

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

**St Joseph's Roman Catholic Primary School  
Ashvale,  
Tredegar,  
Blaenau Gwent  
NP22 4AQ**

**School Number: 677/3316**

**Date of Inspection: 11<sup>th</sup> and 12<sup>th</sup> September 2006**

**by**

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W170/15942**

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- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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St Joseph's 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.

**A copy of the summary report is sent to every family with a child at the school. The full report can be obtained from the school.**

The inspection of St Joseph's R.C. Primary School took place between 11<sup>th</sup> and 12<sup>th</sup> of September 2006. An independent team of inspectors, led by Robert Isaac 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** 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>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	24
<b>School's response to the inspection</b>	
<b>Appendices</b>	
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	30
5 Composition and responsibilities of the inspection team	31

## **1. Context**

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

1. St. Joseph's Roman Catholic Primary School was founded in 1876. It serves the town of Tredegar and receives pupils from a wider local area. It is administered by Blaenau Gwent Borough Council and is voluntary aided under the ownership of the Catholic Archdiocese of Cardiff. There are 72 pupils on roll (full time equivalent) aged from four to eleven years and a further 12 in the nursery. Numbers have remained stable for the last four years. The surrounding locality, which is designated as a Community First Area by the Welsh Assembly, is described by the school as relatively disadvantaged. Many children have low attainments on entry to the nursery. The head teacher has been in post since 2002 and the school moved in 1998 from central Tredegar to buildings it now owns, which were built around fifty years ago. The school has no deputy head teacher due to its small size.
2. The school has four classes, five teachers, including the head teacher, and two nursery nurses. All class sizes are 25 or below and all contain two age groups. About 46 per cent of pupils are entitled to receive free school meals, which is well above the national average. About 29 per cent of pupils have been identified as having additional learning needs (ALN), which is above average when compared nationally. No pupils hold a formal statement of ALN. English is the sole or predominant home language in most cases. No pupils come from a Welsh speaking home and one is "looked after" by the local authority. About four per cent of pupils have minority ethnic backgrounds. The school was awarded the Healthy Schools Award and the Quality Mark of the Basic Skills Agency in 2004 and was last inspected in February 2001.

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

3. The school's mission statement is "love, learn, care and so be happy". Its aims and objectives, some of which are displayed below, are shared with parents in its prospectus:
  - To educate the whole child.
  - To promote a welcoming community based on trust and mutual respect.
  - To commit to the widest and fullest education of pupils in partnership with home and parish.
4. The school has identified a range of priorities for development in the last two years. They include to:
  - improve the quality of written work throughout the school;
  - monitor and evaluate the effectiveness of guided reading;
  - ensure that problem solving is an integral part of every mathematics lesson;
  - monitor the effectiveness of setting in mathematics;
  - audit science resources;
  - ensure that work is adapted accurately to suit pupils of different abilities;
  - increase the use of computers for research; and
  - enhance the roles of subject leaders.

## 2. Summary

5. St. Joseph's is a good and caring school with a calm but purposeful Catholic ethos, where standards of achievement are usually good by the end of year 6, teaching is often at least good and leadership and management are good. The provision for pupils with ALN is effective. The school has made good, steady progress since the last inspection and gives good value for money.
6. The inspection team agreed with the school in five out of seven of its judgments on the Key Questions. Where inspectors disagreed, this was to upgrade the evaluation of leadership and management and self evaluation because the school had been overly cautious and in both aspects, there were good features and no important shortcomings.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
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 2
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

### Standards in subjects and areas of learning for under-fives

1. No judgments were made on subject standards achieved in the lessons observed as this was a short inspection.
2. Many children enter the Nursery with attainments well below those expected for their age. However, over time, pupils, including those with ALN and those in vulnerable circumstances, make good progress in their learning. They show good listening skills at an early stage but many have language skills well below those expected for their age.
3. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Reception and Nursery children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal, social and creative development.

4. Standards of speaking in key stages 1 and 2 are good with no important shortcomings and improve as pupils mature. Pupils in upper key stage 2 particularly, speak clearly using language appropriate to the task. In both key stages, pupils listen carefully to their teachers and to one another. Pupils achieve good standards in reading across the curriculum. Standards of writing are good and pupils use their writing skills effectively in most curriculum subjects. Pupils' numeracy skills and ability to solve problems independently have good features which outweigh shortcomings throughout the school. Their skills in numeracy and problem solving are not as good as they should be. Standards in ICT are good by year 6. Pupils acquire some knowledge of the Welsh language and they apply it fairly competently, but overall their bilingual skills are in their infancy.
5. At key stage 1, the school's 2006 results were in line with national averages for English and a little above the national averages for mathematics and science in the percentage of pupils attaining at least National Curriculum (NC) level 2. The proportion attaining level 3 was below average in reading, but average in writing, and well below average in speaking, listening, mathematics and science. The school's key stage 1 results were in line with those of most similar schools in Wales for pupils attaining at least level 2. Girls achieved about ten per cent more highly than boys.
6. The key stage 1 collective results (the core subject indicator) for pupils who achieved at least level 2 in all three core subjects were above the national average and also above the average achieved by pupils in similar schools locally and nationally but the attainments of the more able were below average.
7. At key stage 2, the 2006 results in English and science were above the national average, whilst the proportion of pupils who achieved at least NC Level 4 in mathematics was in line with the national average. The school's results were in the top quarter for similar local schools in English and science. Girls attained about 20 per cent more highly than boys. The proportion of pupils who attained level 5 was in line with national averages in English and science and well above average in mathematics. Given that the attainments of many pupils are well below average on entry to the school, these are considerable achievements on the part of learners and their teachers.
8. The key stage 2 2006 collective results (the core subject indicator) of pupils who achieved at least level 4 in all three core subjects were in line with national averages and above the average achieved by pupils in similar schools locally and nationally. This represents considerable progress. Analysis of attainments by pupils' ethnic origin shows that pupils with ethnic minority heritages do well and make good progress.
9. Pupils with ALN and those in vulnerable circumstances make good progress relative to their ages, abilities and difficulties.

10. Pupils' personal, social and learning skills are good with no important shortcomings. Their behaviour and respect for others are also good with no important shortcomings.
11. Pupils understand the principles of equal opportunities well. They understand that modern society includes members of diverse cultures and they show respect for their beliefs.
12. Whole school attendance has good features which outweigh shortcomings. During the three terms preceding the inspection it averaged 90 per cent and authorised absences were high. This is below the average of 93 per cent for primary schools nationally.

### **The quality of education and training**

13. The overall quality of teaching has good features and no important shortcomings. In the 20 lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	65%	30%	0%	0%

14. The quality of teaching is at least good or better (i.e. grade 1 or 2) in 70 per cent of lessons observed. The quality of teaching is outstanding (i.e. grade 1) in five per cent of lessons. This is a little below the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79 per cent of lessons. Within this proportion, 18 per cent of teaching has outstanding features. There has been an improvement in the quality of teaching at the school since the last inspection as the staffing has become more stable and settled.
15. The good features of teaching include:
  - good working relationships between teachers and pupils that promote a high quality ethos in lessons;
  - a good level of challenge in the tasks teachers set pupils, particularly in the early years and key stage 2;
  - the way that teachers prepare a broad range of resources and activities to engage pupils fully in their learning.
16. Teachers work in very good partnerships with classroom assistants, including those with Nursery Nurse Education Board (NNEB) accreditation, to provide interesting sessions.
17. Teaching sometimes has a few shortcomings. These include a lack of sufficient pace in lessons and also a limited range of teaching strategies and techniques.

18. The quality of assessment, recording and reporting is good. This is a major improvement made since the last inspection when this aspect was unsatisfactory. The school meets all statutory requirements, including those for pupils with ALN. Teachers know their pupils well.
19. The curriculum meets the needs of all pupils and is broad and balanced. It meets the requirements of the Welsh Assembly Government, and is well structured to fulfil the school's aims and religious ethos. Teachers use a range of different learning styles effectively to provide for pupils with ALN.
20. The spiritual, moral, social and cultural development of pupils is good, being well integrated into the school's daily life. Collective worship provides good guidance on moral and spiritual issues, and the school's leaders give pupils good opportunities to reflect on such issues. Teachers plan for and teach personal and social education well.
21. The school promotes the *Cwricwlwm Cymreig* well through subjects such as history and geography with appropriate emphasis placed on the local community. However, there is insufficient detailed planning for the promotion of pupils' bilingual skills, particularly in the use of incidental Welsh by teachers and pupils.
22. Partnerships with parents, the local community, the local secondary schools and higher education institutions are very successful. Parents are supportive of the school, and teachers keep them well informed. They praise the Family Learning classes for ICT and numeracy organised for them.
23. Pupils benefit from the school's determination to include them fully in its academic and social life. The school gives the highest priority to including its pupils in a Catholic ethos and helping them to help their peers in as caring a way as is possible. This ethos is borne out strongly in the way that pupils care for each other in classes and corridors.

Older pupils willingly and sensitively help younger ones when they are distressed and guide them gently when they show inappropriate behaviour. During the school's inspection, pupils from year 1, year 2, year 5 and year 6 formed a line to wait for transport to take them to a local swimming pool. One year 1 pupil was very distressed, it being the first time he had ever gone swimming. Older and younger pupils immediately gathered around him to comfort and reassure him, without being told to by the teacher.

24. The provision for learners with ALN is good, and fully complies with the Code of Practice.

### **Leadership and management**

25. The quality of leadership and management is good. The good features in leadership and management include:

- the caring and steady leadership provided by the head teacher;

- the good leadership of subject coordinators;
  - the recent inclusion of pupils in leadership through the school council; and
  - the school's calm and purposeful ethos.
26. The school enjoys a shared sense of purpose and a clear educational direction which is supported strongly by the Catholic Church. The school's mission statement is "Love, learn, care and so be happy" and this was observed as central to its life and work during the inspection.
  27. The quality of leadership provided by the head teacher is caring, calm and steady. She has successfully led the school through a period of change. Her management is inclusive, sensitive and empowering. The quality of subject co-ordination is good. Subject co-ordinators are closely involved in policy making and have implemented good schemes of work and monitored teaching.
  28. The governing body is going through times of much change this term with significant changes of key personnel. Governors, over the last five years, have been supportive of the school and have provided its leaders with some critical and positive challenge. They have known the local community well and appreciated and valued the contribution the school has made to it. Too few governors, however, are involved enough in the daily life and work of the school, to ensure its aims and objectives are fully realised. The governing body has met regularly throughout the school year and has fulfilled regulatory and legal requirements.
  29. The school's daily administration is managed very smoothly and efficiently and this makes a notable contribution to the calm ethos.
  30. Performance management and appraisal procedures are well established. They successfully promote teachers' continuing professional development and set realistic targets for improvement.
  31. The head teacher and governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the school improvement plan (SIP) and governors try to obtain best value for money.
  32. The quality of self-evaluation and planning for improvement has good features and no important shortcomings. The self-evaluation report is honest and thorough and staff were closely involved in its development. Self-evaluation arrangements are based on first-hand evidence.
  33. The school assesses and shares its strengths and addresses its areas for development through a clear SIP.
  34. There are a sufficient number of appropriately qualified teachers to teach all aspects of the curriculum effectively. Responsibilities for subjects and aspects are shared equitably between members of staff. Teachers are deployed very appropriately and support staff are of high calibre.

35. The school has a welcoming, safe, secure and well-ordered environment. The size of the building is spacious for the number of pupils on roll, and has been improved in various ways in recent years.
36. The external accommodation is also generous with extensive grassed areas. However, the external fabric of the buildings is in need of refurbishment. Playground areas are a little bleak. There is a separate play area for the under-fives but, as with other external accommodation, the school has not developed it as much as it could have done because of the constant threat of vandalism.
37. In general, the school has good resources for most subjects and every age group. Resources are also good for pupils with ALN.
38. The school has made good progress in addressing the key issues raised in the last inspection. It enjoys a stable situation now and staff have had the time and commitment to form a well-organised and well-led team.
39. The school's chief good features include good standards, good teaching, good leadership, a broad and balanced curriculum and good provision for pupils with ALN. As a result, it provides good value for money.

## Recommendations

The governors and staff should now seek to address the following recommendations:

- R1 Continue to raise the achievements of all pupils in the key skills of numeracy and problem solving;
- R2 Raise the attainments of more able pupils in key stage 1;
- R3 Improve the achievements of boys;
- R4 Increase the use of the Welsh language by learners and teachers;
- R5 Continue with plans to enhance the outdoor accommodation; and
- R6 improve attendance rates.

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

## Standards

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

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

40. Overall, many pupils achieve good standards. In key stage 1 pupils' standards are average and by the end of key stage 2 they achieve good standards. This grade matches that of the school in its self-evaluation report.
41. Many children enter the Nursery with attainments well below those expected for their age. However, over time, pupils, including those with ALN and those in vulnerable circumstances, make good progress in their learning.
42. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Reception and Nursery children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal, social and creative development.
43. Standards of speaking in key stages 1 and 2 are good with no important shortcomings and improve as pupils mature. Pupils in upper key stage 2 particularly, speak clearly using language appropriate to the task. In both key stages, pupils listen carefully to their teachers and to one another. Pupils achieve good standards in reading across the curriculum. Standards of writing are good and pupils use their writing skills effectively in most curriculum subjects. Pupils' numeracy skills and abilities at solving problems have good features which outweigh shortcomings. Standards in ICT are good by year 6. Pupils acquire some knowledge of the Welsh language and they apply it fairly competently, but overall their bilingual skills are in their infancy.
44. Pupils understand the principles of equal opportunities well. They understand that modern society includes members of diverse cultures and they show respect for their beliefs.
45. At key stage 1, the school's 2006 results were in line with national averages for English and a little above the national averages for mathematics and science in the percentage of pupils attaining at least level 2. The proportion attaining level 3 was below average in reading, but average in writing, and well below average in speaking, listening, mathematics and science. The school's key stage 1 results were in line with those of most similar schools in Wales for pupils attaining at least level 2. Girls achieved more highly than boys. The key stage 1 collective results (the core subject indicator) for pupils who achieved at least level 2 in all three core subjects were above national averages and also above the average achieved by pupils in similar schools locally and nationally.
46. At key stage 2, the 2006 results in English and science were above the national average, whilst the proportion of pupils who achieved at least NC Level 4 in mathematics was in line with the national average. Given that the attainments

of many pupils are well below average on entry to the school, this is a considerable achievement on the part of learners and their teachers. The school attained in the top quarter for similar local schools in English and science. Girls attained much more highly than boys. The proportion of pupils who attained level 5 was in line with national averages in English and science and well above average in mathematics.

47. The key stage 2 2006 collective results (the core subject indicator) for pupils who achieved at least level 4 in all three core subjects were in line with national averages and above the average achieved by pupils in similar schools locally and nationally. This represents considerable progress. Analysis of attainments by pupils' ethnic origin shows that pupils with ethnic minority heritages do well and make good progress.
48. Pupils are often well motivated; they enjoy their work, demonstrate a good level of concentration and persevere with their tasks. They achieve the targets set for them by their teachers and those they set themselves. They make good progress towards the next stage in their learning because they acquire a good understanding of their own strengths and weaknesses.
49. Pupils readily acquire new knowledge and skills, for example in making effective use of multimedia packages. They have a good awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve. Pupils with ALN, including the more able, make good progress and achieve the targets set for them.
50. Pupils work moderately well independently and co-operate effectively on tasks. They are increasingly adept at using reference books and IT programs competently to support their learning.

### **Progress in learning**

51. Children aged under five make good progress in learning. Many pupils in key stage 1 and key stage 2 make good progress because they respond well to the good quality teaching they receive. They speak confidently of the progress they feel they make and they usually know how to improve their work. Teachers communicate well with pupils, and give much verbal feedback.
52. Many pupils enter the school with low capabilities and skills well below average in learning. However, most make good progress in fulfilling their potential and moving on to the next stage of learning. More able pupils are not challenged enough by the end of year 2 but tend to do much better by the end of year 6.

### **The development of personal, social and learning skills**

53. Pupils' personal, social and learning skills are good with no important shortcomings. At this early stage in the school year the under-fives and pupils in key stages 1 and 2 are settling quickly into their new year groups and making good progress. Pupils help and support each other and share resources well. Children under five are happy and enthusiastic. They develop positive attitudes

to school. Pupils in key stages 1 and 2 work well independently and, in small groups make effective use of their time. Pupils pay attention in class and they apply themselves to their tasks conscientiously. They understand what they are doing and what they need to do to improve their work.

54. Pupils' behaviour and respect for others is good with no important shortcomings. They have a good understanding of the school's expectations and conduct themselves sensibly, both in lessons and around the school. Pupils get on well with each other and with adults.
55. Whole school attendance has good features which outweigh shortcomings. During the three terms preceding the inspection it averaged 90 per cent. This is below the average for primary schools nationally. Unauthorised absence is very low but authorised absence has been much higher than average. Teachers complete attendance registers promptly at the beginning of morning and afternoon sessions. Lessons throughout the day begin on time.
56. Learners successfully develop the capacity to work independently and in small groups. They show good social skills as they work together and this helps create a firm foundation for their lifelong learning.
57. Pupils make good progress in their personal, social, moral and wider development. Relationships are good and there is a mutual respect between adults and pupils. This helps create a happy, caring and supportive learning environment. Through initiatives such as the school council and charitable fundraising, pupils develop positive attitudes to citizenship. They share wholesome moral values and show consideration to others. They are patient in waiting their turn and apply themselves diligently to their tasks.
58. The Catholic ethos is evident throughout the school. Teachers ensure that equality of opportunity is implicit in all school activities. Pupils develop an understanding of, and some respect for the diversity of other peoples' beliefs, traditions and attitudes, in lessons, discussion groups and assemblies.
59. Pupils are prepared for effective participation in the workplace and the community through personal and social education lessons, by visiting places of interest and by involvement in community projects. Visits to Big Pit at Blaenavon, Porthcawl and involvement in an archaeological weekend on Dartmoor are used to enhance and add interest to the curriculum and provide an insight into the world of work. Community involvement includes such activities as visiting and entertaining residents at a nearby home for the elderly.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings.

60. The overall quality of teaching has good features and no important shortcomings. The findings of the inspection team agree with those of the school in its self-evaluation report. In the 20 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	65%	30%	0%	0%

61. The quality of teaching is at least good or better (i.e. grade 1 or 2) in 70 per cent of lessons observed. The quality of teaching has outstanding features (i.e. grade 1) in five per cent of lessons. This is a little below the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79 per cent of lessons. Within this proportion, 18 per cent of teaching has outstanding features. There has been an improvement in the quality of teaching at the school since the last inspection as the staffing has become more stable and settled.

62. The good features of teaching include:

- good working relationships between teachers and pupils that promote a high quality ethos in lessons;
- a good level of challenge in the tasks teachers set pupils, particularly in the early years and key stage 2;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a broad range of resources and activities to engage pupils fully in their learning.

63. Teachers work in very good partnerships with classroom assistants, including those with NNEB accreditation, to provide interesting sessions.

64. Teachers stimulate and challenge pupils of different abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons usually progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

65. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour in classrooms in a positive way. This has a good effect on pupils' attitudes to learning.

66. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.
67. Many lessons are planned well and have a clear structure and purpose. Teachers share objectives with pupils at the beginning and revisit them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
68. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide good opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
69. Pupils with ALN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with ALN are very effective. These ensure that they follow the NC closely and are fully included.
70. Teachers' use of the school's interactive whiteboards has a good impact on teaching and learning. Pupils' progress in ICT is significantly enhanced in many subjects when teachers present lessons using interactive whiteboards as an integral part of their teaching.
71. Teachers support the development of pupils' independent, research skills to some degree but could do more to allow pupils to work problems out for themselves. They have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.
72. When teaching sometimes has a few shortcomings, they include a lack of sufficient pace in lessons and a limited range of teaching strategies and techniques.

### **Assessment, recording and reporting**

73. The quality of assessment, recording and reporting is good. This is a major improvement made since the last inspection when this aspect was unsatisfactory. The school meets all statutory requirements, including those for pupils with ALN. Teachers know their pupils well. Procedures are effective and manageable, and assessments are accurate and consistent.
74. The quality of assessment of nursery and reception children is very good. Pupils with ALN are aware of their personal targets in their individual education plans, and work hard to achieve them.

75. Teachers record pupils' progress regularly and keep detailed records of development, including academic and social and personal skills. A literacy portfolio provides teachers with useful guidance when assessing written work.
76. Teachers make effective use of national test results, standardised test results and their own assessments to inform their planning, and to set realistic targets. An effective monitoring system provides valuable information about the progress of individual pupils and additional support is provided when necessary.
77. Pupils' work is marked regularly, helpfully and consistently. Teachers' positive comments provide pupils with appropriate guidance on what they need to do to improve.
78. All pupils have personal targets in English and mathematics, and play some part in their own assessment. In upper key stage 2, pupils negotiate personal targets with their teachers, and comment on their strengths and weaknesses in their learning diaries. Teachers give younger pupils targets, which they discuss with them. Classes are informed about the learning objectives of lessons through strategies such as WALT (What Are We Learning Today) and WILF (What I am Looking For). This good practice allows pupils and staff to understand the aims of learning and how well they have been achieved.
79. Parents are happy with the system of visiting the school formally twice a year to discuss their children's progress with teachers. They also appreciate the 'open door' policy, which enables them to discuss problems when they arise. Annual reports to parents present a clear picture of pupils' achievements in all subjects. They also offer valuable comments about social and personal development and provide good guidelines for future improvement.
80. Governors are kept informed of the results of statutory testing, and relevant data is transferred to receiving secondary schools.

**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
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81. The curriculum meets the needs of all pupils and is broad and balanced. It meets the requirements of the Welsh Assembly Government, and is well structured to meet the school's aims. Teachers use a range of resources and different learning styles effectively to provide for pupils with ALN.
82. The findings of the inspection team agree with those of the school in its self-evaluation report.
83. Learning experiences are planned and structured carefully to ensure breadth, coherence, continuity and progression. In mixed age classes, teachers often match work carefully to meet the needs of older or younger pupils. A thorough, well organised timetable for the under-fives ensures that all the desirable

outcomes for learning are covered, with effective links between activities in the six areas of learning. This prepares pupils well for key stage 1 and key stage 2.

84. Subject co-ordinators plan effective schemes of work, using many commercial schemes as a basis for teaching and learning throughout the school. The school has successfully introduced a literacy programme in recent years and is seeking more recently to improve provision for mathematics and numeracy. Teachers are also promoting thinking skills in activities such as "brain gym".
85. The school works hard on the promotion of basic and key skills and received the award of the Basic Skills Agency in 2004. Opportunities to develop learners' basic and key skills are clearly indicated in the school's planning, and teachers are effective and conscientious in promoting these skills. That said, teachers recognise that improvements can be made in pupils' achievements in communication, numeracy, problem-solving, and research skills. Teachers provide good opportunities for the development of pupils' ICT and creative skills.
86. Out-of-hours learning experiences are good. These include off-site provision, for example, residential courses for older pupils, which broaden and enrich pupils' experiences significantly. After school clubs, such as for Welsh folk dancing, archaeology, philosophy and various sports clubs, all promote the learning of new skills very well and are well attended. Generally, the amount of homework set is minimal and this situation requires urgent review.
87. Visits to the local community and beyond enrich the curriculum and contribute most effectively to pupils' learning. For example, pupils benefit greatly from visits to Tredegar Ironworks, Porthcawl, Caswell Bay and Cwmcarn Forest School. Visitors from the community provide pupils with first-hand experiences that significantly enhance the curriculum. There are close links with the Catholic Church, and members of the community, such as the police liaison officer, provide pupils with a range of valuable experiences and further their awareness of the outside world.
88. The provision for the spiritual, moral, social and cultural development of pupils is good, being well integrated into the school's daily life. Collective worship provides good guidance on moral and spiritual issues, and the school's leaders give pupils good opportunities to reflect on such issues. Pupils enjoy many opportunities to appreciate the power of prayer in their lives. They have a good understanding of right and wrong.
89. Pupils' social development is good, and they collaborate effectively in a variety of situations. Members of the school council are eager to take on responsibilities, and arrangements such as for family groups and the house system ensure that the values of friendship and trust are fostered with great care. The school promotes cultural development well through the curriculum, and in a range of well-planned visits. Pupils gain some insight into other cultures through subjects such as history, geography, and art although there is room for further development.

90. The quality of personal and social education (PSE) is good. Teachers promote PSE discretely, as well as through science and religious education, and identify it in weekly planning.
91. Partnerships with parents, the local community, the local secondary schools and higher education institutions are successful. Parents are supportive of the school, and teachers keep them well informed. They praise the Family Learning classes for ICT and numeracy organised for them. They respond well to the home/school agreement.
92. The school promotes the *Cwricwlwm Cymreig* well through subjects such as history and geography with appropriate emphasis placed on the local community. However, there is insufficiently detailed planning for the promotion of pupils' bilingual skills, particularly in the use of incidental Welsh by teachers and pupils.
93. The school does its best to promote healthy eating and healthy living and has gained the Healthy Schools Award. Pupils can buy fruit at break times from members of the school council and have ready access to drinking water in lessons. However, although there is a kitchen with all cooking facilities, lunchtime meals are cooked at another site and brought in. This hinders the school's genuine desire to provide consistently nutritious lunches of sufficient quality and quantity.

#### **The extent to which learning experiences respond to the needs of employers and the wider community**

94. Pupils' experience of the world of work is broadened through a range of activity both in and out of school. A limited number of visits to places of work help to develop an understanding of the workplace. Visitors include the community police officer who talks about road safety and his other responsibilities. These help pupils understand better the role of the police in the community. Through links with the Catholic Agency for Overseas Development (CAFOD), the school raises funds for a number of charities and disaster appeals, and by so doing helps pupils appreciate the plight of people in the world less fortunate than themselves.
95. The school is committed to ensuring all pupils have equal access to all it has to offer, regardless of their background circumstances. Pupils confirm that whatever the occasion, all are encouraged and included.
96. Teachers promote understanding and awareness of sustainable development and global citizenship throughout the curriculum. Pupils understand the need to be responsible and protect the environment, to save energy and recycle waste products. The school's millennium garden provides a quiet space for study and reflection. The extensive school grounds with their leafy hedges and mature trees help raise pupils' environmental awareness and promote the study of wild life and seasonal change at close quarters. Vandalism, however, frustrates the efforts of staff and pupils to provide a sensory garden and other outdoor

features. Teachers and pupils are working towards the achievement of Eco-school status.

97. The school endeavours to promote pupils' entrepreneurial skills. Younger children, in role, 'buy' and 'sell' things in the classroom, and begin to understand coinage and value. Older children enjoy raising money for good causes. Members of the school council, who operate the "healthy eating" tuck-shop, have little involvement in recording the takings or in ordering stock.
98. The school lays the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and have sympathy for the needs of others. Pupils acquire good study habits at school. They co-operate well when working in pairs and small groups, helping and supporting each other. Pupils develop qualities such as kindness, truthfulness and forgiveness in discussion groups and assemblies.

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

Grade 2: Good features and no important shortcomings
--

99. The findings of the inspection team agree with those of the school in its self-evaluation report.

#### **The quality of care, support and guidance to learners**

100. The quality of care, guidance and support is good with no important shortcomings and is a strong feature of school life. Pastoral care of pupils is given high priority. They feel safe and secure whilst in school. Good procedures are in place to monitor and support pupils' academic progress, their social development and their personal welfare. Members of staff know pupils well and are sensitive to their needs.
101. Pupils benefit from the school's determination to include them fully in its academic and social life. The school gives the highest priority to including its pupils in a Catholic ethos and helping them to help their peers in as caring a way as is possible. This ethos is borne out strongly in the way that pupils care for each other in classes and corridors. Older pupils willingly and sensitively help younger ones when they are distressed and guide them gently when they show inappropriate behaviour.
102. The school has good induction and transition arrangements to help pupils when they join or leave it and they soon feel safe and secure in their new surroundings. Pupils who join the school at a later stage are warmly welcomed and soon settle well. On the playground, pupils interact well. The 'Friendship Stop' helps pupils to feel included in play and not feel friendless or unwelcome. Older pupils care for younger children. Arrangements for transferring pupils to the Bishop Hedley and Tredegar Comprehensive schools are sound and effective and help a smooth transition.

103. The school makes effective use of the support services that are available to it. Education welfare services are consulted as and when required and are used effectively, for the benefit of, for example, pupils with dyslexia.
104. The school's provision for ensuring the healthy development, safety and well being of pupils is an outstanding feature of school life. Staff are trained in first aid and good procedures are in place for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and updated. Safety checks are carried out on all electrical appliances and fire safety equipment is tested. Fire drills occur each term. The head teacher carries out health and safety audits regularly and risk assessments are undertaken before any educational visit takes place.
105. Good procedures and systems, based on LEA and Estyn recommendations, are in place for child protection. The head teacher is the nominated child protection officer and ensures regular training of all staff. The school is vigilant and able to recognise the signs that a child may need protection. The school has a very good system to record the Criminal Records Bureau (CRB) disclosures of all adults who have contact with pupils. Not all adults have received CRB disclosures yet but those few who have not are in the process of being vetted.
106. The school is successful in its endeavours to develop a strong partnership with parents and carers and the church in caring for, supporting and guiding pupils. Teachers keep parents well informed of events in school through several channels including newsletters, reports and an informative web site. Formal parent/teacher consultations occur twice yearly and at other times by arrangement. Informal contact with staff occurs daily. The school prospectus is detailed and meets statutory requirements. It gives parents a good overview of the school's aims, objectives and procedures.
107. The school provides high quality personal support and guidance for learners. Teachers and learning support assistants have excellent relationships with pupils and are fully aware of individual needs. The school has been commended by the LEA dyslexia service for its work with pupils who have dyslexia. There is very good provision for personal and social education. This aspect permeates all areas of the curriculum with pupils free to discuss issues of concern. The very good relationships that exist between pupils and staff facilitate frank and open discussions.
108. Attendance registers are maintained neatly, and usually completed in accordance with statutory requirements. The head teacher reviews them regularly with the Education Welfare Officer (EWO). The EWO is a regular visitor and investigates any absence where there are concerns.
109. Attendance levels have improved since the previous inspection but remain below the national average of 93 per cent. Teachers reward good or improved attendance. Most parents co-operate by informing the school if their child is unable to attend. A first day response is invoked if a child is absent without explanation.

### **The provision for additional learning needs**

110. The provision for learners with ALN is good. It fully complies with the Code of Practice and pupils with ALN are included fully in the school's life and work. Eighteen pupils have been identified as having ALN but none have a formal statement.
111. Teachers make effective use of a wide range of standardised tests for the early identification of pupils' needs. Pupils with ALN have full access to all NC subjects.
112. Each pupil with ALN has a detailed individual education plan, which has specific short-term targets that are achievable and appropriate to specific needs. Teachers review individual education programmes on a termly basis.
113. Pupils with ALN are supported well by the ALN co-ordinator, class teachers, nursery nurses and a dyslexia tutor. Pupils benefit from individual or group support in language and mathematics, and make good progress relative to their ability. They benefit from having tasks which are carefully matched to their abilities.
114. Vulnerable groups of pupils are provided with valuable structured language support through commercial programmes. They make good progress in acquiring reading skills through these programmes.
115. Very effective use is made of outside agencies, such as the educational psychology service, to provide additional support to meet individual needs. Close links between the school and many parents help to promote the progress of pupils with ALN. Behaviour management strategies are effective in promoting good behaviour in all classes.

### **The quality of provision for equal opportunities**

116. St. Joseph's is an inclusive community. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. The good practice observed is actively supported by written policies.
117. Pupils have equal opportunities to participate in all school activities appropriate to their age. Both boys and girls, for example, participate in sporting activities and other school clubs.
118. Pupils' understanding of the diversity of race and the necessity for good race relations in a modern, multi-cultural society are incorporated into their personal and social education. The school acknowledges diversity in some aspects of the curriculum and in assemblies. However notice boards and displays around the school incorporate very few images of other cultures to help reinforce this understanding.
119. St Joseph's has good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report

immediately incidents of bullying or discrimination of any sort. The school follows up, and is effective in dealing with such incidents, involving the parents when appropriate. Parents feel the school achieves high standards of good behaviour.

120. The school has a single storey layout which caters well for the physically disabled. Ramps allow wheelchair access to all parts of the school and disabled toilet facilities are in place. The school meets the requirements of the Disability Discrimination Act.

## Leadership and management

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

Grade 2: Good features and no important shortcomings

121. The quality of leadership and management are good. This grade does not match that of the school in its self-evaluation report because the school underestimated the quality of its internal leadership and management. The headteacher and staff provide very good, wholesome role models to pupils.
122. The good features in leadership and management include:
- the caring and steady leadership provided by the head teacher;
  - the good leadership of subject co-ordinators;
  - the recent inclusion of pupils in leadership through the school council; and
  - the school's calm and purposeful ethos.

### How well leaders and managers provide clear direction and promote high standards

123. The school enjoys a shared sense of purpose and a clear educational direction which is supported strongly by the Catholic Church. The governing body and staff take full note of the priorities of the Welsh Assembly government and the school has devoted much energy to promoting them. The school has built a broad range of good partnerships with other schools and organisations and the local authority.
124. The school's mission statement is "Love, learn, care and so be happy" and this was observed as central to its life and work during the inspection.
125. The quality of leadership provided by the head teacher is caring, calm and steady. She has successfully led the school through a period of change. Her management is inclusive, sensitive and empowering. She retains the loyalty and respect of staff and governors alike. The head teacher has succeeded in building and retaining a good team with a high morale. The school has no deputy head teacher or senior management team due to its small size.
126. The quality of subject co-ordination is good. Subject co-ordinators are closely involved in policy making and have implemented good schemes of work. Co-ordinators are conscientious in monitoring and evaluating teaching in their subjects across the school. Members of staff, both teachers and assistants, work together well as a team and as partners. Staff meetings are held frequently with records kept of decisions made.
127. The organisation of a school council helps pupils gain a good understanding of citizenship as well as leadership. Experienced staff support newly appointed staff well and induction procedures are good. The school is involved fully in local partnerships and cluster arrangements with other schools.

## **How well governors meet their responsibilities**

128. The governing body is going through times of much change this term with significant changes of key personnel, as the terms of office of other governors have ended. Governors, over the last five years have been supportive of the school and have provided its leaders with some critical and positive challenge. They have met their responsibilities in every regard. Governors have known the local community well and appreciated and valued the contribution the school has made to it. They are not yet allocated subjects to monitor in order to build constructive partnerships with teachers.
129. Governors understand about school development through regular reports from the head teacher and staff. The head teacher provides the governing body with these comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, enables a few governors to have some insight into the quality of provision.
130. The school's daily administration is managed very smoothly and efficiently and makes a good contribution to the calm ethos.
131. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management and appraisal procedures are well established. They successfully promote teachers' continuing professional development and set realistic targets for improvement. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
132. The head teacher and governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SIP and governors try to obtain best value for money. Resources are managed very well and used effectively by teachers in classrooms. The school has addressed all the recommendations of its latest audit report.
133. Governors meet regularly throughout the school year and fulfil regulatory and legal requirements. The school has a home/school agreement between it and parents. Appropriate policies are in place to meet other statutory requirements, such as those governing race relations and disability discrimination. They are monitored and reviewed on a regular basis.
134. The school's chief good features include good standards, good teaching, good leadership, a broad and balanced curriculum and good provision for pupils with ALN. As a result, it provides good value for money.

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

Grade 2: Good features and no important shortcomings
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135. The quality of self-evaluation and planning for improvement has good features and no important shortcomings. The findings of the inspection team differ from the school's self-evaluation in that the school judged this as grade 3 and underestimated the quality of its self-evaluation processes.

### **How effectively the provider's performance is monitored and evaluated**

136. The school is committed to improving standards and has successfully developed good self-evaluation procedures. These are instrumental in the good progress it has made since its last inspection.

137. The self-evaluation report is honest and thorough and staff were closely involved in its development. Self-evaluation arrangements are based on first-hand evidence. The school's stakeholders are involved to varying degrees in the self-evaluation process. Staff are involved closely; governors and parents to a lesser degree. Pupils get increasingly good opportunities to voice their views through their representatives on the new school council.

138. The findings of the inspection team were in agreement with five of the seven judgments made by the school in its self-evaluation report.

### **The effectiveness of planning for improvement**

139. The school assesses and shares its strengths and addresses its areas for development through a clear school improvement plan (SIP). This notes the school's needs and responsibilities and states financial implications and timescales clearly. The SIP is a useful working document and the head teacher and governing body (GB) have ensured that good resources are provided to achieve key targets. Class teachers and support staff are closely involved in planning for improvement.

140. The school is at an early stage in planning the introduction of the new Foundation Phase for the Early Years and key stage 1.

141. The head teacher and subject co-ordinators monitor teaching carefully and have an accurate picture of the staff's strengths and areas for improvement. Subject co-ordinators share information about pupils' achievements in their subjects.

142. The school uses initial assessments of nursery and reception children to inform planning and raise standards. Standards achieved are monitored closely in relation to national priorities and pupils make good progress as a result. The school has undertaken some analysis of NC assessments in English, mathematics and science, but the picture is not sufficiently detailed to effectively identify patterns and trends.

143. Resources are matched well to the school's educational priorities. Conscientious performance management systems have a good impact upon standards of achievement and the continuous professional development of staff.
144. The school has responded positively to all the key issues identified in the last inspection report and made good steady progress in the last five years.

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

Grade 2: Good features and no important shortcomings
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145. The inspection grade matches the school's self-evaluation grade.
146. There are a sufficient number of appropriately qualified teachers to teach all aspects of the curriculum effectively. Responsibilities for subjects and aspects are shared equitably between members of staff. Teachers are deployed very appropriately to the age groups they teach although the lack of a male teacher means of necessity that pupils lack a male role model in school. A member of staff has recently been given responsibility for co-ordinating the provision for key skills. Owing to the small numbers of pupils in the school, all classes are of mixed age and are relatively small in number.
147. Classroom assistants are of high calibre and are much valued by teachers and pupils. They work effectively with teachers in planning, teaching and recording pupils' progress. They have good knowledge about the needs of pupils in their care, and succeed well in promoting the progress of the under-fives and those with ALN.
148. The arrangements for teachers to plan, prepare and assess (PPA) their work have been set in motion very recently and reflect the principles of the Workload Agreement. They are yet to become firmly established and need to be closely monitored.
149. Teachers make some use of the area Welsh teacher to develop year 5 and year 6 pupils' skills in Welsh. The clerk and her assistant, the caretaker, cleaning staff, kitchen and supervisory staff all play a part in school life. They carry out their duties effectively and efficiently. The school is well maintained and clean, and provides a positive learning and teaching environment.
150. Induction arrangements for new staff are good. The beneficial impact of in-service training, both external and internal, is visible in many aspects of teaching and learning, for example, in updating teachers' knowledge about the teaching of literacy and numeracy. The school links its commitment to professional development closely to priorities indicated in the SIP.
151. The school is a welcoming, safe, secure and well-ordered environment. The size of the building is spacious for the number of pupils on roll, and has been improved in various ways in recent years to provide a pleasant location for

teaching and learning. Classrooms are spacious, and the multi-purpose hall and well-stocked library are well used. Teachers have developed an attractive Millennium Garden area inside a school quadrangle. Displays in corridors and classrooms are interesting and attractive and already show the good achievements of pupils. Access for disabled pupils, generally, is good, it all being on one level.

152. The external accommodation is also generous with extensive grassed areas. However, the external fabric of the buildings is in need of refurbishment. Playground areas are a little bleak. There is a separate play area for the under-fives but, as with other external accommodation, the school has not developed it as much as it could have done because of the constant threat of vandalism.
153. In general, the school is well resourced, with adequate resources for every age group and most subjects, including provision for those with ALN. Resources are of good quality and teachers use them effectively: for example, constant use is made of interactive whiteboards. Resources for scientific, creative and practical work are good, and the indoor areas for children aged under five are well resourced.
154. Teachers make good use of the local environment as a learning resource, with visits to places of educational interest. Visitors to the school with particular knowledge or expertise in certain fields, and attractive displays in classrooms and corridors, also provide effective learning resources.
155. The school has set procedures and systems to ensure that it is staffed and resourced efficiently. Finances are well managed and efficient and effective use is made of available resources. Systems for day-to-day management are well established. Resources are carefully matched to priorities for development and a regular programme for monitoring the quality of teaching has been established.
156. Budgetary control is stringent and the governing body plays a role in monitoring expenditure on a regular basis, to ensure cost-effectiveness.

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

157. The headteacher, staff and governors are pleased that the report's findings show that St. Joseph's is a good and caring school. The report also recognises that the school has made good steady progress since the last inspection and gives good value for money.
158. One example of a major improvement, is the quality of assessment, recording and reporting, which is now judged as good, as compared to unsatisfactory in the last inspection.
159. The report recognises the good working relationship between teachers and pupils that promotes the school's strong Catholic ethos. All stakeholders were pleased that the inspectors also recognised the school as being a welcoming, safe, secure and well-ordered environment.
160. Given that the attainments of many pupils are well below average on entry to the school, inspectors recognised that, by the end of key stage 2, pupils' attainments are in line with the national average in mathematics and in the top quarter for similar local schools in English and science. This was felt to be a great achievement on the part of learners and their teachers.
161. The headteacher, staff and governing body all feel that this report gives a true and fair reflection of St. Joseph's School. It also enables us to continue developing and improving our school, by acting on the recommendations the report outlines.
162. All the staff appreciated the professional and courteous manner in which the inspection team carried out their duties.

## Appendix 1

### Basic information about the school

Name of school	St Joseph's Roman Catholic Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Ashvale, Tredegar, Blaenau Gwent
Postcode	NP22 4AQ
Telephone number	01495 722899

Headteacher	Miss Helen Fitzgerald
Date of appointment	1 September 2002
Chair of governors	To be appointed
Registered inspector	Mr Robert Isaac
Dates of inspection	11 <sup>th</sup> and 12 <sup>th</sup> September 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	12	12	6	11	11	8	11	13	84
Total number of teachers									
	Full-time		Part-time			Full-time equivalent (fte)			
Number of teachers	5		0			5			
Staffing information									
Pupil: teacher (fte) ratio (excluding nursery and special classes)								14.4 : 1	
Pupil: adult (fte) ratio in nursery classes								12 : 1	
Pupil: adult (fte) ratio in special classes								N/A	
Average class size, excluding nursery and special classes								18	
Teacher (fte): class ratio								5 : 1	
Percentage attendance for three complete terms prior to inspection									
Term	N		R		Rest of School				
Autumn 05	85		88		92				
Spring 06	93		88		91				
Summer 06	90		87		89				
Percentage of pupils entitled to free school meals								46	
Number of pupils excluded during 12 months prior to inspection								Nil	

## Appendix 3

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

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		11			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	0	0	9	82	9	91
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School	0	0	9	73	18	91
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School	0	10	9	82	9	91
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School	0	0	9	91	0	91
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School	0	0	9	91	0	91
		National	0	2	9	61	26	87
Science	Teacher Assessment	School	0	0	9	91	0	91
		National	0	2	10	68	20	88

### Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment

In the school	91%	In Wales	81%
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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:**

KS2 NC Assessment Results in 2006 compared with National Assessments in 2005			Number of pupils in Y6					13				
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	69	31	
		National	1	0	1	0	1	5	16	46	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23	31	46	
		National	0	0	0	0	1	4	18	46	31	
Science	Teacher assessment	School	0	0	0	0	0	0	0	61	39	
		National	1	0	0	0	0	1	11	50	37	

Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment	
In the school	82%
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**

Three inspectors spent a total of five inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- twenty lessons or parts of lessons;
- all classes;
- two acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- 20 responses from parents to a questionnaire;
- documentation provided by the school before and during the inspection; and
- a broad range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>
Mr Robert Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2, Key Question 5 and Key Question 6
Mr Charles Brentnall	Lay Inspector	Contributing to Key Question 1, Key Question 3 and Key Question 4
Mrs Zohrah Evans	Team Inspector	Leading on Key Question 3, Key Question 4 and Key Question 7 and contributing to Key Question 2
N/A	Peer Assessor	No Peer Assessor was appointed.
Miss Helen Fitzgerald	Nominee	Contributing to all key questions.

### Acknowledgement

The visiting inspectors wish to thank the head teacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

### The Inspection Contractor

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