

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

**Saint Mary's Catholic Primary School
Lea Road
Wrexham
LL13 7NA**

School Number: 6653334

Date of Inspection: 22 – 26 January 2007

by

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St Mary's Catholic 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 Mary's Catholic Primary School took place between 22/01/07 and 25/01/07. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St Mary's is a voluntary aided Catholic primary school situated close to the town centre of Wrexham, North Wales. It caters for pupils aged between three and 11 years.
2. The catchment area for the school covers the full social spectrum; approximately half the families are neither disadvantaged nor relatively prosperous. The remaining 50 per cent come from some relatively prosperous homes and there are also some from economically disadvantaged backgrounds.
3. The annual intake covers the full ability range and is generally below the Local Education Authority (LEA) average.
4. Currently, there are 358 pupils on roll, five per cent of whom are entitled to receive free school meals. This percentage is well below county and national averages.
5. Thirty-five nursery children attend every morning, on a part-time basis, until they are 'rising fives'.
6. No pupils are 'Looked After' by the Local Education Authority (LEA) and no pupils were excluded in the last twelve months.
7. Thirty-four pupils (9.5 per cent) have been identified as having special educational needs. Three of them have a statement of special educational needs, 17 are on 'school action' and 14 on 'school action plus'.
8. Sixty-nine pupils (22 per cent) are from ethnic minority groups and are receiving support learning English as an additional language (EAL).
9. Less than one percent of pupils speak Welsh as a first language.
10. All pupils regardless of their social, educational, ethnic or linguistic background have equal opportunities and diversity is positively celebrated. Policies for equal opportunities and race equality are in place and equal opportunities are actively promoted. Pupils are treated fairly and consistently and the school is a tolerant and inclusive community. This is an outstanding feature.
11. Including the head teacher, there are 10 full-time and nine part-time teachers in the school. There are also six learning support assistants.
12. The head teacher was appointed in April 1997.

13. The school was last inspected in February 2001 and has achieved the Eco-schools, Quality Mark, Healthy Schools and Investors in People awards.
14. The school's Mission Statement is: *Learning and Loving, Caring and Sharing by Nurturing the Wholeness.*
15. The school's aims are to:
 - provide a comprehensive, coherent and quality educational opportunity for all;
 - provide a Catholic and caring environment;
 - recognise the equal value of every member of the community;
 - encourage an environment of mutual respect, care and concern for each other's needs and talents;
 - work in partnership with parents and the local community;
 - be a source of pride and respect in the parishes and local community.

The school's priorities and targets
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16. The school's priorities and targets outlined in the School Development plan for 2006 – 2007 are to:
 - improve standards in Art;
 - develop pupils' knowledge and understanding of *Global Citizenship*;
 - ensure that all staff understand and follow the school's discipline policy and process, and that intervention is positive and sustainable;
 - formalise a plan for transition between schools.

Summary

17. St Mary's Catholic Primary School is a good school where the head teacher and staff work hard to provide a very caring, supportive and secure environment for all the children. The pupil's spiritual, personal and social development is outstanding.
18. The inspection team agreed with the school's self-evaluation in six of the seven key questions.

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 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 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
Welsh second language	2	2
Mathematics	3	2
Science	3	3
Information technology	3	2
Design technology	2	1
Geography	3	3

19. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
20. The children achieve outstanding standards in their knowledge and understanding and they make good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology.
21. Pupils with special needs (SEN) make good progress and achieve the targets set in their individual educational plans. They respond well to the good support.

22. Pupils learning English as an additional language (EAL) also make good progress.
23. Pupils in both key stage 1 and key stage 2 make good progress and achieve good standards in the key skills of speaking and listening, reading, writing and the use of information and communication technology (ICT). However, there are some shortcomings in their numeracy skills.
24. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are developing well. Pupils have a good knowledge of the heritage and culture of Wales.
25. Overall, pupils' creative and problem solving skills are good and demonstrated well across the curriculum. However, their independent learning skills are inconsistent.
26. Pupils succeed regardless of their ability, gender or social background.
27. End of key stage 1 assessment results over the last three years indicate a steady improvement in the core subject indicator. That is, the percentage of pupils achieving level 2 or above in English, mathematics and science.
28. However, when compared to similar schools, i.e. schools with a similar percentage of pupils (below eight per cent) entitled to free school meals, key stage 1 core subject indicator results in 2006 are just below average.
29. In 2006, the end of key stage 2 assessment results indicate that 68 per cent of pupils attained level 4 or better in English, 76 per cent in mathematics and 85 per cent in science. The national averages (2005) are 79 per cent in English, 79 per cent in mathematics and 86 per cent in science.
30. When compared with similar schools, key stage 2 results are generally below the national average.
31. Analysis of assessment results over the last three years indicate that pupils' overall achievements in key stage 2 are steadily improving.
32. This is despite the fact that the school has a highly transient roll. An analysis of the key stage 2 cohort over the last five years shows that, on average, over 30 per cent of pupils did not start in key stage 1 at the school. That is, roughly one third of the cohort joining at various times. The analysis also shows that the pupils who stayed at the school through both key stages, made good progress in English, mathematics and science by the end of key stage 2.
33. The percentage of pupils with English as an additional language is above the national average and has a significant effect on assessment results.
34. Whilst recognising the overall school under attainment, individual pupils make good progress against their own targets. Their attitude towards learning is of

the highest quality and the vast majority are eager to learn and work hard. However, pupils' awareness of their own learning is still developing.

35. Pupils' behaviour in lessons, around the school, and outside at play is exemplary. Pupils' relationships with each other are extremely good.
36. Overall, pupils' spiritual, moral, social and cultural development is outstanding.
37. Attendance for 2005 – 06 is 93.8 per cent. This is broadly in line with the most recent published Wales average, but slightly below that of similar schools and the LEA average. This is because, despite the school's best efforts, families who take extended holidays during term time to travel back to their homeland affect rates. Punctuality is good.
38. Pupils' understanding of equal opportunity and diversity within society is good. Pupils are developing a good understanding of their place in the community and of the working world.

The quality of education and training

39. In the 43 lessons or part lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	58%	30%	0%	0%

40. Teaching shows good features, with no important shortcomings, in 70 per cent of the 43 lessons observed. Within this proportion, 12 per cent had outstanding features. Although these figures do not reach the 2006 average national percentage of 79 per cent grade 2 or better, they demonstrate a significant improvement from the last inspection figures of 36 per cent grade 2 or better.
41. Teaching in the Early Years is consistently good or very good. There is a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning.
42. Teaching in key stage 2 is consistently good and sometimes very good.
43. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.
44. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management.
45. Teachers take account of the needs of individual pupils, including those with SEN or with English as an additional language. However, tasks are not always well matched to pupils' abilities and do not challenge the higher achieving pupils.

46. The planning for the development of pupils' bilingual skills is good and there is regular use of incidental Welsh during the day.
47. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching.
48. Teachers in key stage 2 make good use of questioning to elicit pupils' views and feelings, and to develop their communication and investigative skills.
49. Learning support assistants are deployed and used effectively in most cases.
50. The quality of assessment is good. The school has an effective system for tracking progress, which is reviewed regularly.
51. Marking of pupils' work is not consistent throughout the school and feedback does not regularly indicate to pupils how they can improve their work and be more aware of their own learning.
52. There is consistent use of standardised tests across the school and the results contribute effectively to planning and on some occasions to setting by ability.
53. Annual pupils' reports to parents do not give sufficient information about what has been achieved and learning targets are not generally included.
54. The school responds exceptionally well to the learning needs of all its pupils including the under fives, pupils with special educational needs and those with English as an additional language.
55. Arrangements for additional learning support, including provision for English as an additional language, are a very strong successful feature of the school's provision.
56. Key skills are clearly identified in teachers' planning and pupils' skills are developed progressively.
57. The school makes outstanding provision in terms of extra-curricular activities that broaden and enrich pupils' learning experiences.
58. Homework makes a valuable contribution to pupils' learning.
59. An outstanding feature of the school is the equality of opportunity afforded to all its pupils. The provision it makes for the development of pupils' spiritual, moral, social and cultural development is also outstanding.
60. Links with parents, the community and other educational institutions are good.

61. Planning for the inclusion of *Y Cwricwlwm Cymreig* is good across the curriculum and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. The school is also effective in promoting pupils' bilingual skills.
62. Provision for sustainable development and global citizenship has good features with no important shortcomings.
63. Arrangements to develop pupil's entrepreneurial skills and those for life long learning are good.
64. Pupils' problem solving and research skills are promoted well. However, opportunities to develop their independent learning skills are inconsistent across the school.
65. The school plans and manages care and support arrangements well.
66. Personal and Social Education is taught well both as separate lessons and also across the curriculum.
67. Attendance and punctuality are monitored closely.
68. There are clear policies and procedures to ensure everyone's health, safety and welfare. Child protection procedures are robust and well documented and known to all that work in the school.
69. The overall quality of provision for pupils with additional learning needs is outstanding.
70. All pupils regardless of their social, educational, ethnic or linguistic background have equal opportunities and diversity is positively celebrated. Pupils are treated fairly and consistently and the school is a tolerant and inclusive community. This is an outstanding feature.
71. The school has dealt effectively with disability issues.
72. The school has effective arrangements to teach pupils about the steps to follow if they are unhappy or being bullied.
73. Fairness, tolerance and respect for different views and values are promoted well.

Leadership and management

74. The school has a clear mission statement and overall aims with regard to partnerships, education and Catholic provision.
75. The head teacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides strong

leadership and has successfully moved the school forward since the last inspection.

76. She is well supported by a hard-working senior management team, teachers and classroom support staff, who work together as an effective team and take their responsibilities seriously.
77. The school takes good account of all the Welsh Assembly Government (WAG) priorities, particularly the provision for promoting sustainability, which is well developed.
78. The senior management team and the subject leaders take the lead in monitoring and evaluating teaching and learning.
79. The governing body meets regularly and has a well-established and effective committee structure.
80. Self-evaluation procedures are comprehensive and effectively based on first hand experience.
81. Subject co-ordinators monitor and evaluate development and progress in the subjects for which they are responsible and use the information gained to produce a subject development action plan.
82. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence.
83. The school has made good progress since the last inspection. All of the key issues have been well addressed.
84. The inspection team agreed with the judgements made by the school on six of the seven key questions.
85. There are sufficient qualified and experienced teachers to meet the needs of pupils and deliver the curriculum effectively.
86. The overall provision of support staff is very good and they are fully involved in planning and evaluating as part of year group teams.
87. Pupils have access to a range of good quality resources appropriate to their needs and linked to a rolling programme of development planning. Accommodation for the number of pupils is adequate.
88. The governors' finance committee play a key role in reviewing resources and ensuring value for money.
89. The governors offer good value for money.

Recommendations

In order to further improve, the school needs to:

- R1 raise standards in subject areas where shortcomings have been identified;
- R2 improve the quality of differentiation, particularly between year groups, and provide more challenging tasks for the higher achieving pupils;
- R3 raise pupils' awareness of their own learning and provide more opportunities for independent learning;
- R4 ensure consistency in the quality of marking across the school, and
- R5 improve the quality of the annual pupils' reports to parents.

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

90. The findings of the inspection team match the judgements made by the school in its self-evaluation.
91. Pupils' standards of achievement in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	57%	37%	3%	0%

92. Ninety-seven per cent achieved Grade 3 or better, which is only one per cent below the target set by the Welsh Assembly Government (WAG). Sixty per cent achieved Grade 2 or better and this is five per cent below the WAG target for 2007. This is despite the high percentage of English as an additional language, pupils in each class and the high pupil mobility.
93. It is a significant improvement from the last inspection when only 37 per cent of lessons were graded 2 or better.
94. Standards of achievement in the subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 2
Science	Grade 3	Grade 3
Information technology	Grade 3	Grade 2
Design technology	Grade 2	Grade 1
Geography	Grade 3	Grade 3

95. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.
96. The under-fives children achieve outstanding standards in their knowledge, understanding and skills. They make good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology. .
97. Pupils with special needs (SEN) make good progress and achieve the targets set in their individual educational plans. They respond well to the good support provided.
98. Pupils in key stage 2 achieve good standards in their knowledge, understanding and skills and generally make good progress towards agreed

learning targets. There are some shortcomings in the standards achieved by pupils in key stage 1.

99. Pupils learning English as an additional language also make good progress.
100. Pupils in both key stage 1 and key stage 2 make good progress and achieve good standards in the key skills of speaking and listening, reading, writing and the use of information and communication technology (ICT). However, there are some shortcomings in their numeracy skills.
101. Bilingualism is well integrated into the life of the school and, as such, the pupils' bilingual skills are developing well. Pupils have a good knowledge of the heritage and culture of Wales.
102. Pupils succeed regardless of their ability, gender or social background. Discussions with pupils indicate that they are aware that everybody is treated the same and given the same opportunities.
103. End of key stage 1 assessment results over the last three years indicate a steady improvement in the core subject indicator. That is, the percentage of pupils achieving level 2 or above in English, mathematics and science.
104. However, when compared to similar schools, i.e. schools with a similar percentage of pupils (below eight per cent) entitled to free school meals, key stage 1 core subject indicator results in 2006 are just below average.
105. In 2006, the end of key stage 2 assessment results indicate that 68 per cent of pupils attained level 4 or better in English, 76 per cent in mathematics and 85 per cent in science. The national averages (2005) are 79 per cent in English, 79 per cent in mathematics and 86 per cent in science.
106. When compared with similar schools, key stage 2 results are generally below the national average.
107. Analysis of assessment results over the last three years indicate that pupils' overall achievements in both key stage 2 have steadily improved.
108. The three year averages, compared to similar schools, based on the percentage of pupils entitled to free school meals, indicate that the school is making steady progress in moving out of the lower 50 per cent band.
109. This is despite the fact that the school has a highly transient roll. An analysis of the key stage 2 cohort over the last five years shows that, on average, over 30 per cent of pupils did not start in key stage 1 at the school. That is, roughly one third of the cohort joining at various times. The analysis also shows that the pupils who stayed at the school through both key stages, made good progress in English, mathematics and science by the end of key stage 2.
110. The percentage of pupils with English as an additional language is above the national average and has a significant effect on assessment results.

111. Whilst recognising the overall school under attainment, individual pupils make steady progress towards meeting their own targets. Their attitude towards learning is of the highest quality and the vast majority, are eager to learn and work hard. However, their awareness of their own learning is inconsistent.
112. There is very little difference between the achievements of boys and girls, and generally the pupils make the expected progress from entry to the end of key stage 2, and especially at key stage 2.
113. Pupils' behaviour in lessons, around the school, and outside at play is exemplary. Older pupils are extremely good role models for the very youngest children. All pupils are exceptionally polite and friendly and courteous towards each other and visitors. These are outstanding features.
114. Pupils' relationships with each other are extremely good. They show great respect for their classmates whatever their background or culture; this is an outstanding feature. Pupils say confidently that unkindness or bullying is extremely rare.
115. Attendance for 2005 – 06 is 93.8 per cent. This is broadly in line with the most recent published Wales average, but slightly below that of similar schools and the LEA average. This is because, despite the school's best efforts, families who take extended holiday during term time to travel back to their homeland affect rates. Childhood illness affects the very youngest of pupils and this too reduces overall figures. Punctuality at the start of the day is good. The school takes suitable account of the Welsh Assembly Government circular 3/99.
116. Pupils' understanding of equal opportunity and diversity within society is good. This is summed up by a quote made by many pupils "You don't judge people by how they dress or look. It's what they are like on the inside that matters." Pupils take a keen interest and enjoyment in celebrating the different faiths and cultures of the pupils who attend the school from other homelands.
117. Overall, pupils' spiritual, moral, social and cultural development is outstanding.
118. Overall, pupils' creative and problem solving skills are good and demonstrated well across the curriculum. However, their independent learning skills are inconsistent.
119. Pupils are developing a good understanding of their place in the community and of the working world. Pupils have a good understanding of social and moral issues and are well prepared to play an active part in their local and the wider 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

120. The findings of the inspection team match the judgements made by the school in its self-evaluation.

121. In the 43 lessons or part lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	58%	30%	0%	0%

122. Teaching shows good features, with no important shortcomings, in 70 per cent of the 43 lessons observed. Within this proportion 12 per cent had outstanding features. Although these figures do not reach the 2006 average national percentage of 79 per cent grade 2 or better, they demonstrate a significant improvement from the last inspection figures of 36 per cent grade 2 or better.

123. Teaching in the Early Years is consistently good or very good. There are a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children effectively promotes the skills and attitudes necessary for learning.

124. Teaching in key stage 2 is consistently good and sometimes very good.

125. All teachers actively address the issues of gender, race and ability and promote equality of opportunity for all pupils.

126. Teachers have good relationships with their pupils and demonstrate consistent and effective pupil management.

127. They work hard to raise pupils' self-esteem by showing concern and giving regular praise and encouragement.

128. Lessons are well planned with clear objectives, which are explained to pupils at the start of each lesson. They take account of the needs of individual pupils, including those with SEN or with English as an additional language. However, tasks are not always well matched to pupils' abilities and do not challenge the higher achieving pupils.

129. The planning for the development of pupils' bilingual skills is good and there is regular use of incidental Welsh during the day. Opportunities to use the language, such as in the tuck shop, make a substantial impact on bilingualism.

130. Teachers in key stage 2 make good use of questioning to elicit pupils' views and feelings, and to develop their communication and investigative skills. They intervene sensitively to support pupils and give clear explanations.
131. All teachers use appropriate resources and artefacts to enhance pupils' learning and pupils are well motivated by a variety of experiences, including visits and visitors.
132. Learning support assistants are deployed and used effectively in most cases. They are capable and knowledgeable and make a significant impact on pupils' learning.
133. Teachers have good up-to-date subject knowledge through regular in-service training and demonstrate enthusiasm in their teaching. Their knowledge and understanding of the requirements of the national curriculum is good overall, although there are some shortcomings in key stage 1.
134. Where there are shortcomings, lessons lack pace and are too teacher-directed, worksheets lack challenge and restrict pupils' thoughts and creativity, and tasks do not match pupils' abilities.
135. Outstanding features were identified in 12 per cent of the 43 lessons observed. These included:
 - tasks and activities that are challenging within a set time scale and very well matched to pupils' abilities;
 - the clarity of explanations and the quality of questioning, and
 - the very effective use of support staff.
136. The quality of assessment is good. The school has an effective system for tracking progress, which is reviewed regularly. Assessment in the core subjects is further developed than in the foundation subjects. Information recorded and individual targets provide a balance between personal skills and progress in the curriculum.
137. Baseline assessments for under-fives and the arrangements for end of key stage national curriculum assessments are met.
138. Marking is not consistent throughout the school and feedback does not regularly indicate to pupils how they can improve their work and be more aware of their own learning. There is an insufficient emphasis on promoting learners' understanding of the purpose of assessment.
139. Pupils are involved in setting targets and parents have an opportunity to contribute to or comment on targets twice a year following profile weeks.
140. There is consistent use of standardised tests across the school and the results contribute effectively to planning and, on some occasions, to setting by ability.
141. Annual pupils' reports to parents do not give sufficient information about what has been achieved, and learning targets are not generally included. Reports

often inform parents about pupils' enjoyment of subjects but are not sufficiently evaluative. There is no written opportunity for parents to comment on end of year reports but they are however invited into school to discuss them and make a response. Parents express satisfaction with end of year reports and the opportunities they have to discuss their children's progress.

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

Grade 1: Good with outstanding features

142. The findings of the inspection team match the judgements made by the school in its self evaluation.
143. The school responds exceptionally well to the learning needs of all its pupils including the under fives, pupils with special educational needs and those with English as an additional language.
144. The curriculum is well planned and offers broad and balanced opportunities for learning, firmly linked to the requirements of the National Curriculum. All areas of the curriculum are closely monitored on a regular basis to ensure adherence to the Welsh Assembly Government's recommendations. By the upper end of key stage 2 pupils experience a stimulating range of exciting activities.
145. In key stage 1, progression and coherence are less well defined.
146. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
147. The children in the reception classes have access to a very wide range of meaningful, stimulating first-hand experiences that systematically and very successfully build on existing knowledge, understanding and skills. Children in the nursery and reception classes get a very good start to their education.
148. Key skills are clearly identified in teachers' long-term planning and pupils' skills are developed progressively.
149. Arrangements for additional learning support are a very strong successful feature of the school's provision.
150. The school makes outstanding provision in terms of extra-curricular activities that broaden and enrich pupils' learning experiences. Children go on educational visits and there are numerous sporting clubs that include dance, tennis, netball, football and hockey. They have been involved with dance, music and drama festivals. All these opportunities contribute very positively to pupils' knowledge, skills and understanding in a range of subject areas while also underpinning and enhancing pupils' personal and social development.
151. Homework makes a valuable contribution to pupils' learning.

152. Overall the provision the school makes for the development of pupils' spiritual, moral, social and cultural development is outstanding.
153. Daily acts of collective worship are of a Christian nature and allow pupils time to reflect on the issues raised. These occasions enrich pupils' experiences and reinforce the real sense of the school as a 'big family'. Within the curriculum opportunities are provided for pupils to discuss matters of concern. Pupils know their views are respected and this very successfully promotes pupils' identity and self worth.
154. The school's provision for pupils' moral development is highly successful in promoting the values of honesty, fairness and respect for the truth. Pupils observed throughout the school clearly support each other and are aware of right and wrong. Pupils are encouraged to develop self-discipline, to think before acting and to behave responsibly towards each other. The school successfully develops a framework for moral values in all its pupils that clearly underpin their personal behaviour, resulting in patterns of behaviour that are excellent in most instances.
155. Year 6 pupils are involved in writing books for reception pupils and the school council is effective in involving pupils in decision making. Even young pupils talk sensibly about what is right and wrong and have a well-developed sense of moral responsibility.
156. The school makes outstanding provision for pupils' social development that enables them to play a full and active part in the school community. All pupils know that they are truly valued as individuals and they accept and look for ways to take responsibility. Older pupils show initiative and this in turn is recognised by their respective class teachers. Social skills are also developed through drama, sport, music and other extra-curricular activities.
157. Pupils' appreciation and understanding of their own culture and heritage is successfully developed through visits to local theatres, museums and places of interest such as Chirk Castle. Planning for the inclusion of *Y Cwricwlwm Cymreig* is good across the curriculum and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. The school gives good emphasis to the culture of Wales.
158. Visitors to school are many and give pupils a variety of well-planned experiences through art, dance and music workshops. Pupils entering the school from other countries such as Portugal, Poland, the Philippines, Africa and India make pupils very aware of the diversity within other cultures.
159. Pupils are encouraged to become involved in charitable work and support has been given for building a nursery school in Ethiopia. Pupils are aware of the needs of children less fortunate than themselves.
160. Links with parents, the community and other educational institutions are good. A few parents offer valuable support in classes. The Friends of the School is

very active in raising funds for the school. The money they raise is used to enhance the quality of learning throughout the school.

161. There are close links with other local primary schools, including those in the same diocese. The partnership with the secondary schools to which most pupils transfer is very good.
162. The school also benefits from links with higher education establishments such as Bangor University and Wrexham College, whose students take up teaching placements at the school.
163. The school is also effective in promoting pupils' bilingual skills. Whilst pupils rarely hear Welsh spoken at home, all teachers use the language in the classroom and Welsh words and phrases are prominently displayed. Visitors to the school are often greeted by pupils speaking Welsh using friendly greetings as they politely open doors. Opportunities to use the language out of the classroom, such as when buying and selling in the tuck shop or playing simple games on the yard, are significant factors.
164. Schemes of work are in place for all National Curriculum subjects. These are routinely updated on a rolling timetable and the school provides sex education in accordance with the school's policy and agreed by the governing body. The school curriculum fully complies with legal requirements.
165. Although the school has no written policy, a good range of age appropriate opportunities are provided for pupils of all ages to raise their awareness of the working world.
166. Placements for staff within business and industry have taken place as part of their professional development. As a consequence experiences gained have been used well to enhance areas of the curriculum and teaching, for instance in design and technology.
167. Provision for sustainable development and global citizenship has good features with no important shortcomings. The school holds the Eco-schools Award and has done so for nine years. It has achieved its third year award for Healthy Schools, including health, sustainability and global citizenship. There are many examples of how the school acts in a sustainable way, for example, by recycling paper, plastic and mobile phones.
168. Pupils have a good range of opportunities to take part in projects and initiatives to raise their understanding of healthy living, environmental issues and sustainable development and these contribute well to their awareness of Global Citizenship.
169. A positive focus on Global Citizenship ensures that pupils have a strong sense of cultural awareness. They are interested in finding out about other cultures and talk knowledgeably about countries they studied and "visited" during their Global Citizenship week. Pupils from all cultures within the school are valued for their positive contribution and the additional knowledge they bring.

170. Arrangements to develop pupils' entrepreneurial skills and those for life long learning are good. Good opportunities, appropriate to pupils' ages, are well planned into the curriculum.
171. Pupils' problem solving and research skills are promoted well. However, opportunities to develop their independent learning skills are inconsistent across the school.
172. Transition arrangements at the end of Year 6 are good and pupils are well prepared for their transfer to their next stage of education; they are effectively prepared for lifelong learning.

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

Grade 1: Good with outstanding features

173. The judgements of the inspection team match those made by the school in its self-evaluation report.
174. The school plans and manages care and support arrangements well. As a result of these good arrangements, pupils are well supported by all adults who work in the school as well as by a good range of external agencies.
175. Support for pupils who are learning English as an additional language and this ensures that these pupils take a full part in lessons and school activities.
176. The school works well with parents. They are consulted about the care and support needed for their children. At the pre inspection meeting parents expressed the view that the school provides well for their children; the inspection team endorses this.
177. Induction to the school is good. Nursery pupils share accommodation and staff with reception pupils. They know adults and routines well before they start full time education. There is smooth transition from home to school and pupils settle well. Parents express the view that the school knows the pupils well and supports and guides them positively. Transition arrangements with St Joseph's High School are effective and well established.
178. Personal and Social Education is taught both as separate lessons and also across the curriculum. Moral issues are regularly discussed in Personal and Social Education lessons and pupils are encouraged to think independently and contribute to debates.
179. There is a carefully structured programme of individual support and pupils report that they feel safe and valued within the school community and know who to turn to if there is a problem. The school provides high quality pastoral care and there are excellent relationships between pupils and between staff and pupils.

180. The school works with a range of professionals to ensure that individual needs are met and has effective links with a range of specialist agencies. There is effective liaison between staff with responsibility for additional learning needs, staff with responsibility for English as an additional language, and class teachers. Pupils with Additional Learning Needs or English as an additional language are well integrated and supported to maximise learning.
181. Attendance and punctuality are monitored closely. Swift and effective action is taken if there are any concerns. The school's efforts to promote regular attendance are starting to have some success in discouraging parents from taking extended family holiday during term time.
182. A good range of rewards exists to encourage pupils to behave well and to show positive attitudes to their work. The school's behaviour expectations are made clear and are consistently implemented by the adults in the school. Pupils' performance is carefully tracked and the information gained from this monitoring is being used to help pupils understand how to improve their work.
183. There are clear policies and procedures to ensure everyone's health, safety and welfare. Child protection procedures are robust and well documented and known to all that work in the school. The child protection policy reflects current recommended good practice. The school's arrangements to ensure health and safety and to protect any pupil who may be at risk are good with no important shortcomings.
184. The overall quality of provision for pupils with additional learning needs is outstanding. The head teacher and the special needs co-ordinator (SENCO), who share the overall co-ordination of special needs, ensure that very good procedures are in place for the early identification of pupils with additional needs. Detailed information on pupils is gained from a whole battery of commercially produced materials and teachers' day-to-day assessments. This information is very carefully analysed to ensure the best possible support for individual pupils' needs.
185. A strength of the provision is the very effective manner that the school welcomes and supports pupils with more complex learning needs. The SEN teacher and well-trained additional learning support assistants ensure these pupils are fully included in all that the school has to offer. Short withdrawal sessions, are very well planned so that pupils are not made to feel different from other members of the class.
186. All pupils with statements of special educational needs receive well-focused effective additional support. Careful planning ensures that all pupils with special educational needs have full access to the National Curriculum. The school is fully equipped to deal with the needs of the disabled.
187. The support for pupils for whom English is an additional language is also of high quality.

188. Individual education plans contain appropriate targets for development. They are good quality working documents and challenge pupils with additional learning needs through well-structured tasks matched to their ability. Individual education plans are reviewed at regular intervals to ensure good progress is maintained and that work undertaken is appropriate to their specific needs. This is a major factor in the planning and delivery of a broad curriculum for these pupils. Parents are consulted and all partners are well aware of the realistic measurable targets set.
189. All special educational needs pupils are very well integrated into the fabric of the whole school. The educational psychologist and other professionals work closely with the school to provide well-focused support, including provision at an off site unit.
190. The special educational needs co-ordinators, one of whom is the head teacher, provide very good guidance to class teachers and learning support staff. The school has positive behaviour systems in place and these ensure that all pupils have the opportunity to learn effectively without disruption or interference. No pupils have been excluded from school during the last year.
191. All pupils regardless of their social, educational, ethnic or linguistic background have equal opportunities and diversity is positively celebrated. Policies for equal opportunities and race equality are in place and equal opportunities are actively promoted. Pupils are treated fairly and consistently and the school is a tolerant and inclusive community. This is an outstanding feature.
192. The school promotes respect for all and is successful in celebrating differences and ensuring that no-one is disadvantaged because of their gender, race or ability. The school uses the Personal and Social Education curriculum, circle time, class debates and collective worship to reinforce its values and overcome assumptions based on race, language, gender or social background.
193. The way in which pupils respect each other's views, behave and co-operate together in the classroom and in the playground is an outstanding feature of the school.
194. The school has effective arrangements to teach pupils about the steps to follow if they are unhappy or concerned that they might be being bullied or are facing any form of oppressive behaviour. Pupils say that they understand these and know who to turn to if they need help.
195. The school is an inclusive community. Fairness, tolerance and respect for different views and values are promoted well. Pupils, whatever their gender or social background, have equal opportunity to take part in all activities. No one is disadvantaged because of their disability and, wherever it can, the school makes good practical arrangements to ensure pupils and adults who have a disability are able to access both the curriculum and the school site.

Leadership and management

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

Grade 2: Good features and no important shortcomings

196. The findings of the inspection team do not match the judgements made by the school in its self-evaluation as no outstanding features were identified.
197. The school has a clear mission statement and overall aims with regard to partnerships, education and Catholic provision. These have been drawn up and agreed by staff and governors who are committed to raising standards and to providing a caring and inclusive school.
198. The head teacher has a broad and clear vision and a determination to improve all aspects of school life for the benefit of all the pupils. She provides strong leadership and has successfully moved the school forward since the last inspection. Discussions with parents and the analysis of their returned questionnaires indicate high respect for the head teacher and staff.
199. She is well supported by a hard-working senior management team, teachers and classroom support staff, who work together as an effective team and take their responsibilities seriously.
200. There are agreed policies and shared values regarding equal opportunities, racism and personal and social development. These are well understood by staff and are very well promoted across the school.
201. The school takes good account of all the Welsh Assembly Government (WAG) priorities, particularly the provision for promoting sustainability, which is well developed.
202. The head teacher and staff work closely with other local schools and partnerships.
203. There is an effective staff appraisal system, which successfully links both teachers' professional development and the priorities set by the school in its school development plan.
204. The senior management team and the subject leaders take the lead in monitoring and evaluating teaching and learning. There is a rolling programme for monitoring and evaluating pupils' work and progress.
205. The governing body has a good knowledge of the aims and vision of the school. They have a good understanding of their responsibilities and a good grasp of the school's strengths and the areas for development. This is because they are actively involved in monitoring the quality of provision throughout the school.

206. The governing body meets regularly and has a well-established and effective committee structure. As a consequence they are all fully involved in helping to set the strategic direction of the school.
207. The governing body fulfils all its legal and statutory responsibilities.
208. The role of governors as a 'critical friend' has been effectively developed and adopted. They attend training and updates with both the LEA and the local Diocese.

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

Grade 2: Good features and no important shortcomings

209. The findings of the inspection team match the judgement made by the school in its self-evaluation.
210. Self-evaluation procedures are comprehensive and effectively based on first hand experience. They involve all the school's stakeholders, including parents and pupils.
211. Subject co-ordinators monitor and evaluate development and progress in the subjects for which they are responsible and use the information gained to produce a subject development action plan. They carefully scrutinise pupils' work and teachers' planning documents.
212. Classroom observations to monitor teaching and learning are well established. The tracking of individual pupils is an on-going feature as is the analysis of assessment data to identify trends and weaknesses.
213. The self-evaluation report clearly identifies the school's strengths and areas for development, referring to appropriate sources of evidence. These inform the priorities in the school development plan.
214. Targets are set in the school development plan and these are regularly monitored and reviewed by staff and governors. The governing body ensures that each target is fully supported by appropriate resources.
215. The significant rise in pupils' standards of achievement in recently targeted areas, such as Welsh as a second language and design technology, indicates the effectiveness of the school's planning for improvement.
216. The school has made good progress since the last inspection. All of the key issues have been well addressed.
217. The inspection team agreed with the judgements made by the school on six of the seven key questions.

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

Grade 2: Good features and no important shortcomings

218. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
219. There are sufficient qualified and experienced teachers to meet the needs of pupils and deliver the curriculum effectively. All teachers have clearly defined roles and good subject knowledge. Statutory arrangements for teachers to plan, prepare and assess the curriculum are well organised with specialist staff employed to enhance the curriculum.
220. The overall provision of support staff is very good and they are fully involved in planning and evaluating as part of year group teams. They make a valuable contribution in supporting the curriculum and this has clear benefits for the pupils. Specialist staff to support English as an additional language and Additional Learning Needs, are particularly effective in enhancing pupils' learning.
221. The school has effectively organised and implemented the statutory requirements for planning, preparing and assessing time for teachers. The head teacher and governors are monitoring its effectiveness.
222. The school secretary makes a significant contribution to the administration of the school and carries out responsibilities efficiently and effectively. Ancillary staff, including the caretaker, mid-day supervisors, canteen staff and cleaners are valued for their positive contribution to the life of the school.
223. Pupils have access to a range of good quality resources appropriate to their needs and linked to a rolling programme of development planning. Teaching and support staff deploy resources effectively to advance pupils' learning. Library provision is available for key stage 1 and 2 pupils and books, including those to support the Welsh language, are of good quality and replaced regularly.
224. Resources for the under fives are of excellent quality and contribute well to high standards and effective learning. Information and communication technology is well resourced and interactive whiteboards are used effectively to support learning across the curriculum.
225. Accommodation for the number of pupils is adequate and buildings are in reasonable condition and well cared for. However, many pupils are housed in temporary, wooden buildings and the school has concerns regarding access and space for parking. The school has no playing field but has installed soft surface play areas and also makes good use of the local park.
226. Although the nature of the accommodation presents challenges, the school staff ensure that this does not adversely affect the quality of the education

provided. Good quality displays enhance learning and provide a stimulating environment.

227. Resources are well used to support learning and the areas provided for the under fives are spacious, well equipped and add greatly to the learning experiences of these pupils.
228. The Governors' finance committee play a key role in reviewing resources and ensuring value for money. There is an appropriate balance between the governors' decision making and the head teacher's monitoring role. The Friends Association is active in providing generous funding for prioritised resources on a rolling programme and overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

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

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

Good features

229. In key stage 1, pupils successfully build on the good start in the reception class by developing new vocabulary and simple phrases. They respond well to oral stimuli and follow simple commands and instructions accurately.
230. They know a wide range of vocabulary, including parts of the body and food items, and ask for different items with good pronunciation. The more able extend their sentences with simple conjunctions.
231. They comment on their likes and dislikes, their personal feelings and on the weather.
232. In key stage 2, pupils continue to extend their vocabulary and language patterns. They confidently change verbs into the past tense and extend sentences and dialogues with conjunctions and extra comments.
233. They are developing a range of simple dialogues in different situations with questions and answers, using learnt language patterns. This is particularly well developed in a shopping situation or when asking and answering personal questions in pairs.
234. Their pronunciation and intonation when speaking or reading aloud are good.
235. Most pupils in key stage 2 correctly describe the weather in the present or past tense and they know a range of songs, hymns and prayers in Welsh.
236. Pupils are achieving well in their reading and writing skills through regular tasks in their workbooks. Their written work is consistently well presented.

Shortcomings

237. There are no significant shortcomings.

Mathematics

Key Stage 1:Grade 3 – Good features outweigh shortcomings

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

Good features

238. In key stage 1, pupils quickly become familiar with number symbols. They understand the difference between odd or even numbers, add and subtract accurately and make appropriate progress in exploring a range of number patterns.
239. Year 1 pupils correctly identify missing numbers in a number sequence up to 20. Most pupils develop an appropriate confidence for mental calculations. By the end of the key stage most pupils count in twos, fives and tens correctly and have a good understanding of fractions including halves, quarters and three-quarters. Higher achieving pupils confidently recognise number patterns up to one hundred and are developing a good understanding of place value.
240. 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 measurement using standard measures and most make steady progress in problem-solving skills relating to money. They recognise the value of coins and calculate simple change when making purchases.
241. Most Year 1 pupils develop a good grasp of two-dimensional shapes and the majority of Year 2 pupils correctly identify three-dimensional shapes and are aware of their properties.
242. Pupils create simple bar graphs and pictograms relating, for example, to personal features. Most interpret graphs appropriately.
243. Key stage 2 pupils develop an appropriate mathematical vocabulary.
244. Year 3 and Year 4 pupils know what each digit in a three digit number represents and they partition three digit numbers accurately into hundreds and units. Pupils have a good understanding of place value to 1,000 and, in some instances in Year 5 or 6, well beyond.
245. Most make good progress in using their multiplication tables and in developing their mental 'quick thinking' skills when applied to simple problems. Pupils also develop an appropriate understanding of negative numbers through their work on temperature.
246. Pupils across the key stage make good progress in their understanding and use of fractions. 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.
247. They understand analogue time to five minutes around the hour.

248. Through key stage 2, most pupils develop a good knowledge of the properties of two and three-dimensional shapes. Pupils in Year 3 and Year 4 begin to develop an understanding of angles and the measurement of simple distances between two points. Older key stage 2 pupils recognise acute and obtuse angles and measure these accurately with a protractor.
249. Pupils in Years 5 and 6 grasp reflective symmetry confidently. Higher achieving pupils record and plot co-ordinates in all four quadrants, recognising where a shape will be after rotation through 90° around one of its vertices.
250. Pupils throughout the key stage focus well on interpreting the information available in graphs. Years 5 and 6 pupils explore and interpret line graphs in an effective manner.
251. Pupils in key stage 2 are developing a growing confidence in using their mathematical skills successfully to tackle a range of problems.
252. Pupils' information technology skills in Years 5 and 6 are used well to support their learning.

Shortcomings

253. In key stage 1, pupils' investigative skills and mental strategies are underdeveloped.

Science

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

254. In key stage 1, pupils are developing good observational skills and record their findings accurately in writing or with a digital camera.
255. They sort a variety of materials correctly, by identifying similarities and differences and they understand the difference between living and non-living things.
256. Their awareness of simple forces, including pushing and pulling, is good.
257. They have an increasing understanding of a fair test and are beginning to design their own simple investigations.
258. In key stage 2, pupils further develop their understanding of a fair test and appreciate its importance when investigating. They use the correct scientific vocabulary when describing or recording their findings.

- 259. Pupils recognise and name the different parts of a plant and their functions. They are well aware of what plants need for healthy growth.
- 260. They are very aware of the requirements of a healthy diet, the importance of regular exercise and the possible harmful effect of smoking, alcohol and drugs on the body. Their knowledge of the organs and the systems of the human body is developing well.
- 261. They correctly explain the connection between the earth, the moon and the sun, and the way the position of the sun changes shadows and creates day and night.
- 262. Key stage 2 pupils have a clear understanding of electrical circuits and know how to make or break a circuit with a switch. Their understanding of forces, including magnetism and friction, is developing well.
- 263. They know that there are reversible and non-reversible changes and of the difference between solids and liquids. Older pupils also know how to separate mixtures by dissolving, filtering and evaporation.

Shortcomings

- 264. Pupils' investigative and independent learning skills are underdeveloped.
- 265. The higher achieving pupils' scientific knowledge is underdeveloped, particularly in key stage 1.

Information technology

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

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

Good features

- 266. In both key stages, pupils use a range of information technology equipment confidently and accurately.
- 267. In key stage 1, pupils are developing good basic skills and control the mouse confidently. They select suitable material to create a front cover for an African fact file, inserting pictures from a picture bank and superimposing pictures. For example, a lion onto a jungle background, before writing a title and name.
- 268. By the end of key stage 2, most pupils have good presentation skills and display their ideas in a variety of forms, entering and printing information that they have saved. Pupils confidently produce pictures and images using a range of simple paint packages.
- 269. Key stage 1 pupils confidently give examples of various electrical devices that can be found in the home or at school. They know about the actions needed

to operate certain machines, for example external doors operated with a keypad.

270. In lower key stage 2, pupils confidently change and insert text and change its size and font. Most edit, cut and paste, and include the use of speech bubbles effectively. Pupils use the Internet to discover information with regard to a famous author, for example D.K. Smith, with a good degree of competence.
271. By the end of Year 6, most pupils confidently direct a programmable toy that can lift and move its cargo in a range of intricate manoeuvres.
272. Key stage 2 pupils record numerical values, enter information into a database and create graphs. They interpret the data correctly and ask appropriate questions.
273. Throughout key stage 2, pupils confidently use a range of art packages to create exciting designs to illustrate for example, the Sports Day Programme and the School Badge.
274. Pupils plan and create interesting multimedia presentations using text, graphics and their own scanned images when recounting their educational visits.
275. Pupils use the Internet well to support personal research skills while studying life in Victorian Britain. They send and receive e-mails confidently.
276. Video conferencing undertaken by pupils in Years 5 and 6 is an outstanding feature of overall provision. They discuss their school in detail via a video link to a very small primary school in a totally different environment. With questions and answers going back and forth, pupils understanding and appreciation of the use of technology in 2007 and beyond is greatly enhanced.

Shortcomings

277. Pupils in key stage 1 do not develop their skills in a systematic and progressive manner.

Design technology

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

Key Stage 2: Grade 1 – Good with outstanding features

Outstanding features

278. The majority of pupils in key stage 2 produce high quality finished items and many of the models made, especially those displayed in the termly design technology exhibition, are of outstanding quality.
279. They apply their previous knowledge of levers and hinges and have an excellent grasp of the principles involved and of correct technological vocabulary.

Good features

280. In key stage 1, pupils use a simple template appropriately and secure it to fabric before cutting out. They experiment with techniques of joining fabric and competently say whether glue, staples, clips or tape are most effective.
281. Pupils thread a large needle and sew competently using a 'running stitch'. They cut out well and manipulate simple tools safely. They give reasons why particular materials would be suitable for making puppets and predict how strong and durable a variety of materials would be. They use ICT effectively to design characters for puppets and plan a puppet show co-operatively.
282. Key stage 1 pupils report back on their work stating what they found difficult, using a wide and appropriate vocabulary. They make suggestions for improvements and explain how they overcame difficulties in making and designing.
283. Pupils in Years 3 and 4 investigate pneumatics and apply their knowledge to make original models. They use the interactive whiteboard to learn about the principles of moving air and working competently with syringes and tubes, succeed in making imaginative moving models. They use correct terminology throughout and independently refer to well presented working resources to assist them in their planning. Afterwards, they competently evaluate their work and state how they overcame problems.
284. Older key stage 2 pupils design and make effective pop up books. They use card drills and stanley knives competently and safely and carry out a risk assessment before they start the task. They note any problems they have had to overcome on post-it notes and share these problems clearly with the class during the plenary session.
285. Some pupils investigate the mechanisms in commercial books and greeting cards and succeed in selecting two different mechanisms to make annotated diagrams. They explain clearly how the mechanism is used to generate

movement. They succeed in making and designing pages for their books using original and creative design ideas.

286. Other pupils investigate a variety of software to enable them to use graphics and publishing skills to enhance their storybooks, using for example, different fonts, clip art and borders.

Shortcomings

287. There are no significant shortcomings.

Geography

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

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

Good Features

288. Pupils in both key stages have a good knowledge of sustainable development and environmental issues.
289. Pupils in both key stages talk with concern and a sense of responsibility about the environment and suggest how individuals can play their part in overcoming problems. They know common features of countries they have investigated as part of their work in global citizenship and are developing a good sense of location.
290. In key stage 1, pupils are developing their geographical vocabulary well and use a key to find features on a map. They accurately describe their route to school and use directional terms to describe what they see. They correctly identify land and sea on a map of the world and some locate the British Isles and Wales.
291. They talk knowledgeably about Botswana and state the differences between life for children and adults there and in Wales. They confidently plan a visit for an imaginary character to visit Botswana and discuss what clothing he would need to take and why. They compare the temperature in Wrexham with the temperature in Africa and also think sensibly of similarities between the two countries such as farming, family life and uniforms for school pupils. Most pupils locate Botswana on a world map. Many pupils name other hot countries and correctly describe some geographical features.
292. Younger key stage 2 pupils correctly identify the shapes of parts of the United Kingdom and give some true facts about islands relating to size and location. They find Britain and Wales on satellite photos of the earth and identify many features when using the satellite IT programme, Google Earth.

293. They express thoughtful opinions about other countries and give reasons why they like living in Wrexham and Wales, making comparisons between human and physical features.
294. They have previously compared Wrexham with Dale in Pembrokeshire and show evidence of finding similarities and differences between the two locations. They use a key to help them to find features of Wrexham and use appropriate geographical terms.
295. Older pupils in key stage 2 have previously taken part in a "Connecting Wales" topic and talk about the e-mails they have sent and received from Abu Dhabi describing contrasting features.
296. They have also studied Conwy as a contrasting location and demonstrate a good understanding of the similarities and differences.

Shortcoming

297. Overall, pupils in key stage 2 do not develop sufficient depth of geographical knowledge or terminology.
298. In both key stages, pupils' geographical enquiry skills are underdeveloped.

School's response to the inspection

The school welcomes the inspection findings and is pleased to note the close correlation to the school's evaluation document. We appreciated the professionalism of the Registered Inspector Mr Merfyn Douglas Jones along with the other members of the team.

- Despite our transient role it is pleasing that the pupils are making good progress.
- Since the last inspection, teaching standards have shown a significant improvement. This has impacted upon both the curriculum and subject areas.
- All of the key issues since the last inspection have been well addressed.
- Improved standards, especially in Design and Technology and Welsh second language were also acknowledged, as was bilingualism, where it was noted that this aspect of Welsh was well integrated into the school.
- We are pleased that the Inspectors found the children's attitude to learning is of the highest quality and their behaviour in lessons, around the school and at play is exemplary.
- In addition, teachers have good relationships with their pupils. It was acknowledged that they demonstrate consistent and effective pupil management together with equality of opportunity for all pupils. These aspects were highlighted as an outstanding feature of the school.
- The school's outstanding provision for extra curricular activities was also recognised.
- The inspectors noted that all pupils regardless of social, educational, ethnic or linguistic background have equal opportunities and diversity is positively celebrated.
- It was also noted that an outstanding feature of the school is its tolerance and inclusion and the provision it makes for the development of pupils' spiritual, moral, social and cultural development.
- It was further acknowledged that the school responds exceptionally well to the learning needs of all its pupils including the under fives, pupils with additional educational needs and those with English as an additional language.

The school has already started to address the recommendations of the report and an action plan will be produced.

Appendix 1

Basic information about the school

Name of school	St Mary's Catholic Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Lea Road, Wrexham
Postcode	LL13 7NA
Telephone number	01978 352406
Head teacher	Mrs Kathleen Mary Jones
Date of appointment	April 1997
Chair of governors/ Appropriate authority	Mrs Kay Ryan Wrexham LEA
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	22 nd – 26 th January 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	46	40	50	41	49	45	50	339

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	9	14.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil: adult (fte) ratio in nursery classes	15:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1:0.82

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	89.1%	90.4%	92.1%
Summer 2006	86.6%	91.8%	92.4%
Autumn 2006	92.9%	91.1%	94.3%

Percentage of pupils entitled to free school meals	4.6
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 2006			Number of pupils in Y2:		42		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	12	71	17
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	12	71	17
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	14	72	14
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	2	10	38	50
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	19	74	7
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	9	19	72
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81%	In Wales	80.9%

- 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 2006			Number of pupils in Y6		36						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	27	41	27
		National	0	0	0	0	1	4	15	47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	7	17	49	27
		National	0	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	15	44	41
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	72%	In the school	N/A
In Wales	74%	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

A team of four inspectors, including a lay inspector, inspected the school over three and a half days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

One hundred and twenty-seven questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Forty-three lessons were observed over the three and a half days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Subjects: Science and Welsh as a second language.
Mr Peter Clarke Team Inspector	Key Question 3 and supporting key questions 2 and 4 Subjects: Mathematics and Information Technology.
Mrs Sue Parsons Team Inspector	Key Question 4 and 7 Supporting key question 2 Subjects: Design Technology and Geography.
Mrs Denise Shields Lay Inspector	Supporting key questions 1, 3, 4 and 5.
Mrs Kathleen Jones Nominee	Providing evidence and support.

The contractor was:

Evenlode Education Ltd
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Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.