a variety of sources including the school library, are underdeveloped.
68. Pupils make good progress in their personal and social skills. They have good moral values and exhibit these regularly from day-to-day in the life and work of the school. They are considerate, friendly and polite to each other, to staff and visitors and have a clear understanding of right and wrong. The vast majority co-operate well in lessons and other activities. Relationships throughout the school are good.
69. Pupils understand well the principle of equal opportunities as the school constantly emphasises its importance. They have a good understanding of the variety of creeds and cultures found in society and they respect them.
70. Pupils have a good appreciation of their community and pupils' awareness of the world of work is fostered through a number of good links with local businesses.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgement made by the school in the self-evaluation report

72. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	71%	16%	2%	0%

73. The percentage of teaching judged to be Grade 2 or better is above the All-Wales average.

74. Where teaching has good features, teachers provide a purposeful, organised and stimulating learning environment. They use appropriate strategies to challenge and encourage all pupils to work with purpose and with confidence. The pace of lessons is good.

75. The teachers and support staff have good relationships with pupils. A variety of teaching strategies are used to promote effective learning for individuals and groups.

76. Teachers show good subject knowledge and are aware of developments in their subject areas. They effectively use a range of questioning techniques to check understanding and to promote thinking skills. They plan effectively and set clear learning objectives for pupils. Continuity and progression are carefully considered when planning lessons.

77. Teachers use a variety of resources and interesting artefacts to stimulate and engage pupils. They promote equality of opportunity and ensure that all pupils enjoy equal opportunities and experiences.

78. Where teaching has shortcomings, time is not used well and the pace of teaching is slow. Strategies to deal with the needs of challenging pupils are less effective.

79. Some teachers provide opportunities for pupils to develop their bilingual skills but this is inconsistent across the school. The use of incidental Welsh varies from class to class and is limited in some cases.

80. Work is generally well-matched to pupils' needs and abilities and the school caters for the learning needs of all pupils. Teachers monitor and review pupils' progress effectively.

81. The school's assessment recording and reporting procedures meet statutory requirements. The quality of assessment for the under-fives and for key stages 1 and 2 is good. Appropriate use is made of the information gathered through a number of assessment procedures, including teachers' assessments, to plan for and improve learning. Regular records are kept of the progress of all pupils. The system for closely monitoring pupils' performance is effective in providing information about the progress of individuals and facilitates the setting of targets for improvement.
82. Pupils' work is regularly marked but the quality of marking is inconsistent. Positive and encouraging comments are made frequently but teachers do not always indicate clearly to pupils how they can improve their work.
83. Teachers set individual targets alongside pupils and this is good practice. Pupils are actively involved in setting and reviewing their own targets and are beginning to show an awareness of their personal learning needs.
84. Annual reports to parents comply fully with statutory requirements and give a clear picture of pupils' achievements in all subjects and include targets for improvement.

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

Grade 2: Good features and no important shortcomings

85. The findings of the inspection team match the judgement made by the school in the self-evaluation report
86. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum which meets statutory requirements. It is well structured and based on the NC programmes of study which are available to all pupils. The provision for pupils with SEN is outstanding. The provision for independent study and the skills which will prepare pupils for a lifetime of learning are not well developed.
87. Policies for every National Curriculum subject and religious education have been adopted. These are detailed documents which consider the requirements of each subject carefully. Teachers' schemes of work are also of good quality and they provide a good foundation for lesson planning. They indicate clearly progression and continuity in learning. In history, however, additional units of study are included which curtail more in-depth study of statutory elements.
88. The school has recently adopted a new commercial scheme of work for music and this is yet to have an impact on pupils' standards of achievement.

89. In general, teachers ensure that learning experiences help the pupils to develop basic skills although there is currently insufficient, structured planning for the development of key skills.
90. The school was awarded the Quality Mark of the Basic Skills Agency in the Spring of 2005. ICT skills are developed appropriately and have improved considerably since the last inspection.
91. The school offers a wide range of extra-curricular activities which are available to all KS2 pupils. These include various sports, Urdd activities and musical and fundraising activities. A wide variety of outside visits are organised which include visits to the DT Centre in Denbigh, the Celtic Centre, an outdoor activity centre, art exhibitions and workshops, all of which enrich and extend pupils' learning experiences. The school choir visits local senior citizens' homes to entertain the residents and parishioners are invited to attend school events. The Curriculum Cymreig is promoted well in a number of curricular areas but there are shortcomings in others.
92. The school's mission statement, 'Grow in Love' is the focus of the life of the school, which is to consciously develop and promote pupils' spiritual, moral, social and cultural development. Quiet contemplation during Collective Worship makes an important contribution to their spiritual development. Moral development is actively promoted and the school effectively raises pupils' awareness of right and wrong. The school promotes strong values and the 'Here I am' scheme is based on Christian principles. It successfully encourages equal opportunity for all, respect and understanding of self, other faiths and other cultures.
93. There are a number of very good community links; pupils participate in cultural activities within their community and work on a variety of fund-raising projects for both local and international charities such as Children in Need and CAFOD. Through the Parent Teacher Association (PTA), significant sums of money have been raised for in-school projects, usually for resources which are identified by the school as priorities. As a voluntary aided school, it has developed very strong links with the parish of St Joseph's through liturgy, fundraising and social events. This contributes to pupils' sense of responsibility and belonging.
94. Many practical examples of promoting sustainable development are evident in and around the school. It has registered to become an Eco-school and pupils have already been involved, under the guidance of a parent, in the planning and construction of a new garden area at the front of the school. Members of the Environmental Group established in the school enthusiastically practise recycling.
95. The development of pupils' personal and social education is successfully woven into a Catholic programme for education in personal relationships. It is reinforced through the work of a very effective school council. Members work together to discuss and organise yard games and a school buddy scheme to support the younger pupils. Their decision-making skills are promoted as they make real choices regarding Fair Trade stalls which they run after school and

also through their contribution towards gaining a Healthy school award. Their banner-making initiative has contributed significantly to a successful school safety campaign. Visits by community police officers, members of the fire service and road safety officers ensure that safety and health are high on the list of the school's priorities.

96. KS2 pupils are actively involved in school activities, running the school Book Fair and organising stalls for the school and parish fetes, which help to develop their entrepreneurial skills. They also produce school calendars and newspapers which they sell.
97. Links with parents are very effective. Through the home-school agreement, parents acknowledge their responsibilities in supporting their children's learning. A prospectus for parents is prepared and reviewed annually. Many parents assist with different school activities and the Parent Teacher Association has provided invaluable support by raising substantial sums of money for the school. The purchases made have supported the raising of standards in subjects across the curriculum.
98. The school prepares pupils to play an effective part in the community and to learn to respect and appreciate their surroundings. The playgroup and After-School club which are organised and managed by the school but which are self-financing, regularly use the school facilities. There are strong links with the community and with the parish through parish newsletters.
99. Pupils have good opportunities to become aware of the world of work and its relevance to their learning. There are visits from a local vet, the Police and Fire services, along with trips to a local power station and technology centre.
100. A local landscape gardener and parent recently attended the school to design and manage the construction of an eco-garden and to improve one or two rough patches of ground. This provided pupils with an understanding of the business processes required and also created a peaceful area in which pupils could sit quietly and reflect.
101. The school encourages pupils to become involved in raising funds for charities through projects such as its Fair Trade stall. The Environment Club has involved some pupils in improving the school's recycling of its materials, whilst making a small amount of money for the school at the same time.

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

Grade 1 : Good with some outstanding features
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102. The inspection team's findings do not match the judgement made by the school in the self-evaluation report. The team judged that the quality of care, support and guidance provided for pupils, including those with SEN, are outstanding.

103. Pupils are extremely well cared for, guided and supported. The school provides a secure, welcoming, safe and caring environment for pupils. Parents are very pleased with the care and guidance provided for their children and there are good relationships between pupils and teachers. Pupils are frequently praised and rewarded for their good efforts. The mission statement underpins the school's ethos of knitting together as a community of love.
104. The deployment of support staff meets the needs of individual pupils, and teachers and ancillary staff know the pupils well. Good relationships exist between the school and the community. Parents are invited to attend two parents' evenings each year to discuss their child's progress and other matters related to their education. Parents support school events and raise valuable funds. Helpful school newsletters inform parents about school events and activities.
105. There are outstanding induction arrangements for pupils joining the school. Prior to commencing school, home-school visits are undertaken by staff, and on entry to the Nursery, playgroup staff assist with the care of pupils and ease the transition process. On entry to full time education pupils are given a taster morning in the Reception class. The transfer arrangements for pupils moving from Year 6 to the High School are well established and very effective.
106. The school gives a high priority to the personal welfare of pupils. There is a very good relationship between the school and institutions in the community which promote the health, safety and well-being of pupils. Outstanding support is given to pupils with emotional and behavioural difficulties. There is close, effective liaison between the school, the governors and the diocese. Pupils are supported as they grow in confidence and an outstanding feature of the school is the mature way the school prefects undertake their responsibilities, organising play activities and carrying out other designated duties during break-times. These responsibilities are linked to issues arising from meetings of the School Council.
107. Targets to improve attendance figures to over 95% have been set. When pupils arrive late the school seeks an explanation from parents. There is an effective procedure in place to monitor the whereabouts of each child who does not attend school; where no explanatory phone call or letter has been received by a certain time, the school contacts the home.
108. The school provides a safe and secure environment. Health and Safety issues are carefully monitored and arrangements for risk assessment are very thorough. Recent strategies introduced to prevent the long-term problem of parking outside the school have proved very successful. Staff receive basic First Aid training, and there are a number of staff who are fully trained to administer First Aid. An effective child protection policy is in place and all members of staff have received relevant training and update briefings.
109. The provision for SEN is outstanding, and fully complies with the Code of Practice. Very effective use is made of standardised tests to identify individual pupil's needs at an early stage. The special educational needs co-ordinator

(SENCO) oversees all assessments in reading, spelling and mathematics. SEN pupils receive very good support within their class or in small groups in order to enable them to attain the targets noted in their individual education plans (IEPs). Pupils' progress is closely monitored and flexible procedures allow pupils to move on and off the SEN register. All pupils with SEN follow a structured, systematic programme and the SENCO also targets pupils who would benefit from a daily diary reading and spelling scheme. Pupils' progress is regularly reviewed and discussed with parents.

110. The school encourages positive behaviour and self-discipline. Staff have received Assertive Discipline Training and all pupils have a clear understanding of rules, positive rewards and sanctions. Class rules have been agreed within each year group and clear procedures are in place to deal with inappropriate behaviour.
111. The values promoted by the school are of the highest order. Every individual pupil, regardless of background, gender or race, is respected and treated equally. The school's race equality policy fully meets statutory requirements and provision is outstanding. By promoting an ethos of inclusion and support, the school ensures equality and challenges stereotyping. The mission statement, which is the foundation of the whole life of the school, indicates that each individual has a unique worth, which must be nurtured and respected. Implicit in the school's mission is a recognition and respect for diversity and equal opportunity.
112. A code of conduct has been established which includes measures to eliminate any oppressive behaviour and bullying but there have been no recent occasions to use them. Teachers are aware of procedures to deal with pupils who misbehave within the classroom and put them into practice. The work of the school council, the contexts of circle time discussions and the Christian ethos within the school successfully highlight and promote positive behaviour.

Leadership and management

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team match the judgement made by the school in the self-evaluation report
114. The headteacher provides effective leadership and gives the school a very clear sense of direction. At the same time, she demonstrates great care and concern for both teachers and pupils. This is reflected in the school's mission statement which emphasises strongly the love of one another which enables all within the school community to grow intellectually, emotionally, physically and spiritually.
115. All the staff are aware of the school's aims and values and are fully committed to promoting them in various ways including through personal example. The headteacher and staff are successful in creating a caring environment which is conducive to effective learning.
116. The school's commitment to each pupil is evident also in the aims of the school which promote the development of those skills and attributes which are essential if pupils are to succeed. Parents, both in the pre-inspection meeting and in the questionnaires, indicated their support and appreciation of the values instilled by the school.
117. Curriculum co-ordinators generally provide effective leadership and they monitor standards in their subjects in accordance with the school's monitoring programme. Since the introduction of a new scheme of work, classroom observation has been conducted in music. The headteacher and co-ordinator are aware that there are shortcomings which the scheme will address when fully implemented.
118. The school takes good account of national priorities; the raising of standards in literacy and numeracy are on-going targets and the raising of standards in mathematics has been a key feature of recent school improvement initiatives. Considerable investment has also been made in the development of ICT. The promotion of sustainable development is a priority while pupils learn good citizenship skills through their involvement in the school council.
119. The promotion of Welsh as a second language has been a priority, and a focus for the professional development of staff, resulting in improved standards across the school. However, a lack of confidence among some staff restricts the use of the language in the daily life of the school and the development of pupils' bilingual skills.
120. The headteacher and staff analyse the school's performance data and set targets accordingly.

121. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher holds discussions with support staff to review their professional development.
122. The governing body is very supportive of the headteacher and staff. Governors have responsibility for subjects or areas and some monitor the quality of provision by making visits to the school. All governors meet with co-ordinators to discuss pupils' progress, check targets and discuss curriculum policies.
123. Governors meet their responsibilities well; they are proud of the school and are committed to school improvement. The headteacher typically presents the governing body with a draft SDP which is then subject to scrutiny and discussion. The governing body approves each target and also has opportunities to add its own before the plan is finalised.

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

Grade 2: Good features and no important shortcomings

124. The findings of the inspection team match the judgement made by the school in the self-evaluation report
125. The school has good self-evaluation procedures which include curriculum co-ordinators' roles in monitoring. The headteacher regularly monitors the quality of provision and effectively leads the process of school self-review.
126. All co-ordinators review their subjects and use the information gained to identify areas for improvement. Monitoring takes a number of forms, including review of schemes of work, lesson observation and audit of resources. However, monitoring in foundation subjects is not undertaken with sufficient frequency and structure to enable co-ordinators to gain a good overview of curriculum coverage and standards in teaching and learning.
127. The school takes very seriously the views of staff and parents; it seeks the opinions of parents by administering a questionnaire, the results of which are carefully analysed. Criticisms are thoroughly considered and the school responds to them appropriately. The school council plays an active and important part in self-evaluation but the views of all pupils are not sought, neither are the opinions of the governing body considered sufficiently when drawing up the self-evaluation report. Governors see a draft of the report and consider whether it reflects the school as they see it.
128. Audits are conducted of key areas such as curriculum, staffing and the role of the governing body, specific actions identified and dates for completion indicated. The SDP is a structured but weighty document which identifies

clearly very many areas for development, indicates priorities for attention and includes specific time-scales and success criteria. The SDP is regularly monitored and progress noted.

129. The school has closely monitored its action plan since the last inspection. Good progress has been made overall in addressing the key issues although it has not fully succeeded in making pupils independent learners.
130. The school self-evaluation report is a well-informed document which identifies a number of the school's strengths and areas for development. The inspection team agreed with the school's judgement in five of the seven Key Questions, found one to be of a higher than that awarded by the school and one lower.
131. The school supports its priorities well through the allocation of resources. Appropriate funding is made available to fill gaps and extend the range of resources in each subject.
132. The school's investment in resources for information technology has resulted in significant improvements in standards. Substantial sums of money have also been devoted to the purchase of a new whole-school scheme for mathematics and early indications are that this is having a positive impact upon standards in the subject.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the judgement made by the school in the self-evaluation report
134. There is a very good level of staffing for all classes and curricular activities. Teachers and assistants are appropriately qualified and experienced and are effectively deployed across the school.
135. The learning support assistants provide good support and the secretary and caretaker make a valuable contribution to the life and work of the school.
136. The overall quality and levels of resources for learning are good. All classrooms have recently been fitted with interactive whiteboards. A dedicated ICT suite was provided during the recent major building and refurbishment work at the school. There are also computers within each class to cater for the more immediate needs of pupils.
137. The school has recently spent considerable sums on resources and most subjects are well resourced. However, there is a need for further resources in others, for example an extended range of supplementary reading books in KS2.

138. Despite the site being restricted in size, considerable building and refurbishment work took place in 2002-3 and this has provided good facilities and the majority of classrooms are of a good size. The shape and size of the nursery class, however, restricts the movement of children together with the provision of a wide range of activities under cover. The outdoor area is also small and has to be closely managed by staff.
139. There are two small yards for KS1 and KS2 pupils and these are easily supervised by staff.
140. A shortage of suitable parking space outside the school gates until recently caused some concern for the safety of pupils at the start and the end of the school day. However, due to an initiative by the pupils to create signs, and through the good work of the school caretaker in particular, the situation has been resolved to everyone's satisfaction.
141. The head teacher ensures that all resources available to the school are fully used to support teaching and learning. Priorities for further development are well identified and very careful consideration is given to costs and benefits to the school.
142. The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements.
143. Despite reduced budgets for this purpose, all staff members have an equal opportunity to attend courses to develop their knowledge and skills. Three members of support staff are either trained to GNVQ 3 level or are currently working towards it.
144. The governing body and head teacher review and evaluate the use of resources in order to ensure that pupils' standards of achievement are maintained and raised in line with the school's targets.
145. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

146. In KS1, pupils speak confidently and clearly and respond enthusiastically to their teachers. They particularly enjoy listening to stories and poems and select their favourite parts. Older pupils make extended responses when questioned. They assimilate new vocabulary, often subject-specific, and use it appropriately in context. In KS2, pupils enjoy opportunities to engage in discussion with adults and do so confidently. In both key stages, most pupils listen attentively in whole class and small group contexts and pay attention to what others say.
147. Pupils in KS1 have made a sound start to reading and, by the end of the key stage, many are competent, enthusiastic and accurate readers with a good ability to use their phonic knowledge to tackle unfamiliar words. In KS1, younger pupils recognise familiar words in simple contexts and have a developing understanding of the relationship between letters and sounds. Some older pupils read with accuracy, fluency and understanding, and often with expression.
148. Many pupils in KS2 give comprehensive accounts of books which they are reading. They readily and accurately identify themes in a novel. Some can name their favourite authors and give sound reasons for their choices. Pupils read texts fluently and with expression.
149. Writing is generally good across both key stages. Most pupils have a good understanding of the principles of good grammar and punctuation. Younger pupils in KS1 copy simple words or phrases. Able pupils are beginning to write a few words or phrases independently and incorrect spellings can be understood. They are aware that some words rhyme and identify rhyming sentences. Older pupils write interesting letters, and imaginative stories. Work is generally appropriately punctuated; pupils have a good understanding of the use of full stops and commas. Handwriting is legible.
150. In KS2 there are good examples of writing in a variety of styles and for different audiences; these include letters, diaries, descriptions of people, factual accounts, instructions, poetry and dialogue. Older pupils produce extended pieces of imaginative writing of good quality making very good use of adjectives to produce vivid images. For example, '... tall, elegant creature, her long wings covered in a dusky pink and lilac.' Pupils' writing is generally well organised, imaginative and clear and many use interesting and sometimes exciting vocabulary to engage the reader. Spelling is generally accurate and pupils use dictionaries effectively.

Shortcomings

151. Some older pupils in KS1 do not write independently at sufficient length.
152. The work of some KS2 pupils is not always neat and well presented and the quality of the handwriting sometimes mars the work.

Welsh second language

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

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

Good features.

153. Pupils participate enthusiastically in lessons in both key stages and benefit in their learning from up to date IT resources.
154. Pupils in KS1 display good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, what food they like and how they feel. They confidently use prepositions to locate objects in the classroom and apply their Welsh counting skills well to play number games. Pupils who adopt the role of '*Helpwr Heddiw*' repeat basic patterns and gain oral confidence.
155. They demonstrate good listening and reading skills when using headphones to listen to stories. They read with developing accuracy and confidence.
156. In KS2, pupils build on the knowledge acquired in KS1. They respond well to commands. They use connectives in extended sentences with positive and negative responses.
157. Lower KS2 pupils read dialogue with expression and participate well in role-play. Their writing skills are developing through simple letter writing, posters and descriptions of characters. Some pupils make good use of idiomatic phrases, for example, '*Dw i wrth fy modd*' and '*Mae'n gas gen i.*'
158. Upper KS2 pupils use an increasing range of words, phrases, sentences and questions to discuss sport and vocabulary relating to food. '*Dw i eisiau*' and '*Ga i*' are used effectively in oral and written dialogues.
159. Many older pupils express an opinion and offer a reason to support that view. with increased use of idiomatic phrases. They read words, phrases and sentences which are used in their oral work, and extend their vocabulary with language patterns from story books, which they read aloud clearly and with expression.

Shortcomings

160. Some pupils do not answer in full sentences and lack confidence when speaking outside the confines of lessons.

Mathematics

Key stage 1: Grade 2 : Good features and no important shortcomings.

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

Good features

161. The majority of pupils in both key stages develop a good mathematical vocabulary.
162. In KS1, pupils reach good standards in their understanding of number and the value of money. They are able to state whether a number is more or less than a given number and count on and back in steps of different size. By the end of the key stage the vast majority have a good grasp of their two, five and 10 times tables up to a 100. They are aware of patterns in numbers and are beginning to use prediction skills well.
163. Upper KS1 pupils recognise negative numbers and some can confidently add and subtract numbers up to a 1000. They use this skill to calculate the number of millilitres and identify the capacity of a container.
164. Pupils select and use coins and add simple sums of money correctly. They have a good knowledge of simple fractions, angles and two-dimensional shapes. Pupils use computer software effectively for exploring number and symmetrical shapes.
165. Lower KS2 pupils handle data in a variety of situations. They have a good understanding of block graphs and interpret them appropriately. They know the properties of three-dimensional shapes and understand the relationship between multiplication and division sums. They have good understanding of length and measure and compare different lengths using standard units.
166. In the middle of the key stage, pupils effectively use strategies to multiply and make effective use of their increasing knowledge of tables when dividing and multiplying. They understand place value and confidently multiply two digit numbers by 10 and then double.
167. Pupils demonstrate an increasing confidence in problem-solving and develop flexible methods of working with number. They demonstrate the ability to measure and accurately calculate the area and perimeter of shapes.
168. Older pupils in KS2 count confidently on from a five digit number and use their bilingual skills to confirm the answer. They know the properties of shapes and use their geometrical language well when discussing and describing the angles, symmetry and parallel lines found in a parallelogram, rhombus and trapezium.

169. The more able pupils complete appropriate supplementary work in order to extend their investigative skills or reinforce their understanding.

Shortcomings

170. There are no important shortcomings.

Information technology

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

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

Good features

171. Pupils in both key stages possess good IT skills which they practise frequently and confidently using an extensive range of IT equipment.

172. Pupils in KS1 competently open a program, add to a file which already exists and save it in order to use it in the future. With teacher support, they are beginning to use saved information when returning to previous work. They confidently create a picture on the screen in order to illustrate a story.

173. Pupils in KS1 ably communicate information and ideas in different forms. They use their word processing skills well to present information. They adapt a text through changing the font, size and colour.

174. They input information into an existing database confidently and display the information in graph form.

175. Pupils in KS2 use ICT effectively to share, exchange and create different forms of information. In preparing PowerPoint presentations of a high standard, they demonstrate that they have a good awareness of the nature of the audience.

176. They confidently and competently enter information into a database. They show the results in graph and chart form. They interpret their findings accurately and are beginning to question the credibility of their results.

177. They use the Internet effectively to search for information. They send e-mails efficiently and confidently attach documents when necessary. They insert pictures into a word processor in order to create good quality leaflets, pictures and posters.

178. Their modelling skills are developing well. They change the values in a Logo procedure, examine patterns and make simple predictions about their results.

Shortcomings

179. There are no significant shortcomings.

History

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

Good features

180. In KS1, pupils have a developing awareness of change over time. They know for example through studying famous people in a Welsh context how life in Wales has changed. They confidently use common words relating to the passage of time, such as 'long ago', 'modern' and 'old' in the correct context. They enjoy listening to stories and recall important facts about some of the well-known characters from Welsh history.

181. They understand well the main characteristics of the periods studied and identify and describe changes over a period of time.

182. Pupils use ICT skills effectively to undertake investigations into historical topics including toys and Victorian childhood.

183. Children study carefully the interesting artefacts on display and discuss them knowledgeably, describing their purpose. They readily ask and answer questions about the past.

184. Pupils have a good knowledge of the different ways in which the past is represented, including displays in museums, art, artefacts, video tapes and CDs.

185. In KS2, pupils have a developing awareness of chronology and time lines are used in all year groups. They have a basic understanding of the main aspects of life in all periods studied.

186. Pupils in Lower KS2 have a good understanding of the life of the Egyptians and effectively describe the purpose and use of hieroglyphics.

187. They discuss the changes in Colwyn Bay over time making specific references to changes in buildings and referring directly to the modernisation of the locality. They have good knowledge of history in a local context.

188. In Lower Key Stage 2, both the Celts and the Romans are studied. Pupils have good knowledge of the houses and households of both periods and identify and describe the clothes and weapons of the Celtic warrior and Roman centurion.

189. Pupils in Upper KS2 are generally well-informed about the characteristics of society in the Tudor era. They know the living conditions during the period and discuss confidently the nature of crime and punishment in that time.

190. Pupils have some knowledge of the Victorian age and have completed individual and class research on people and features of the Victorian age including Queen Victoria and William Morris.

Shortcomings

191. In KS2 pupils' skills of historical enquiry are underdeveloped.

192. In KS2 pupils have limited knowledge of the history of the twentieth century.

Music

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings.

Good features

193. In both key stages, pupils sing well with good control of breathing, dynamics and pitch. They have a good sense of rhythm which they accurately sustain throughout a performance. The quality of the singing enhances the spiritual atmosphere during morning worship.

194. In KS1, pupils understand the importance of dynamics and accurately read and interpret symbols which indicate whether sounds become louder, quieter or remain the same.

195. Pupils carefully select instruments to depict scenes from the story of Noah and to represent sounds in the environment, for example, rain and wind. They play these effectively to accompany a tape of the song.

196. In KS2, pupils understand the musical terms *forte* and *piano* and apply these effectively in their singing of a Welsh Folk tune.

197. Older pupils have a good understanding of different types of music, including those of other cultures and periods in time.

198. They recognise 12 bar blues and apply this knowledge well to play a range of percussion instruments to accompany a tape.

199. All pupils in KS2 have the opportunity to receive instrumental tuition and there are currently a large number pupils who play a range of percussion, string, woodwind and brass instruments; this enhances their musical knowledge.

Shortcomings

200. In both key stages, pupils' composing skills are underdeveloped.

201. In both key stages, pupils' appraising skills are underdeveloped.

202. In KS2, pupils do not use a wide range of instruments in their performances.

School's response to the inspection

The staff, governing body and pupils of St Joseph's wish to thank the inspection team for the way they conducted our school inspection; the whole process was carried out in a professional manner. The Head teacher, particularly appreciated the experience of being fully involved in the process in her role as Nominee. We are confident that the report accurately reflects the school's character, and will help us to move the school forward.

We are delighted that the inspection team judged that the quality of care, support and guidance provided for pupils, including those with emotional and behavioural difficulties and SEN to be outstanding. St Joseph's is recognised as a good school where the mission statement underpins the school's ethos of knitting together as a community of love and the values promoted by the school are of the highest order.

We are pleased that our own self evaluation systems, identifying strengths and areas for further development, correlated well overall to the findings of the inspection team.

The skills and dedication of the staff are acknowledged and we were particularly pleased to note that 82% of lessons observed were judged to be good or very good and that the standards achieved by our pupils are considerably higher than Welsh Assembly Government targets for 2007.

Parents will be pleased to note the many positive elements in the report and that the school is well led and provides good value for money. The school's investment in resources for information technology has been recognised as having resulted in a significant improvement in standards and the purchase of a new whole school scheme for mathematics has also already begun to have a positive impact.

We welcome the recommendations for further development from the inspection team. A copy of the school's Action Plan in response to the inspection recommendations will be sent to all parents. The Governors' Annual report to Parents will report on the progress we are making with this plan.

Our school has always striven to improve itself and we recognise the need to develop further and build on our successes. The very positive findings of the report are just a reflection of, and worthy tribute to, the support and dedication of all members of our school community.

Appendix 1

Basic information about the school

Name of school	St Joseph's Catholic Primary School
School type	Voluntary
Age-range of pupils	3-11 years
Address of school	Brackley Avenue Colwyn Bay Conwy
Post-code	LL29 7UU
Telephone number	01492 532349

Headteacher	Mrs S Williams
Date of appointment	1 September 2001
Chair of governors/ Appropriate authority	Mrs G Lewis Parry
Registered inspector	Mr R Jones
Dates of inspection	12 – 14 June 2006

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	15	29	29	21	22	30	30	29	205

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.5:1
Pupil: adult (fte) ratio in nursery classes	15:1
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	27.6
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	90.65	95.08	92.57
Autumn 2005	93.70	94.70	94.20
Spring 2006	92.96	93.10	94.58

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		25			
Percentage of pupils at each level								
			D	W	1	2	3	4
English: 12	Teacher Assessment	School	0	0	12	68	20	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	0	12	60	28	0
		National	0	3	11	63	23	0
En:writing	Teacher Assessment	School	0		20	76	4	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	0	72	28	0
		National	0	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	0	12	56	32	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	76	24	0
		National	0	2	10	65	23	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	80	In Wales	80

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

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6			33	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	52	48
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	52	33
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	3	67	30
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment		
In the school	85	In Wales
		72

- D Pupils who are excepted 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 team included four inspectors who were present for a total of ten inspection days. During the inspection:

- pre-inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 45 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the head teacher and curriculum co-ordinators;
- 38 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr R Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 5 and 6 English Music
Mrs A Evans Team Inspector	Key Questions 3 and 4 Welsh second language Mathematics
Mr N Jones Team Inspector	Key Question 2 Information Technology History
Mr D Jones Lay Inspector	Key Question 7 Contributions to Key Questions 1,3 and 4
Mrs Sheelagh Williams Nominee	

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Acknowledgement

The visiting inspectors would like to thank the governors, the headteacher and the staff, for the co-operation and courtesy they received during the inspection.

