

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

**St Marys R.C. Primary School  
Ffordd Llewelyn  
Flint  
CH6 5JZ**

**School Number: 6643306**

**Date of Inspection: 13/06/06**

**by**

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5542**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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St Marys 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 Marys R.C. Primary School took place between 13/06/06 and 15/06/06. An independent team of inspectors, led by Margaret Elizabeth Morgan 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 **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. Saint Mary's Roman Catholic (Aided) Primary School is situated in the small town of Flint in Flintshire. At the time of the inspection, there were 279 pupils on the school roll including 35 part-time nursery children. This is a decrease of 52 children from the time of the previous inspection in July 2000. Nursery children are admitted to the school in September following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five. The area surrounding the school is economically and socially mixed and there is some degree of disadvantage.
2. Ninety-nine per cent of pupils come from English speaking homes and no pupils speak Welsh at home. The remaining pupils come from other ethnic groups mainly consisting of Asian backgrounds. Two per cent of pupils come from travelling families. Two pupils receive support for learning English as an additional language. Approximately 11 per cent of pupils are entitled to receive free school meals. This is a decrease from the time of the previous inspection and is similar to the Local Education Authority (LEA) but below the national average. Pupils' ability on entry is generally lower than the LEA average. Eighty-eight pupils have been identified as having special educational needs (SEN) and one pupil has a statement of SEN. The proportion of pupils with SEN is an increase from the time of the previous inspection and is above average. No children are 'looked after' by the local authority.
3. There are the equivalent of 12.6 full-time teachers and an additional six teaching assistants and two nursery nurses on the staff. Five teachers have been appointed since the time of the previous inspection. The school has received the Basic Skills Quality Mark and Investors in People awards.

### The school's priorities and targets

4. The school's vision statement is:  
'This is what we are about.  
We plant the seeds that one day will grow  
We water the seed already planted,  
Knowing that they hold future promise.  
We lay foundations that will need further development.  
We provide yeast that produces effects  
Far beyond our capabilities'

5. The aims include:
  - enabling the pupils to become aware of God's presence in their lives;
  - developing the whole child;
  - fostering a caring Christian community within a secure, happy, stimulating environment;
  - providing a broad, balanced, differentiated curriculum in order for each child to fulfil their spiritual, academic, physical and emotional potential;
  - ensuring proper care of each child's unique characteristics.
  
6. Key shorter-term priorities outlined in the school development plan are:
  - preparing for inspection;
  - monitoring subjects (English, science, Welsh, physical education, geography, history, music);
  - improving assessment processes;
  - investigating the establishment of the School Council;
  - developing a prayer room;
  - establishing a framework for the 'Remodelling Agenda'.

## Summary

7. Saint Mary's Roman Catholic (RC) Primary School is an effective school that has shown good improvement in many aspects of its work since the previous inspection.

### 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 3
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

### Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

8. During the inspection, the grades allocated for standards in the subjects observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	54%	38%	0%	0%

9. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The under-fives classes are stimulating environments where children quickly settle into school and engage readily in a range of activities.
10. Pupils with additional learning needs, including those learning English as an additional language and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the targets they are set in English,

mathematics and science at the end of key stage 2. Although fewer than average pupils achieve the higher level 5.

11. Overall, pupils' use of the key skills has good features and no important shortcomings. All pupils use their communication and bilingual skills well. Throughout the school, pupils' information and communication technology (ICT) and their numeracy skills in under-fives classes and key stage 1 have good features that outweigh shortcomings. In key stage 2, pupils' numeracy skills are well developed.
12. Taken over the last three years, the school's end of key stage 1 statutory assessment results have been similar to the LEA and national results in the core subjects of English, mathematics and science. Fewer pupils than average achieve the higher level 3.
13. Over the last three years, the average end of key stage 2 statutory assessment results has been above LEA and national averages with the exception of science in 2005. Fewer pupils than average achieve the higher level 5.
14. Overall trends suggest from a baseline score that is below the LEA average, pupils continue to make steady progress. By the end of key stage 2, results are above both LEA and national averages. Results at both key stages have shown good improvement from the previous inspection in 2000.
15. Apart from mathematics in key stage 1, pupils acquire new knowledge and skills well in the core subjects. However, fewer pupils than average motivate themselves sufficiently to achieve the higher levels in statutory assessments. Pupils' awareness of issues such as sustainability and global citizenship are at an early stage of development. Overall, the rate of pupils' progress has good features that outweigh shortcomings.
16. The overall attendance of compulsory school age pupils during the three terms preceding the inspection is 90.8 per cent, which is lower than the national and LEA averages. Absence is mostly due to illness. Unauthorised absence is due to pupils taking more than 10 days holiday during term time, which has a detrimental affect on the progress they make. A small proportion of the school's population moves in and out of the school at various times in the year and this has an adverse impact on attendance rates.
17. Pupils' attitudes to learning and their interest in work are consistently good. Pupils are well behaved – they are polite, courteous and most are well mannered with a clear understanding of what is expected of them. The quality of relationships within the school is good. Older pupils behave maturely, and are sensitive to the needs of the younger ones. Pupils display very good progress in their personal, social, moral and wider development.
18. All pupils, irrespective of gender or social background, work and play together harmoniously. Pupils demonstrate good awareness of equal opportunities and

they have good respect for the diversity of beliefs, attitudes and cultural variation within society.

### The quality of education and training

19. The overall quality of teaching in the school is good. During the inspection, the grades allocated for teaching are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	58%	23%	6%	0%

20. In the best lessons, outstanding features include careful organisation, clear learning objectives, high expectations and effective use of resources. Relationships between adults and pupils are good overall. Lessons generally move at an appropriate pace ensuring that pupils retain interest and motivation. In those lessons identified as having shortcomings, there is a lack of challenge and inappropriate time management.
21. Assessment procedures are good. A variety of different strategies are used to monitor pupils' progress including standardised tests and 'in house' assessments to identify strengths and areas for improvement. Most teachers ensure that pupils are aware of the targets set for them in English, mathematics and science. There is a growing emphasis being placed on encouraging pupils to evaluate their own achievement at the end of lessons. This strategy contributes significantly to the assessment process. Reports to parents provide appropriate information.
22. The curriculum is planned coherently and progressively in most areas. Policies and schemes of work for National Curriculum subjects are appropriate. However, some aspects of pupils' development such as personal and social education and the development of pupils' key and basic skills are not planned for systematically.
23. The school provides a flexible and broad curriculum that meets legal requirements. It meets the needs and interests of the pupils including those with SEN. The provision is socially inclusive and ensures equality of access and opportunities for all.
24. The school makes good provision to ensure that pupils develop their bilingual skills appropriately and that they develop an awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
25. A happy, caring community has been established where all pupils work and play agreeably in a safe and secure environment. Pupils are valued as individuals, their needs identified early and dealt with sensitively, yet effectively. Pupils are confident that staff will listen sympathetically to any problem and help them find a solution.
26. The quality of provision for pupils with additional learning needs is good. The head teacher, who is the special educational needs co-ordinator (SENCo),

ensures very good procedures are in place for the early identification of learners with additional needs. There are effective, well-planned timetabled and targeted sessions led by the SEN support teacher and classroom assistants. Support for those pupils who learn English as an additional language has ensured that they integrate quickly into the life of the school and cope with the work appropriately. Provision for pupils whose behaviour impedes their progress and that of others is good.

27. There are good practices and procedures for ensuring child protection. The qualities of fairness, openness and opportunity for all underpin all aspects of the school's work. The school ensures that all pupils, whatever their ability or background, have equal opportunity to participate in school life. In discussion, pupils confirm this and state that they enjoy school life. Effective arrangements ensure pupils with disabilities are not treated less favourably than others.

### **Leadership and management**

28. Saint Mary's RC Primary School has a lengthy vision statement and a set of aims and objectives that are fully understood by staff and governors. Those involved with the school strongly adhere to its Christian principles and a genuine sense of teamwork exists. The head teacher is clear about how the school needs to continue to improve but she has several whole school responsibilities and a half-time teaching commitment. Consequently, the time she has available to ensure thorough organisation of systems, to provide strategic management and the development of initiatives is limited. The system of subject leadership is complex with some curriculum areas having two leaders and others only one.
29. The governors are working effectively for the good of the school. They are well informed, supportive and becoming increasingly active in school affairs. Governors have a good understanding of the strengths and areas for improvement.
30. The quality of teaching and learning is systematically monitored and there are formal quality assurance procedures in place. Self-evaluation arrangements and procedures are an outstanding feature with all staff, including non-teaching staff, working well together. Subject leaders have regular timetabled opportunities to monitor and evaluate their curricular responsibilities.
31. The school development plan targets a number of priorities for the present year, and provides an outline of other issues to be addressed in the longer term. The school has correctly identified areas, such as establishing a School Council, as priorities. Sufficient resources have been provided for their improvement.
32. The self-evaluation report prepared for the inspection gives a lengthy but useful overview of the school. It makes clear judgements on several aspects of school provision and correctly identifies the strengths together with many of

those that require further development. In six out of the seven key questions, the school's grades matched those made by the inspection team. Since the time of the previous inspection, overall progress has been good. Standards have improved in both key stages.

33. Staff and governors monitor the use of resources regularly. Efficient and effective use is made of resources available and the school offers good value for money.

## Recommendations

In order to continue to improve and develop, staff and governors should:

- R1 raise standards in mathematics at key stage 1 and address the minor shortcomings identified in other subjects;
- R2 balance and enrich the curriculum so that pupils have opportunities to become aware of issues such as sustainability and global citizenship and ensure that personal and social education is taught formally;
- R3 adopt a more equitable approach to the allocation of responsibilities amongst subject leaders and the senior management team, including those assigned to the head teacher;
- R4 co-ordinate the development of the key learning skills in a more focussed way;
- R5 improve attendance.

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

34. The inspection team agrees with the school's self-evaluation of this key question.
35. Standards of attainment are good in Saint Mary's RC Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils achieve good levels in their knowledge skills and understanding.
36. During the inspection, the grades allocated for standards in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	54%	38%	0%	0%

### Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2

37. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children quickly settle into school in under-fives classes and readily engage in a range of activities.
38. Pupils with additional learning needs, including those learning English as an additional language and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the targets they are set in English, mathematics and science at the end of key stage 2. Although fewer than average pupils achieve the higher level 5.
39. Overall, pupils' use of the key skills has good features and no important shortcomings. Throughout the school, pupils use their communication skills well. They listen carefully to their teachers and speak clearly about many issues. They use their reading and writing skills effectively to extend their understanding in other subjects.

40. Pupils' mathematical skills have good features that outweigh some shortcomings in early years and key stage 1 classes. Pupils lack confidence using their mathematical knowledge in situations other than during mathematics lessons. However, in key stage 2, pupils use mathematical skills well in many subjects such as science, design technology and geography.
41. In all classes, pupils do not use their information and communications technology (ICT) skills often enough to develop a broad range of competences in all subject areas; some of their ICT skills are at an early stage of development. All pupils are confident using familiar bilingual words and phrases and use Welsh routinely throughout the school day. Pupils' creative skills have good features that outweigh shortcomings and in key stage 1 and 2, pupils' problem solving skills are well developed.
42. Baseline data available indicates that pupils start the reception year with scores below the LEA average.
43. Taken over the last three years, the school's end of key stage 1 statutory assessment results have been similar to the LEA and national results in the core subjects of English, mathematics and science. Fewer pupils than average achieve the higher level 3.
44. When compared with similar schools (those schools with similar numbers of pupils entitled to receive free school meals), key stage 1 results in 2005 were about average in all three core subjects. Mathematics was the lowest performing subject at key stage 1.
45. Over the last three years, the average end of key stage 2 statutory assessment results has been above LEA and national averages with the exception of science in 2005. Fewer pupils than average achieve the higher level 5.
46. When compared with similar schools, key stage 2 results in 2005 were in the upper 50 per cent in mathematics and just under the upper 50 per cent in English and in the lower 50 per cent in science. Science is the lowest performing subject at key stage 2. Over recent years, there has been no significant difference between boys' and girls' performance in statutory assessment results.
47. Overall trends suggest from a baseline score that is below the LEA average, pupils continue to make steady progress. By the end of key stage 2, results are above both LEA and national averages. Results in both key stages have shown good improvement from the previous inspection in 2000.
48. Throughout the school, pupils have a good awareness of how well they are doing and talk about their targets for improvement. At the end of lessons, they evaluate effectively how much they have learnt.
49. Apart from mathematics at key stage 1, pupils acquire new knowledge and skills well in the core subjects. However, fewer pupils than average motivate

themselves sufficiently to achieve the higher levels in statutory assessments. Pupils' awareness of issues such as sustainability and global citizenship are at an early stage of development. Overall, the rate of pupils' progress has good features that outweigh shortcomings.

50. The overall attendance of compulsory school age pupils during the three terms preceding the inspection is 90.8 per cent, which is slightly lower than the national average in Wales for all schools with a similar free meals entitlement. Absence is mostly due to illness. Unauthorised absence is due to pupils taking more than 10 days holiday during term time, which has a detrimental effect on the progress they make. A small proportion of the school's population moves in and out of the school at various times during the year and this has an adverse impact on attendance rates. Punctuality is good and lessons start promptly. The school takes account of the National Assembly for Wales circular 3/99.
51. Pupils' attitudes to learning and their interest in work are consistently good. Most pupils work hard in lessons, are eager to answer questions, take part in discussions and engage with the task in hand. Pupils sustain concentration well, particularly where the teaching captures their interest. This contributes significantly to the standards they achieve and the quality of life in school.
52. Pupils are well behaved – they are polite, courteous and most are well mannered with a clear understanding of what is expected of them. The quality of relationships within the school is good. Older pupils behave maturely, and are sensitive to the needs of the younger ones. Throughout the school, pupils undertake responsibilities conscientiously. They increasingly take responsibility for their own learning as they enlarge their knowledge and understanding. However, in some instances this is restricted by the dependence on commercially produced worksheets
53. Pupils display very good progress in their personal, social, moral and wider development. Pupils collaborate effectively in pairs and groups to complete tasks, sharing sensibly. Their spiritual development is very effectively enhanced.
54. All pupils, irrespective of gender or social background, work and play together harmoniously. Pupils demonstrate good awareness of equal opportunities and they have respect for the diversity of beliefs, attitudes and cultural variation within society. Pupils' participation in specific projects, often involving visiting speakers, ensures that diversity is acknowledged and understood positively. They thoughtfully value and care for each other and others across the world. This is clearly demonstrated by regular charitable fund raising events.
55. Pupils' awareness of the world of work has good features that outweigh shortcomings. They have a developing sense of citizenship within the school and extend this through links with the local church. Pupils' awareness of aspects of the wider community is positively enhanced by visits into the community.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The inspection team agrees with the school's self-evaluation of this key question.
57. The quality of teaching in the lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	58%	23%	6%	0%

58. In the best lessons outstanding features include:
- careful organisation to take account of pupils' different learning styles;
  - clear learning objectives that are discussed with pupils;
  - high expectations regarding pupils' work and their behaviour;
  - effective use of appropriate resources;
  - challenging, differentiated questions, that stimulate all groups including pupils with additional learning needs.
59. The vast majority of the time, teachers encourage pupils to work hard and complete as much work as they can particularly in the core subjects. They intervene effectively supporting pupils empathetically when they require additional support.
60. Relationships between adults and pupils are good overall. All adults work effectively together. They understand their different roles and responsibilities in classes. Teachers generally create a purposeful working atmosphere and keep pupils well focussed on their activities. Lessons generally move at an appropriate pace ensuring that pupils retain interest and motivation.
61. Teachers use their subject knowledge effectively making good use of subject specific vocabulary to extend pupils' understanding. They are also aware of the key learning skills that they intend to develop during lessons. Most adults have good questioning techniques that encourage extended responses from pupils.
62. Across the school, teachers promote equality of opportunity and ensure that all pupils are fully involved in class activities. Adults make good use of incidental Welsh and frequently encourage pupils to use their bilingual skills.
63. Short term planning is generally good and identifies clear learning objectives. In many cases, it contains evaluations, which indicate how pupils have coped with their work and which inform future lessons.

64. In those lessons identified as having shortcomings, there is a lack of class control resulting in inappropriate time management. Some teachers do not allow pupils sufficient opportunities to develop the skills to work independently. Generally throughout the school, teachers depend too heavily on published worksheets that do not challenge pupils sufficiently.
65. Assessment procedures are good. A variety of different strategies are used to monitor pupils' progress including standardised tests and 'in house' assessments to identify strengths and areas for improvement. A concise assessment policy outlines clear procedures for monitoring work and for keeping accurate records of pupils' achievements. There is a comprehensive system in place to track improvements in pupils' progress as they move through the school.
66. Work is regularly marked, with many examples of good practice, including positive comments and, in some classes, targets for further improvement. However, this approach is not yet consistent throughout the school.
67. Most teachers ensure that pupils are aware of the targets set for them in English, mathematics and science. There is a growing emphasis being placed on encouraging pupils to evaluate their own achievement at the end of lessons. This strategy contributes significantly to the assessment process.
68. Portfolios of work in the core subjects provide useful guidance for teachers in assessing the standards achieved by their pupils. They help to promote consistency in standards throughout the school. Plans are currently being developed to extend the initiative to other subjects.
69. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' progress and achievements in each subject, together with guidance on ways of making further improvements. Opportunities are provided for parents to respond with their own suggestions and comments.

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

Grade 3: Good features outweigh shortcomings

70. The inspection team agrees with the school's self-evaluation of this key question.
71. The school provides a flexible and broad curriculum that meets legal requirements. It meets the needs and interests of the pupils. The provision is socially inclusive and ensures equality of access and opportunities for all. However, the balance of the curriculum is affected because insufficient attention is given to promoting pupils' personal and social education. By the upper end of key stage 2, pupils experience a stimulating range of exciting activities.

72. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Occasionally, children have insufficient opportunities to make choices and work independently.
73. The school provides a curriculum that meets the needs of pupils including those with special educational needs. It is planned coherently and progressively in most areas. Policies and schemes of work for National Curriculum subjects are appropriate. However, some aspects of pupils' development such as sustainable development are not planned for systematically.
74. The development of pupils' key and basic skills has good features that outweigh shortcomings. They are clearly identifiable in planning but are not planned consistently and progressively throughout the school.
75. The school provides some appropriate additional opportunities such as music tuition, involvement with the 'Dragon Sport' project and a 'Maths Club' for example. Pupils benefit from visits to places of interest connected with their class topic such as Betws y Coed. They have been involved with dance, music and drama festivals. All these opportunities contribute positively to their knowledge, skills and understanding in subject areas. After-school clubs are mainly provided for key stage 2 pupils.
76. The promotion of pupils' personal and social development has good features that outweigh shortcomings. The school reacts positively to any issues raised by pupils that are of a personal or social nature but there is no systematic planning or timetabling of personal and social education.
77. Good links are maintained with parents who are supportive of the school. A few parents offer valuable support in classes. There are close links with other primary schools including those in the same diocese. The relationship between the school and the adjoining secondary school are good and are of benefit to pupils.
78. Work related education is good and has improved since the previous inspection. Under-fives learn about work through role-play activities and visitors who share their experiences, such as the school crossing patrol lady and dentist. Work related experiences support curriculum projects for older pupils, for example, when they visit a local power station. In association with a local newspaper, pupils gain first hand experience of journalism when they produce and publish a school newspaper. Links with a local construction company have provided staff with training and work experience. Resources and sports equipment have been purchased with donations from local businesses. The school has been accredited with the Investor in People Award.
79. The school makes good provision to ensure that pupils develop their bilingual skills appropriately and that they develop an awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.

80. In all age groups, the school is successful in avoiding stereotyping and activities on offer appeal to both boys and girls. Through all its practices and procedures, the school sensitively tackles any social deprivation ensuring all pupils enjoy a broad range of educational opportunities.
81. Promotion of sustainable development and environmental issues is at an early stage of development. Pupils understand the need for recycling and operate a system for the collection of paper, glass and plastic. Pupils in years 4 and 5 study the recycling of household materials and the importance of a landfill site. Global citizenship is in its infancy and is discussed in religious education and geography lessons. Pupils have an insight into the plight of others when they raise money to help children in third world countries.
82. Opportunities to develop pupils' entrepreneurial skills are at an early stage of development. Year 6 pupils plan, produce and market games for the Christmas Fair and pupils hold a cake stall to help fund transport for school trips. Although plans are in place to establish a school council at the beginning of the next academic year, as yet, decision-making activities and democratic experiences are not formally addressed.
83. Pupils' learning experiences, enable them to achieve positive attitudes to lifelong learning skills and ease their transition to the next stage of their education. During lessons, members of staff encourage pupils to collaborate together in pairs and small groups and also, to work individually when necessary. This prepares them for living in a community. However, there is no established school council or Eco-committee and no opportunity for pupils to contribute formally to decision-making.

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

Grade 2: Good features and no important shortcomings

84. The inspection team agrees with the school's self-evaluation of this key question.
85. St. Mary's RC School is a happy, caring community where all pupils work and play harmoniously in a safe and secure environment. Pupils are valued as individuals, their needs identified early and dealt with sensitively, yet effectively. Pupils are confident that staff will listen sympathetically to any problem and help them find a solution.
86. The expertise of fellow professionals is on hand and used to support pupils both academically and socially when required. The school has a good relationship with carers and parents and they appreciate the positive ethos the school provides. They are kept up to date of events and achievement by informative newsletters, the school prospectus, the home/school agreement and regular parents evenings.

87. The school has an 'open door' approach but it does not canvas parents' or pupils' views formally. However, in discussion both parents and pupils say any complaints or suggestions are taken seriously and acted on appropriately.
88. Informal induction afternoons for nursery and reception are thorough and successfully integrate families into the school. Sessions for parents on how the curriculum is taught are organised and well attended. New pupils settle quickly into school life and pupils who transfer into the school mid-term integrate easily with the assistance of a 'buddy', after an initial afternoon session.
89. Issues such as healthy lifestyles are discussed in science and physical education. 'Circle time' activities are on an ad hoc basis and used when an area of concern is highlighted. Good use is made of the expertise from visiting specialist agencies when additional needs have been identified such as the current initiative involving 'Dinosaur School' to assist in promoting positive behaviour.
90. Staff carefully monitor attendance, punctuality and performance with any unexplained absences being followed up. Targets to increase attendance are not set, however, statistics are analysed and continuous observation of patterns alerts the head teacher when further action is required. The Educational Social Worker is on hand to intervene when necessary. Regular attendance is celebrated and pupils receive certificates for full attendance.
91. Behaviour is continuously monitored by all staff who are trained in assertive discipline strategies. Bullying is not considered an issue and any minor misdemeanours are sorted out sensibly. The LEA has funded Dinosaur Curriculum Training sessions to help to reduce potential behavioural issues. These have proven to be extremely beneficial to the school and individual pupils, providing them with positive interaction skills. Behaviour related policies are working documents and reinforce all the school puts into practice. Pupils work hard to earn merits and certificates and enjoy the responsibility of being playground buddies.
92. The welfare and safety of all is a high priority in the school, and everyday arrangements for both pupils and staff are good. The school building is safe and secure. Staff provide very good pastoral care and guidance; they know pupils and their needs extremely well. Personal safety is handled sensitively with road safety training and 'staying safe' sessions. Pupils are only handed over to a named adult at the end of the day. Suitable attention is given to sex education and substance misuse.
93. Staff are trained to deal with any pupil who has specific medical needs, and for those who become unwell or who injure themselves during the school day. First Aid qualifications, including 'Epipen' training, and resources are kept up to date. Health and safety audits, fire drills and risk assessments are regularly completed.

94. There are good practices and procedures for ensuring child protection. A designated child protection officer leads in this area and ensures staff and a delegated governor receive appropriate training in child protection matters. All staff are fully aware of their responsibilities and the protocols to follow if any incident occurs.
95. The quality of provision for pupils with additional learning needs is good. The head teacher, who is the special educational needs co-ordinator (SENCo), ensures very good procedures are in place for the early identification of learners with additional needs. Detailed information on pupils is gained from a range of commercially produced materials and teachers' day-to-day assessments. This information is carefully analysed to ensure the best possible support for pupils. For example, several pupils receive extra reading support as a result of careful tracking of their reading progress.
96. Any pupils with statements of special educational needs (SEN) receive effective, additional support. Careful planning ensures that all pupils with SEN have full access to the National Curriculum.
97. Individual education plans contain suitable and challenging targets for development. They are good quality working documents and challenge pupils with additional learning needs through appropriate and well-structured tasks, matched to their ability. Individual education plans are reviewed at regular intervals to ensure progress is maintained and that the work is set at the right level. This is a key component in the planning and delivery of a broad curriculum for these pupils. The educational psychologist and other professionals work closely with the school and provide effective support.
98. Excellent high quality additional support is provided. There are effective, well-planned timetabled and targeted sessions led by the SEN support teacher and classroom assistants. Support for those pupils who learn English as an additional language has ensured that they integrate quickly into the life of the school and cope with the work appropriately. Provision for pupils whose behaviour impedes their progress and that of others is good.
99. Parents of SEN pupils are fully involved in their child's education and are regularly consulted. Links with outside agencies are good.
100. The school works effectively to promote pupils' understanding of diversity and tolerance and it prepares them well for life in a multi-ethnic society. As a result, the school is a happy, friendly, caring community. Detailed policies are in place that clearly reflect the strong emphasis on equal opportunities, racial equality and anti-bullying strategies. The implementation of such policies is monitored and the school reflects the success of such policies in its daily life. Overall the arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with no important shortcomings.
101. The qualities of fairness, openness and opportunity for all underpin all aspects of the school's work. Because of this, pupils get on very well with each other and display very secure relationships with teachers and other adults who work

with them. The school ensures that all pupils, whatever their ability or background, have equal opportunity to participate in school life. In discussion, pupils confirm this and state that they enjoy school. Effective arrangements ensure pupils with disabilities are not treated less favourably than others; suitable policies and procedures are in place.

102. Discussion with pupils indicates that bullying is rare. Pupils clearly understand that any form of bullying is unacceptable and most are confident that any misbehaviour reported to an adult in school will be dealt with immediately. The school positively promotes good race relations and pupils have a good understanding of what constitutes racial discrimination.

## Leadership and management

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

Grade 2: Good features and no important shortcomings

103. The inspection team agrees with the school's self-evaluation of this key question.
104. Saint Mary's RC Primary School has a lengthy vision statement and a set of aims and objectives that are fully understood by staff and governors. Those involved with the school strongly adhere to its Christian principles and a genuine sense of teamwork exists. Policy documents are thorough. Appropriate systems are in place to allow senior managers and subject leaders to develop their roles.
105. The head teacher is clear about how the school needs to continue to improve but she has several whole school responsibilities and a half-time teaching commitment. Consequently, the time she has available to ensure thorough organisation of systems, to provide strategic management and the development of initiatives is limited. A senior management team, that consists of the head and deputy head teachers and one other member of staff, work well together. The system of subject leadership is complex with some curriculum areas having two leaders and others only one.
106. The school has started to work towards the forthcoming Foundation Phase, it is in the early stages of establishing a school council and developing pupils' awareness of sustainability and global citizenship issues. Good links have been established with other neighbouring schools including the neighbouring secondary school. Several joint projects are undertaken.
107. All pupils are given realistic targets for their attainment at the end of key stage 2 based on their individual capabilities. The majority of pupils achieve their targets. Other goals for development over recent years, such as improving overall standards, the subject of information technology and developing assessment arrangements, have all been achieved well.
108. Staff development has had a positive impact on individual teachers and members of the support staff, for example, in subjects such as information technology. Training opportunities for teachers and teaching assistants are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Arrangements for teachers to plan, prepare and assess their work are appropriate although the impact on raising standards is yet to be evaluated by the senior management team.
109. There are suitable arrangements in place to review and monitor the performance of members of the teaching staff and to identify training needs. Newly qualified teachers and students are well supported by their assigned mentor. Teaching assistants have regular opportunities to discuss their training needs and have an annual review with the head teacher.

110. The governors are working effectively for the good of the school. They are well informed, supportive and becoming increasingly active in school affairs. Governors have a good understanding of the strengths and areas for improvement, for example the outside playground area. They are justly proud of the school's achievements since the previous inspection. The Governing Body meets most legal and statutory duties although there are some minor omissions in the Annual Governors' Report and the School Prospectus. They monitor provision through well-focused committees. Regular, comprehensive and detailed reports from the head teacher enable governors to become increasingly aware of the school's performance when compared with local and national levels. However, they do not routinely undertake visits to classes to gain first-hand overview of quality and standards.
111. Governors' involvement during the school's recent self-evaluation exercise and school development planning has enabled them to start to become conversant in developmental planning and, as such, they are beginning to hold the school to account.

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

Grade 2: Good features and no important shortcomings

112. The inspection team does not agree with the school's self-evaluation of this key question as Grade 1. Even though there are several good features in the quality of self-evaluation, leaders and managers are not yet using the information they gather in a focussed way in order to drive up standards.
113. Self-evaluation arrangements and procedures are very good with all staff, including non-teaching staff, working well together. Subject leaders have regular timetabled opportunities to monitor and evaluate their curricular responsibilities. This is an outstanding feature. The quality of teaching and learning is systematically monitored and there are formal quality assurance procedures in place. Subject leaders review lesson planning and scrutinise pupils' work. However, their role in assessing pupils' progress and tracking individual pupils' achievements lacks precision, for example in information technology and music.
114. Parents report they have regular access to the school. Staff are aware of pupils' views through regular class discussions. Nevertheless the school has not formally sought the views of parents in a systematic manner. There is no school council or Eco-committee to obtain the views of pupils in a formal way.
115. The school development plan targets a number of priorities for the present year, and provides an outline of other issues to be addressed in the longer term. It is detailed and priorities are realistic. Priorities are based on an audit of the current situation, contain clear actions to be taken, criteria for success, together with timelines and expected costs. The school has correctly identified areas, such as establishing a School Council, as priorities. Sufficient

resources have been provided for their improvement. It is helpful in shaping the future direction of the school.

116. The self-evaluation report prepared for the inspection gives a lengthy but useful overview of the school. It makes clear judgements on several aspects of school provision and correctly identifies the strengths together with many of those that require further development. In six out of the seven key questions, the school's grades matched those made by the inspection team. Since the time of the previous inspection, overall progress has been good. Standards have improved in both key stages 1 and 2.

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

Grade 2: Good features and no important shortcomings

117. The inspection team agrees with the school's self-evaluation of this key question.
118. There are a sufficient number of well-qualified teachers and support staff to provide for the educational needs of all pupils. Staff are in the main effectively deployed. Teachers use the time to plan, prepare and assess their work constructively for lessons and for undertaking some of their subject leadership responsibilities. Day-to-day routines are managed well and the school secretary makes a good contribution to the smooth running of the school.
119. There is a commitment from the school to resource subject areas annually and there are close links between budget spend and priority areas identified in the school development plan. There are some shortcomings in resources such as good quality reading material, equipment to enhance learning in the outdoor areas and a limited number of interactive white boards.
120. Indoor accommodation is spacious and maintained to a high standard by the caretaking staff. There are very good displays throughout the school which reflect pupils' work and are a stimulus for further teaching and learning activities. The hall is large and provides suitable accommodation for physical education and whole school events. Even though there are large playing fields and other playground areas, outdoor accommodation is under-developed. It does not provide a stimulating learning or play environment for pupils.
121. There is good support for the development of teaching, training and support staff. All members of staff attend training events. Job descriptions are reviewed regularly and good performance management systems are in place. The expertise of some members of staff is recognised in school and by the LEA.
122. Staff and governors monitor the use of resources regularly. Efficient and effective use is made of resources available and the school offers 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

124. Building on their effective early years experiences, pupils in key stage 1 make good progress in speaking and listening and a significant number reach high standards. They confidently use a developing vocabulary and contribute effectively to discussions on for example, the construction of play-scripts in year 2. They enjoy listening to stories and follow instructions correctly.
125. Pupils in key stage 1 make good progress in reading and at appropriate levels, read accurately with good levels of understanding and enjoyment. A significant number read with expression and understanding. Pupils have a good awareness of features on the covers of books.
126. Throughout key stage 1, pupils make good progress in writing and by the end of the key stage, many are developing well as independent writers. Pupils in year 1 are developing good skills writing and sequencing a range of sentences and short paragraphs, some of which are word-processed. By year 2, several pupils use more complex sentence constructions effectively.
127. Pupils write accounts, descriptions and sequence stories and many year 2 pupils are beginning to have a good familiarity with the layout of letter writing. They create imaginative group poems and make good use of collective nouns in their work. Most pupils use punctuation appropriately and are beginning to correct their own work.
128. Speaking and listening skills in key stage 2 are consistently good. At appropriate levels, most pupils listen attentively and speak clearly and confidently. They enjoy contributing to discussions. Years 3 and 4 pupils discuss non-fiction texts effectively, whilst older pupils in years 5 and 6 imaginatively focus on scenes from their class novel or when responding to poems. Year 6 pupils develop very good skills in supporting arguments for example, when evaluating adverts linked to persuasive writing.
129. Throughout key stage 2, pupils make good progress in reading clearly and accurately. Most demonstrate good understanding, discuss characters, plots and their favourite authors sensibly. They make good quality predictions about the outcome of stories. In year 3, pupils use content and index pages effectively while year 4 pupils make good progress in identifying relevant information in texts. Older pupils demonstrate good skills in gathering information on a range of subjects, including myths and legends.

130. Key stage 2 pupils make good progress in writing, both in terms of content and the conventions of writing. By the end of the key stage, they use paragraphs effectively. They mostly write for an appropriate range of audiences and purposes, which include newspaper accounts, descriptions, diaries, stories and a variety of poems of good quality. Older key stage 2 pupils produce some very good pieces of writing based on their visit to Betws-y-Coed and also some imaginative work describing life as an evacuee in World War 2.
131. Most pupils develop appropriate skills in drafting and redrafting their work using ICT. By the end of key stage 2, a significant number have good standards of handwriting.

### **Shortcomings**

132. Although there are no important shortcomings, in both key stages, creative and independent writing is underdeveloped.

<b>Welsh second language</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings

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

### **Good Features**

133. Pupils in key stage 1 listen well and speak confidently when using simple greetings and phrases. Year 1 pupils respond well to questions about themselves and the weather using simple sentence patterns effectively. Key stage 1 pupils enunciate well as they talk about likes and dislikes, when they play games and when singing Welsh rhymes. Both year 1 and year 2 pupils ask and answer questions correctly. By year 2, pupils engage in short dialogues. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colours, food, clothes and animals for example.
134. Key stage 1 pupils' reading skills progress well with year 1 pupils following Welsh words in class books or on worksheets correctly. Year 2 pupils show an appropriate understanding of the text in simple Welsh books.
135. In key stage 1, pupils make good progress in their writing skills. Year 1 pupils label items correctly. They write invitations and complete sentences quickly and confidently. By year 2, pupils write longer sentences and record weather patterns. They collect data to complete simple tables and make some use of ICT.
136. Key stage 2 pupils generally use Welsh appropriately to answer simple questions, sometimes giving lengthy answers. They listen well to their teachers and to fellow pupils, and follow instructions correctly. Their pronunciation is usually clear when they speak in pairs or in small groups and when they sing Welsh songs. They have a good range of vocabulary. Older

key stage 2 pupils use the past tense correctly in their discussion or role-play. They persevere to produce fairly long dialogues, making them more interesting by including good expression and compound sentences for example. They translate quickly from Welsh to English and English to Welsh.

137. Pupils at the lower end of key stage 2 read worksheets and books accurately with a good measure of understanding. Years 5 and 6 pupils also read their own writing using effective expression; they have a good understanding of what is written.
138. In key stage 2, pupils write in Welsh for a variety of different purposes. Years 3 and 4 pupils produce interesting descriptions of themselves and create short dialogues for example. By years 5 and 6, pupils produce longer pieces of writing, such as letters and interviews, using an extensive range of vocabulary.

### **Shortcomings**

139. A small number of key stage 1 and younger key stage 2 pupils are hesitant and unsure of the different responses needed to various oral questions.

<b>Mathematics</b>
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Key Stage 1: Grade 3: Good features outweigh shortcomings

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

### **Good Features**

140. In key stage 1, most pupils make good progress in their understanding of number and money. They differentiate between odd and even numbers, add and subtract accurately and make appropriate progress in exploring number patterns. Year 1 pupils quickly identify missing numbers in a number sequence. The majority of pupils develop an appropriate facility for mental calculation. By the end of the key stage, they count in twos, fives and tens correctly and have a good understanding of fractions including halves, quarters and three quarters. All key stage 1 pupils record their mathematical work correctly.
141. Key stage 1 pupils make appropriate progress in estimation as they develop their understanding of measurement. Year 1 pupils begin to develop the ability to estimate capacity using standard measures. Year 2 pupils develop a good understanding of time in half hour intervals and many year 2 pupils focus well on quarter hours. Most pupils make steady progress in problem solving skills relating to money.
142. Most year 1 pupils develop a good grasp of two-dimensional shapes. The majority of year 2 pupils, correctly identify three-dimensional shapes and are aware of their properties. In particular, across the key stage, pupils are beginning to create simple bar graphs and pictograms relating, for example, to personal features. The majority, interpret graphs appropriately.

143. Key stage 2 pupils develop an appropriate mathematical vocabulary, particularly from year 4 onwards. Most pupils use a range of terms confidently. The majority, make good progress in using their multiplication tables and in developing their mental mathematical skills. They also develop an appropriate understanding of negative numbers through their work on temperature.
144. Pupils across the key stage make good progress in their understanding and use of fractions. Pupils in year 3 focus appropriately on halves, quarters and thirds while most year 4 pupils are beginning to develop an understanding of decimals. By the end of the key stage, most pupils have a good understanding of the relationship between equivalent fractions and also decimals, percentages and fractions.
145. Throughout key stage 2, most pupils develop a good knowledge of the properties of two and three-dimensional shapes. Pupils in year 3 begin to develop an understanding of angles. The majority of older key stage 2 pupils develop a good understanding of area, perimeter and reflective symmetry. They plot and read co-ordinates correctly.
146. The majority of years 3 and 4 pupils, make good progress in using 'Venn diagrams' and 'tally charts' when creating different types of graphs. Pupils in these classes focus well on interpreting the information available in graphs. Year 6 pupils explore and interpret line graphs in an effective manner.
147. Most year 5 pupils develop a good understanding of the terms 'ratio' and 'proportion'. Year 6 pupils develop a good awareness of the concept of probability.

### **Shortcomings**

148. In most classes, pupils lack confidence when undertaking mathematical investigations.
149. A significant proportion of older key stage 1 pupils, do not manipulate numbers quickly and easily.
150. Key stage 1 pupils do not collect their own data to create graphs often enough and are uncertain about different types of graphs and their purposes.
151. Key stage 1 pupils do not use calculators often enough to check their work or when dealing with larger numbers.

## 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

152. In both key stages pupils use a range of information technology equipment confidently and carefully.
153. Pupils in key stage 1 use text and symbols effectively to communicate their findings. They collect data and enter it into a simple prepared database for example on the topic of 'Favourite Food'. More able pupils confidently use electronic mail to contact and receive messages from a teddy bear that travels around the world.
154. By the end of year 2, most pupils have good presentation skills and display their ideas in a variety of forms, entering, storing, retrieving and printing information that they have saved. Pupils show good mouse control skills as they produce pictures and images using simple paint packages.
155. Key stage 1 pupils confidently give examples of various electrical devices that can be found in the home and at school. They know about the actions needed to operate certain machines, for example automatic doors and the need to sequence traffic lights.
156. Most key stage 2 pupils confidently change text, size, font and colour and manipulate text and graphics, demonstrating independence in saving, editing and printing. Pupils plan and create interesting multi-media presentations using text, graphics and their own scanned images when recounting their visits to a residential centre.
157. By the end of year 6, most pupils confidently direct a programmable model turtle to move in certain directions in response to information to produce a specific mathematical shape. Key stage 2 pupils purposefully use other technological equipment such as a light sensor to monitor the amount of light in the classroom in various places at different times of the day. They record the numerical values, enter the information into a database and create appropriate graphs before interpreting the data and asking appropriate questions.
158. Using patterns, key stage 2 pupils confidently create a range of different effects using paint packages; these have strong multi-cultural links. Pupils use the Internet well to support their developing research skills when studying life in Victorian Britain for example.

### Shortcomings

159. There are no important shortcomings.

## Geography

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

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

### Good Features

160. In key stage 1, pupils develop a good geographical knowledge. They know the four countries of the United Kingdom. They are aware of key facts about their local area and they describe in detail how they get to school and what they see on the way.
161. Key stage 1 pupils use different information sources to make clear comparisons between a village in south Wales and Flint. They show confidence when using the compass points to direct them from one place to another.
162. Pupils' mapping skills are well developed throughout both key stages. Pupils make good progress from identifying geographical features of their local area in key stage 1 to specific reference to compass points and precise grid references in key stage 2.
163. A strong feature is pupils' use of geographical vocabulary across the key stages. In key stage 2, pupils use extended language and specific geographical terminology to describe localities. Pupils reflect sensibly on geographical questions such as "Why do people visit Snowdon?" and "What effect would that have on the village?" Key stage 2 pupils formulate their own geographical questions effectively during 'hot seating' sessions gaining further knowledge and understanding of the subject.
164. Through a variety of resources, key stage 2 pupils have a developing understanding of economically developing countries in different parts of the world. They have close links with Botswana and make clear comparisons between life there and in Flint.
165. Key stage 2 pupils make good use of first hand information obtained during field trips to generate their geographical enquiries.

### Shortcomings

166. Particularly in key stage 2, pupils depend too heavily on worksheets when they record their findings and do not present their evidence in a variety of different ways.
167. Throughout the school, pupils' awareness of sustainable development and global citizenship is at an early stage of development.

## Music

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

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

### Good Features

168. In key stage 1, pupils have a good understanding of pitch and dynamics and vary the latter in a controlled manner. They competently clap a steady beat, sustain it throughout a song and have a good understanding of rhythm. Pupils name instruments according to their sound and sensibly select untuned instruments to accompany a song and to portray certain sounds associated with individual animals.
169. Key stage 1 pupils listen carefully to pieces of music and readily identify specific phrases as described by the teacher. They sing well and in tune and enjoy performing and appraising each other's work.
170. In key stage 2, pupils are beginning to appreciate the versatility of the human voice and its ability to replicate sounds. Younger key stage 2 pupils are beginning to understand that in music, time is represented graphically by notes of different length.
171. Towards the end of the key stage, pupils know the notes in a scale and sing them accurately in unison. They interpret music quite well and make sensible suggestions as to how they might improve their performance of a song. For example, they change the volume according to the words being sung. Standards of singing across the key stage are good and pupils' performance contributes significantly to assemblies and whole school celebrations such as Holy Mass.
172. Pupils in years 5 and 6 have a good understanding of musical notation. They name notes accurately and know their value in beats. They understand that there are a prescribed number of beats to a bar and that these are noted at the start of a piece of music. They 'read' music correctly when playing the xylophone.
173. Throughout the school, pupils have a developing knowledge of various examples of Welsh music and Welsh composers. All pupils in key stage 2 have the opportunity to play a musical instrument and this opportunity contributes significantly to standards in music. At present 19 pupils benefit from playing violin, clarinet and brass instruments.

### Shortcomings

174. Although there no important shortcomings, pupils' composition skills are at an early stage of development.

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

We are very pleased with the findings of the inspection report. It was highly rewarding to note that the judgements from our own self-evaluation process correlated so closely to that of the inspection team. It was particularly pleasing to have confirmed that we as a school have made good progress since our last Inspection.

The governors and staff are pleased that overall the areas of learning that were inspected were found to have good features with no important shortcomings. This reflects the dedicated work of all the staff.

The inspection team recognised us as a school which strongly adheres to its Christian principles and that we have a strong sense of teamwork. The fact that the team stated that qualities of fairness, openness and opportunity underpin all aspects of the school's work is reflected in our Mission Statement.

The governors are pleased to have been acknowledged as well informed, supportive and their active role within school decision-making process has been highlighted.

The staff are proud that the pupils have been recognised as well behaved, courteous and well mannered with consistently good attitudes to learning. This reflects the community of our school where pupils are valued as individuals and are dealt with sensitively yet effectively.

The staff and governing body are committed to maintaining the good standards already achieved and in addressing the recommendations of the report look forward to a further rise in standards.

An action plan will be put in place to address the recommendations, four of which are already part of our school development plan and were recognised within our self-evaluation report.

A copy of the report and the action plan will be made available for parents. The Governors Annual Report to parents will report on the progress we are making.

We would like to thank the inspection team for their courtesy and the professional manner in which they carried out the inspection.

## Appendix 1

### Basic information about the school

Name of school	St Mary's R.C. Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Ffordd Llewelyn Flint
Postcode	CH6 5JZ
Telephone number	01352 733231

Head teacher	Mrs B Quinn
Date of appointment	September 1991
Chair of governors/ Appropriate authority	Mr D Stephens
Registered inspector	Margaret E Morgan
Dates of inspection	June 13 – 15 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	17.5	28	39	40	32	30	39	36	261.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	12.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.0:1
Pupil: adult (fte) ratio in nursery classes	8.75:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.7
Teacher (fte): class ratio	1.26:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	79%	90%	90%
Autumn 2005	89%	88%	92%
Spring 2006	83%	91%	91%

Percentage of pupils entitled to free school meals	11%
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:		32		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0.0	3.1	12.5	59.3	25.0
		National	0.3	3.5	13.3	63.0	19.9
En: reading	Teacher Assessment	School	0	6.2	9.3	59.3	25
		National	0	4	13	63	20
En: writing	Teacher Assessment	School	0	6.2	6.2	68.7	18.7
		National	0	3	11	63	23
En: speaking and listening	Teacher Assessment	School	0	0	9.3	59.3	31.2
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0.0	0.0	15.6	62.5	21.8
		National	0.3	2.2	10.5	62.5	24.4
Science	Teacher Assessment	School	0.0	0.0	9.3	71.9	18.8
		National	0.3	1.6	9.5	65.2	23.4

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

- 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		27		
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	22	63	15
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	67	15
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	26	74	0
		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		by Test	
In the school	70	In the school	N/A
In Wales	72	In Wales	N/A

- 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**

Five inspectors spent a total of 11 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 29 lessons or part lessons
- All classes
- Acts of collective worship
- Some extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 58 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work.

The inspection team also held post inspection meetings with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 5 and 6 Mathematics, Welsh second language
Sue Sperring Lay Inspector	Contributions to Key Questions 1, 3 and 4
Jeff Beecher Team Inspector	Contributions to Key Questions 2 and 4 English, Music
Yvonne Jones Team Inspector	Contributions to Key Questions 3 and 7 Geography
Peter Clarke Team Inspector	Contributions to Key Questions 1, 4, 5 and 6 Information technology
Brenda Quinn Nominee	Team Meetings

### The contractor was:

Evenlode Education Ltd  
8 Fisher Close  
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### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.