

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

**St Patrick's R.C. Primary School
Lucknow Street
Grangetown
Cardiff
CF11 6NA**

School Number: 6813332

Date of Inspection: 15 – 18 January 2007

by

**Sheelagh Barnes
78732**

Date of Publication: 09 March 2007

Under Estyn contract number: 1114706

Queens Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

St Patricks' 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 Patrick's R.C. Primary School took place between 15/01/07 and 18/01/07. An independent team of inspectors, led by Sheelagh Barnes 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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
Standards achieved in subjects and areas of learning	23
Under 5s	23
English	26
Welsh second language	27
Science	28
Information technology	29
History	30
School's response to the inspection	32
Appendices	
1 Basic information about the school	33
2 School data and indicators	34
3 National Curriculum assessments results	35
4 Evidence base of the inspection	37
5 Composition and responsibilities of the inspection team	38

Context

The nature of the provider

1. This is an average sized school for 276 boys and girls aged from four to 11. It is situated in Grangetown in Cardiff. The intake of pupils is described by the school as being from mixed social backgrounds. Attainment on entry covers the full range but overall is below average. There are no natural Welsh speakers in the school. Around three per cent speak a language other than Welsh or English at home. Around seven per cent receive literacy support. The proportion of pupils eligible for free school meals is 31 per cent, which is above average. One child is looked after by the local Education Authority. Around 33 per cent of the pupils have special educational needs (SEN) at school action or school action plus, which is well above average. In 2005-2006 almost 40 per cent of key stage 2 pupils had SEN. One pupil has a statement of special educational needs.
2. There have been a few changes to the school intake since the previous inspection in February 2001. Over the previous six years, numbers have fallen steadily as families leave the area. In addition, the removal of the 10 per cent non-catholic intake restriction now means there are approximately 22 per cent non catholic children on roll. Most of the eleven classes are single age with the exception of one split year class in Year 3 and Year 4.

The school's priorities and targets

3. MISSION STATEMENT:- 'To be the best I can be and proud I am me'.
4. VISION STATEMENT
'To share a commitment to continuous self-improvement, which will help ensure the spiritual development of the pupils and promote high expectations in learning and behaviour. Pupils are encouraged to develop to the best of their potential in a caring, creative and secure environment that prepares them for the opportunities, responsibilities and experiences of later life.'
5. The school's major areas for improvement identified in the current School Improvement Plan include: to implement the Foundation Phase into early years 2006/7, update curriculum maps, update key skill maps, ensure there is a progression of investigative skills in science and to develop vocabulary sufficiently in Welsh.

Summary

6. Saint Patrick's Roman Catholic Primary provides a good education for all its pupils. There are outstanding features in the care it provides, in the quality of its curriculum and in the attitudes and motivation of its pupils. It is highly regarded in the community. Pupils achieve good standards, both academically and in their personal development. They achieve their agreed learning targets and goals. The head teacher provides the school with good leadership and he is well supported by the staff and school governors. The school is very well managed and has made good progress since the previous inspection in addressing the key issues for action highlighted in that report.

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

7. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

8. Children make good overall progress in all six areas of learning for the under fives. They make good progress in developing their key skills. They listen well and are starting to develop into confident speakers. They enjoy looking at books and having stories read to them. They recognise simple, familiar words, such as their names. More able children are beginning to learn to write. Most pupils recognise a few numbers and many count reliably. They develop good information communications technology (ICT) skills and overall are well prepared for the next stage of their education.

Grades for standards in subjects inspected

Inspection Area	
Under 5s	Grade 2
English	Grade 2 at key stage 1 and Grade 3 at key stage 2
Welsh second language	Grade 2 at both key stages
Science	Grade 2 at both key stages
Information technology	Grade 2 at both key stages
History	Grade 2 at both key stages

9. Pupils of all abilities, including those with special educational needs, make good progress throughout key stage 1 and key stage 2, taking account of their starting points.
10. At the end of key stage 1, pupils' attainment in the 2006 National Curriculum subjects of English and mathematics as judged by teacher assessment was below average when compared with National expectations. In science they were above. When compared with similar schools in Wales, based on the number of pupils entitled to receive free school meals, standards were below average in English and mathematics and well above average in science.
11. At the end of key stage 2, the 2006 National Curriculum results in the core subjects of English and mathematics were in the bottom twenty five per cent when compared to National figures and also when compared with similar schools in Wales. In science standards were below those attained nationally, but in line with similar schools. Results over the last four years however have shown steady levels of improvement, but were lowered by the very high proportion of pupils with special educational needs in these year groups.
12. Pupils' standards of achievement in the areas of learning and subjects inspected, in lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	74%	26%	0%	0%

13. Pupils, whatever their background, are currently making good progress towards achieving their potential. As they mature, they develop a good overall knowledge and understanding of what they are doing but are less aware of specifically what they need to do next to improve. Standards of pupils in key skills in key stage 1 and key stage 2 are overall good. The vast majority display good speaking and listening skills. The pupils use their mathematical skills very well to investigate and seek information on a variety of topics, and make outstanding use of ICT resources and the internet to support and enhance their learning as well as in their homework. This is due to the excellent way in which the co-ordinator promotes its use. Pupils' bilingual skills are less well developed. They use basic greetings and respond to basic instructions. But many lack confidence to use incidental Welsh, as they progress through the school. Pupils' writing in Welsh shows good progress through the year groups.

14. Behaviour is good in lessons and during break-times. Observation of pupil behaviour during the inspection both in lessons and during play indicates that the school is virtually free of any tension between pupils. A notable aspect of the school is that all pupils learn to take care of each other and respect the differing views of others. This contributes very well to their personal, social and moral development, which is good. Their motivation and enjoyment of lessons is outstanding. Attendance and punctuality have good features, which outweigh some shortcomings. Last year increased numbers of families took holidays during term time. Last autumn term, however, figures improved significantly. The majority of pupils arrive well on time and lessons begin promptly but there are still a few pupils who arrive late.

The quality of education and training

15. Teaching is good. The substantial majority of lessons had no important shortcomings. The quality of teaching is good with outstanding features on a few occasions at both key stages.
16. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in primary education. A strong feature of all lessons is the very good relationship that exists between pupils, teachers and other adults in the classroom. Teachers plan effectively and learning intentions are clear. Lessons proceed at a good pace and the work is generally well matched to pupils' ability and prior attainment. Resources are used well and engage learners thoroughly and this ensures their active involvement. Lessons generally engage all pupils and successfully promote equality of opportunity. Occasionally, however, the work is not sufficiently differentiated and challenging to meet the needs of all pupils equally well. This is a shortcoming in the good and outstanding quality of teaching in the school. Teachers use everyday Welsh as for example, to tell pupils "well done" as they try in their work. These are good features but in general, insufficient regular use of speaking Welsh takes place to develop pupils' bilingual skills.
17. The school has established a detailed system of assessing pupils' achievement, progress and attainments. Pupils are aware of their general targets. In some subjects, pupils take part in self-evaluation of their lessons, and this information is used to further develop effective teaching strategies. The procedure for assessing attainment within the core subjects (English, mathematics and science) is highly defined, but the methods of assessing pupils in the foundation subjects have not been yet developed to the same degree. The use of data to identify how well pupils have achieved, and to establish subsequent planning is inconsistent across all subject areas.
18. Verbal feedback to pupils is good, and provides a positive basis for them to understand their levels of achievement. Teachers mark pupils' work on a regular basis and often provide positive comments and suggestions on what they need to do to improve upon their work. On some occasions opportunities are missed for teachers to identify areas for further learning, and the marking at these times is too generalised to be of use to pupils seeking guidance on

how to improve their work. The quality of reporting to parents is good, and meets statutory requirements.

19. The curriculum is very well organised and provides an outstanding range of well-planned, balanced learning activities, which match the overall abilities and interests of all the pupils. The school holds the Basic Skills Quality Award and the BECTA ICT Quality Mark and ensures that key skills are appropriately included within lesson planning and provision. The school ensures that pupils' learning is also enhanced and enriched by an outstanding range of out of hours and extra curricular activities.
20. A whole school policy for promoting and developing effective community links guides ongoing improvements in this aspect of school which has many good features and no important shortcomings. Links with the church are very strong and are also in place with other chapels and places of worship. Sporting clubs have well established partnerships with the school. Parents are kept exceptionally well informed through the school website, which is outstanding.
21. Pupils have a good understanding of environmental and community issues through the School Council. Through the "Healthy Schools" programme the school delivers a strong personal and social education programme, which includes work on sustainability and citizenship. The application of the *Cwricwlwm Cymreig* across all subject areas is good. This is an inclusive school where no-one is disadvantaged because of their social or cultural background. Pupils', spiritual and moral and social development is promoted well. The school actively and effectively promotes pupils' cultural development.
22. The quality of care, support and guidance is good with some outstanding features. Pupils feel very secure in the school where relationships are so positive. Roles and responsibilities are clear and training needs well met, which support high standards of care. Procedures for care are regularly reviewed and amended to follow latest guidance. Effective arrangements to support vulnerable pupils are in place. Links with parents are outstanding and every effort is made by the school to keep parents closely involved and informed. Induction into reception goes smoothly and parents have positive views on this and the way it enables their children to settle. Those pupils who join the school later on are always welcomed and "buddying" arrangements enable pupils to support each other kindly. The personal and social education programme, which is well established very effectively supports pupils' personal development and is a real strength of the school.
23. The school is very effective in promoting good race relations across all areas of school life. There are very good arrangements for eliminating bullying and any other form of harassment. As a result, pupils say school is a happy place and they enjoy coming each day. The school makes a real effort to ensure the equal treatment of disabled learners. Regular and comprehensive audits have resulted in reasonable changes to the building, which ensures that pupils and parents have full access to all areas of the ground floor.

24. Procedures for child protection are good and policy and practice follow latest requirements. The provision for pupils with additional learning needs is an outstanding feature of the school, and fully meets the statutory requirements of the SEN Code of Practice for Wales. The school has an outstanding approach to meeting the needs of pupils whose behaviour may impede their own or other pupils' progress through establishing a series of graduated responses. These strategies are known to all staff and pupils. Pupils are aware of school rules and of the standards of behaviour expected of them.

Leadership and management

25. The governors, head teacher, co-ordinators and staff all work well as a team for the benefit of the school. The head teacher has good leadership skills and a clear vision of how the school can continue to improve. His high expectations are shared by all, including staff and governors, and his influence pervades the whole school. There are clear aims and policies focused on the needs of pupils. He is well supported by all staff and governors and especially the deputy head teacher. The school's commitment to inclusion and to the needs of pupils is very good. The school has explicit aims and values that successfully promote equal opportunity for all pupils, regardless of their backgrounds, gender or ethnicity.
26. School development planning is comprehensive and thorough. Targets for school improvement are challenging but realistic and set a strategic direction, so that the school is constantly challenging itself to do better. The school is using performance management and other training means well to focus on staff development including targets for individual teachers. The governing body is well informed and very supportive of the school. Individual governor expertise is used effectively and governors have a sound understanding of their roles. Financial management is good and the school provides good value for money.
27. All leaders in the school have worked exceptionally hard to develop systems to monitor and evaluate the performance and standards of pupils. Overall, these systems are comprehensive and systematic, and in the best practice, are now providing the school with first hand, up to date evidence on how well pupils are performing. Curriculum co-ordinators review and audit their subjects and develop appropriate action plans for improvement, which they regularly share with the governing body. The school has this wealth of evidence and leaders are working extremely hard to analyse the information obtained. In some cases, however, the observation of teaching and learning and the scrutiny of pupils' work by co-ordinators is not up to date, because it is not done regularly enough, and this makes it difficult for these co-ordinators to spot developing trends that could affect pupils' performance. The school's self-evaluation report is detailed and perceptive and gives an honest appraisal of where strengths apply and where improvements are needed. There is a clear link between this report and priorities that are identified in the school improvement plan.

28. The school has a sufficient number of teachers and support staff to provide a range of relevant learning experiences and activities covering all aspects of the school's curriculum. The quality of resources in the school is appropriate to meet the varying abilities of the pupils, and materials are readily purchased to improve identified priority areas. The accommodation provides a suitable setting for learning, and for the number of pupils on roll.

Recommendations

- R1 Ensure that teachers' marking clearly tells pupils how they can improve their standards in writing and presentation.*
- R2 Use the information from first hand assessment more consistently and efficiently in co-ordinators' monitoring, and in teachers evaluating and planning lessons.
- R3 To continue to improve pupils' bilingual skills through more frequent use of vocabulary and sentence structures of everyday Welsh.*

* These recommendations have already been identified by the school as areas for development in the School Improvement Plan.

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

29. The findings of the inspection team match those of the school's own self-evaluation. Pupils' achievement is good and they achieve their agreed learning targets and goals.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

30. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
31. Children make good overall progress in all six areas of learning for the under fives. They make good progress in developing their key skills. They listen well and are starting to develop into confident speakers. Bilingual, creative and problem solving skills are starting to develop well. These children enjoy looking at books and having stories read to them. They recognise simple, familiar words, such as their names. More able children are beginning to learn to write. Most pupils recognise a few numbers and many count reliably. Most children have good keyboard skills and overall all children are very well prepared for the next stage of their education.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Welsh (second language)	Grade 2	Grade 2
History	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2

32. Pupils' standards of achievement in the areas of learning and subjects inspected in lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	74%	26%	0%	0%

33. These grades exceed the 2007 Welsh Assembly Government targets for 98 per cent to be Grade 3 and above and 65 per cent to be grade 2 or better.
34. At the end of key stage 1, pupils' attainment in the 2006 National Curriculum subject of English and mathematics as judged by teacher assessment (SATs) was below average when compared with National expectations. In science they were above. When compared with similar schools in Wales, based on the number of pupils entitled to receive free school meals, standards were below average in English and mathematics and well above average in science.
35. At the end of key stage 2, the 2006 National Curriculum results in the core subjects of English and mathematics were in the bottom twenty five per cent when compared to the National and also when compared with similar schools in Wales. In science, standards were below those attained nationally, but in line with similar schools.
36. Results over the last four years have shown steady levels of improvement, however. Results in these tests were lowered by the very high proportion of pupils with special educational needs in these year groups.
37. Pupils of all abilities, including those with special educational needs, make good progress throughout both key stage 1 and key stage 2. As they mature pupils develop a good overall knowledge and understanding of what they are doing but are less aware of specifically what they need to do to improve.
38. Standards of pupils' achievement in key skills in key stage 1 and key stage 2 are overall good. The vast majority display good speaking and listening skills and respond well in class discussions and to questions by their teachers. They read a wide range of topics and most pupils write with increasing accuracy across all subject areas.
39. The pupils use their mathematical skills very well to investigate and seek information on a variety of topics, and make exceptionally good use of ICT resources and the internet to support and enhance their learning as well as in their homework. Skills in using ICT are outstanding, due to the good opportunities pupils are given to practice them.
40. Pupils' bilingual skills are less well developed. They use basic greetings and respond to basic instructions. But many lack confidence to use incidental Welsh, as they progress through the school. Pupils' writing in Welsh shows good progress through the year groups.
41. Pupils' problem solving skills are developing well and they use their creative skills effectively in a variety of contexts. The pupils are good at working together in small groups or in pairs, and generally concentrate well and remain on target when completing specific individual tasks, which they are set.
42. Behaviour is good in lessons and during break-times. Pupils are very well mannered, friendly and cheerful and get along well with each other. Older

pupils relate very well with younger ones for example during "Fair Play" sessions which pupils from year 6 organise on the playground during the dinner hour. Pupils have a good awareness of life in the workplace and the community. Isolated incidents of inappropriate behaviour have led to five temporary exclusions last year.

43. Observation of behaviour during the inspection both in lessons and during play indicates that the school is virtually free of any tension between pupils and this was confirmed in discussion with representative groups of boys and girls. Pupils, and particularly older ones, recognise that all contribute in their different ways to the life of the school. All pupils enjoy opportunities to participate in school games and other activities. A notable aspect of the school is that all pupils take care of each other and respect the differing views of others and this contributes very well to their personal, social and moral development which is good. Their motivation to learn and enjoyment of lessons is outstanding.
44. Attendance and punctuality have good features, which outweigh some shortcomings. Last year saw a dip in overall attendance levels mainly because of increased numbers of families taking holidays during term time. Last autumn term however, figures improved significantly. The majority of pupils arrive well on time and lessons begin promptly but there are still a very few pupils who miss the valuable start to the day because they arrive late. The school meets the requirements of circular 3/99.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

45. The findings of the inspection team do not exactly match those of the school's own self-evaluation. This is because there are areas for development in the use of assessment and planning to meet pupils' language development.

46. The quality of teaching was judged as follows in the lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	77%	13%	0%	0%

47. No lesson was observed where shortcomings outweigh good features and the substantial majority of lessons had no important shortcomings. The quality of teaching was good with outstanding features on a few occasions at both key stages. These grades exceed the targets in HMCI's annual report 2005 for 70 per cent of lessons to be grade 2 or better.

48. Teachers have a good knowledge and understanding of the subjects they teach and are well aware of recent developments in primary education. A strong feature of all lessons is the very good relationship that exists between pupils, teachers and other adults in the classroom. This creates a very good working environment that fosters learning well.

49. Teachers plan effectively and learning intentions are made very clear. Questions are very well used to reinforce previous learning and to challenge pupils. Lessons proceed at a good pace and the work is generally well matched to pupils' ability and prior attainment and stimulates and challenges them effectively. Suitable time limits are set for the completion of tasks and teachers use appropriate strategies to help pupils who do not succeed at their first attempt. Teacher interventions are well timed.

50. Resources are used well and engage learners thoroughly and this ensures their active involvement. The work is often based on pupils' own experiences, such as the study of their locality and this brings the subjects alive to the pupils.

51. Lessons generally engage all pupils and successfully promote equality of opportunity irrespective of age or ability. Occasionally however, the work is not sufficiently differentiated and challenging to meet the needs of all pupils equally well. This is a shortcoming in the good and very good quality of teaching in the school. Teachers and other adults are vigilant in helping and encouraging pupils engaged in individual or small group work. Teachers and classroom support staff monitor and review pupils' progress effectively.

52. Teachers use everyday Welsh as for example, to tell pupils "well done" as they try in their work. These are good features but in general insufficient regular use of speaking Welsh takes place to develop pupils' bilingual skills. This is a shortcoming in the teaching and adversely affects pupils' competence in the use of the language.
53. The school has established a detailed system of assessing pupils' achievement, progress and attainments. The procedure for assessing attainment within the core subjects is highly defined, but the methods of assessing pupils in the foundation subjects have not been yet developed to the same degree.
54. Data is gathered and analysed, and in the best practices, this information serves as a basis for future planning, such as in mathematics, and to identify specific targets for progression. However this is inconsistent across all subject areas.
55. Verbal feedback to pupils is good, and provides a positive basis for them to understand their levels of achievement. Teachers mark pupils work on a regular basis and often provide positive comments and suggestions on what they need to do to improve upon their work. On some occasions, opportunities are missed for teachers to identify areas for further learning, and the marking in these instances are too generalised to be of use to pupils seeking guidance on how to improve their work.
56. Pupils' targets are clearly presented, and understood by the pupils who use them effectively to evaluate their work, and discuss progress with their teachers. In some subjects, pupils take part in self-evaluation of their lessons, and this information is used to further develop effective teaching strategies.
57. The quality of reporting to parents is good, and meets statutory requirements. The parents are invited to discuss their children's progress with the teachers, and are invited to contribute to the annual reports.

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

Grade: Grade 1 good with outstanding features

58. The findings of the inspection team match those of the school's own self-evaluation.
59. The school provides an outstanding range of well-planned, balanced, and broad range of learning activities which match the abilities and interests of all the pupils. The schemes of work cover all aspects of the National Curriculum programmes of study and fully meet statutory requirements. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable

Outcomes for Children's Learning. The school plans well for all the areas of learning for young children.

60. The long term and medium term planning is thorough and detailed and show progression and continuity throughout the year groups and key stages.
61. The school holds the Basic Skills Quality Award and the Becta ICT Mark and ensures that key skills are included within lesson planning and provision. The schemes of work indicate areas of key skills to be included in each lessons, and the implementation of these, and in particular ICT skills, enhances and enriches pupils learning experiences. Additionally the school provides opportunities for pupils to develop their creative and problem solving skills in many lessons. However, there are insufficient opportunities for pupils to develop their bilingual skills within the lessons.
62. The school makes excellent use of the LEA supportive 'Athrawes Bro' to enhance the teaching of Welsh. All members of staff have attended Welsh courses and make every attempt to learn and improve their bilingualism. They use a few basic Welsh greetings and phrases in their lessons, but these are currently insufficient to enhance pupils understanding and use of informal and incidental Welsh. The application of the *Cwricwlwm Cymreig* across all subject areas is good and is exemplified through an annual school eisteddfod, studying the history of Welsh saints, and the work of entrepreneurs such as Laura Ashley.
63. The school ensures that pupils' learning is enhanced and enriched by an outstanding range of out of hours and extra curricular activities. A whole school policy for promoting and developing effective community links guides ongoing improvements in this aspect of school which has many good features and no important shortcomings.
64. Links with the church are very strong and are also in place with other chapels and places of worship. Sporting clubs have well established partnerships with the school. The school's partnership with parents is good. Parents are kept exceptionally well informed through the school website, which is outstanding.
65. Provision to develop pupils understanding of environmental and community issues when they get involved in the School Council is good. For example, older pupils speak sensibly about their involvement in helping make decisions to improve their school and say that their views are taken on board. They are pleased with recent improvements made to the playground. The "Fill It to "Win It" scheme encourages them to recycle and to keep their playground tidy.
66. Through the "Healthy Schools" programme the school delivers a strong personal and social education programme, which includes work on sustainability and citizenship. Assemblies widen pupil's understanding of global issues and recent visitors have been valued by pupils because they learnt about other religions and cultures "first hand".

67. Entrepreneurial skills are also being fostered well in the latest project where pupils are designing a new garden and getting involved in spending decisions. Many strengths are evident in the extent to which the good range of links impact on the learning experiences for pupils such as in promoting sustainable development and regeneration. The school's provision for work related education is good.
68. The school's arrangements for tackling social disadvantage and for ensuring that all pupils have equality of opportunity and access to the curriculum are good. This is an inclusive school where no-one is disadvantaged because of their social or cultural background. Boys and girls are actively encouraged to participate in all sporting activities and other aspects of school life.
69. Many of the staff give of their time to support the pupils in a variety of after school clubs and the provision of the homework club in conjunction with local Buzz IT Centre is an outstanding example of support to pupils.
70. A wide range of educational visits is arranged for pupils to visit local places of interest. These opportunities enhance pupils learning through first hand experiences of locations studied within their programmes of study. The pupils receive a significant input to their learning experiences from various members of the community.
71. The school promotes pupils' spiritual, moral and social development well. Collective worship effectively enhances pupils' spiritual awareness and provides opportunities for worship and for personal reflection. The school actively promotes pupils cultural development. Pupils study their own and other cultures through a variety of topics in many subjects including history, geography and religious education.
72. Pupils take part in musical and cultural events and contribute greatly to community-based activities such as the Grangetown Carnival, a carol service, supports day and a Christmas Concert. These activities help to develop individual and community responsibilities within the pupils.
73. The school has developed strong links with the High School and pupils from Year 5 and 6 are involved in a variety of co-operative activities. This arrangement helps them to settle into their new school on their transition to key stage 3. The school has also established good and effective links with local colleges of education and takes students on placements from these Colleges on a regular basis.

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

Grade: Grade 1 good with outstanding features

74. The findings of the inspection team match those of the school's own self-evaluation.
75. The quality of care, support and guidance is good with outstanding features. The head teacher and several members of staff have worked in the school for many years, know Grangetown very well and provide pupils and families with a lot of support. The head teacher sets a very good example in the way all adults relate to children. This is an outstanding feature.
76. Roles and responsibilities are clear and training needs well met which support high standards of care. Procedures for care are regularly reviewed and amended to follow latest guidance. Governors play their part in ensuring the school has an up to date Health and Safety policy and decisions taken have the security and safety of pupils in mind. Effective arrangements to support vulnerable pupils are in place. Traveller families often choose this school because of its very caring and exceptionally inclusive ethos.
77. Every effort is made by the school to keep parents closely involved and informed. The schools website includes information on the way the school supports and cares for its pupils. This is an outstanding feature. Parents' views and opinions are regularly sought and taken on board for example when reviewing homework arrangements. Parents are extremely well involved in the school's care of their children.
78. Induction into reception goes smoothly and parents have positive views on this and the way it enables their children to settle. Those pupils who join the school later on are always welcomed and "buddying" arrangements enable pupils to support each other kindly.
79. Circle Time is a regular weekly activity and pupils explained to inspectors what this is and how much they like it because it helps the class "bond". The personal and social education programme, which is well established very effectively supports pupil's personal development and is a real strength of the school.
80. The consistency of approach from the staff is an outstanding feature of support and ensures that all pupils are taught effectively within an inclusive learning environment.
81. The school promotes equal opportunities well. There is a clear policy for promoting gender and racial equality and respect for diversity. The school's values underpin all areas of its work and teachers work very hard to ensure that all pupils receive a high level of support and guidance whatever their social, ethnic, educational or linguistic background. This is an outstanding feature.

82. The high priority given to the inclusion of all pupils is commendable. For example, the school has been successful in developing strategies that have dealt effectively with boy, girl differences in performance.
83. There are extremely good arrangements for eliminating bullying and any other form of harassment. This is an outstanding feature. Older pupils have contributed to this by talking to younger pupils in assembly, creating posters and badges to disseminate around the school and being vigilant at break times. As a consequence, pupils say there have been real improvements and they are confident that the school is now free from bullying and any other oppressive behaviour.
84. The school makes a real effort to ensure the equal treatment of disabled learners. Regular and comprehensive audits by the head and governors have resulted in reasonable changes to the building, which ensures that pupils and parents have full access to all areas of the ground floor.
85. Procedures for child protection are good and policy and practice follow latest requirements. Training has been recently undertaken including for a member of the Governing Body. Since the time of the previous inspection arrangements in this area have been improved. The school complaints procedure is given to parents but over the years has very rarely ever been used.
86. The provision for pupils with additional learning needs is an outstanding feature of the school, and fully meets the statutory requirements of the SEN Code of Practice for Wales. The school has thorough and effective procedures for identifying pupils who are underachieving and who may have additional learning needs. This is effectively managed by the school's SENCo.
87. The emphasis on early identification of pupils needs ensures that they receive successful strategies to support their learning and as a result, statistics show improvement for all pupils, at various stages, in their literacy attainments over specific periods of time.
88. The Individual Education Plans are clear, well written and contain precise targets within a given time scale; this is good practice and ensures effective planning which addresses the needs of the pupils.
89. The SENCo and classroom teachers work well together to ensure that all pupils with SEN have a full access to the curriculum and that work undertaken by the SENCo in withdrawal sessions accurately reflects the objectives of the mainstream lessons. Teaching assistants are very well directed by the SENCo to implement pupil Individual Education Plan targets within lessons; these are outstanding features.
90. Pupils with specific learning needs are also identified through an effective screening process, and suitable programmes of work are drawn up and implemented for them using recognised techniques and strategies.

91. Parents have every opportunity to contribute to their children's Individual Education Plans, which are reviewed each term, and are regularly consulted about their content and pupil targets. Parents are also involved in Annual reviews of SEN statements.
92. The school has an outstanding approach to meeting the needs of pupils whose behaviour may impede their own or other pupils' progress through establishing a series of graduated responses. These strategies are known to all staff and pupils.
93. Pupils at risk of exclusion are identified and supported by means of Individual Behaviour Plans. These are successfully implemented. Parents, through a home-school behaviour book are also proactive in monitoring their children's behaviour. These strategies are successful in ensuring that pupil disruption is kept to a minimum.
94. The head teacher has very good procedures to monitor and track attendance and keeps a very well organised file, which demonstrates a keen eye for detail. Lateness is recorded. Data for different groups of pupils as well as for individuals is analysed so that support can be sought from outside agencies where necessary. This is another area, which has developed in recent years.
95. The monitoring of behaviour is outstanding and staff work consistently to follow school policy. Mid day supervisors are fully involved and many staff have benefited from training in behaviour management.
96. Monitoring of each pupil's academic performance is thorough and results in a wealth of information on each pupil's progress. However, the manual systems used do not lend themselves easily to analysis of the trends in groups although individual teachers all know their pupils well.

Leadership and management

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

Grade 2: Good features and no important shortcomings

97. The findings of the inspection team match those of the school's own self-evaluation.
98. The governors, head teacher, co-ordinators and staff all work well as a team for the benefit of the school. The head teacher provides good leadership and manages the school very well, ably supported by the deputy head. Since the previous inspection his good, clear vision has ensured that the school has a sense of purpose to instigate and sustain improvements. His high expectations are shared by all, including staff and governors, and his influence pervades the whole school. Regulatory and legal requirements are fully met.
99. The school's commitment to inclusion and to the needs of pupils is very good. The school has explicit aims and values that successfully promote equal opportunity for all pupils, regardless of their backgrounds, gender or ethnicity. It is very successful in creating an ethos where learning is nurtured and all pupils flourish. Equality of opportunity for all is well reflected in all aspects of school life.
100. The school takes full account of all national priorities, for example, by year 6 pupils have benefited considerably from the many opportunities they have to develop and extend their awareness and understanding of sustainable development and global citizenship in areas right across the curriculum. Development of bilingualism is progressing well but the school acknowledges that it still has some way to meet the Welsh Assembly Government (WAG) aspirations. Targets for school improvement are challenging but realistic and set a strategic direction, so that the school is constantly challenging itself to do better.
101. The school is using performance management and other training means well to focus on staff development including targets for individual teachers, this has enabled staff to develop their professional expertise.
102. The governing body is well informed and very supportive of the school. Individual governor expertise is used effectively and governors have a sound understanding of their roles. Since the last inspection they have been involved in implementing and supporting the developmental changes that have taken place and contributed well to the schools' strategic planning.
103. Governors are self-critical and are becoming increasingly more active in their support of the school and planning for improvement. This includes discussion of the School Improvement Plan. The governing body fully meets its legal and statutory requirements.

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team do not exactly match those of the school's own self-evaluation, because inspection did not identify any outstanding features.
105. The inspection team agree with the judgements made by the school in its self-evaluation report on five of the seven key questions. The inspection team judge the school to be Grade 2, good features and no important shortcomings in key question 2 and key question 6 (How well teaching and training meet learners' needs and How well leaders and managers evaluate and improve quality and standards). These were judged to be good with outstanding features by the school hence a Grade 1 in its own evaluation of its performance.
106. All leaders in the school have worked very hard to develop systems to monitor and evaluate the performance and standards of pupils. Overall, these systems are comprehensive and systematic, and in the best practice, are now providing the school with first hand, up to date evidence on how well pupils are performing.
107. Curriculum co-ordinators monitor pupil's progress across the school through the set curriculum. They review and audit their subjects and develop relevant action plans for improvement, which they regularly share with the governing body. They have a sense of pride and ownership and this has helped them to develop strategies to deal with any problems arising from overall trends. They have, for example, successfully managed to narrow the gap between boys' and girls' performance and are now addressing the mismatch between teacher assessment scores and pupils' actual performance levels. In history, where achievement at key stage 2 was below expectations there has been consistent, measurable improvement over time and standards of achievement across the school are now good. This is due to the accurate focus combined with a sensible allocation of resources and time.
108. The school has this wealth of evidence and leaders are working extremely hard to analyse the information obtained. However, the observation of teaching and learning and the scrutiny of pupils' work by co-ordinators is not up to date in all cases, because it is not done regularly enough, and this makes it difficult for these co-ordinators to spot developing trends that could affect pupils' performance.
109. The school's self-evaluation report is detailed and perceptive and gives an honest appraisal of where strengths apply and where improvements are needed. There is a clear link between this report and priorities that are identified in the school improvement plan. In recent years a very high priority has been given to raising pupils' standards in English and mathematics. The

clear priorities which, have been set in these subjects and the actions taken have resulted in measurable improvements, particularly in mathematics.

110. The views of all stakeholders are fully taken into account. Pupils say they play a full part in decision making, particularly through the work of the School Council, and questionnaires. They can describe areas that have been improved to accommodate this, such as enlarging and developing the key stage 2 playground. Parents are confident they have a voice in the school because their views are actively sought through regular meetings and questionnaires, and evidence shows these are acted on.

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
112. The school has a sufficient number of teachers and support staff to provide a range of relevant learning experiences and activities covering all aspects of the school's curriculum.
113. The school makes good use of staff expertise to enhance many areas of learning and for extra curricular activities. Support staff all have clear roles and their work in supporting pupils with additional learning needs effectively complements the work of teaching staff. This indicates good co-operative planning.
114. The two part time school secretaries support the Head teacher in the efficient daily management of the school, while the school caretaker ensures that the school is kept clean and tidy. The lunchtime assistants ensure that the pupils play in a safe environment and all other ancillary workers contribute to the welcoming and professional ethos of the school.
115. The quality of resources in the school is sufficient to meet the varying abilities of the pupils, and materials are readily purchased to improve identified priority areas.
116. Each class has at least two computers and access to the internet and the new ICT suite also provides pupils with opportunities to develop their IT research skills through access to the Internet.
117. The school makes good use of locally based and community resources and pupils visit various museums and theatres to enhance their understanding of topics and subjects studied at the school.
118. The accommodation provides a suitable setting for learning, and for the number of pupils on roll. Wall displays are impressive and contain well presented examples of pupils work and these complement and enhance the

learning environment of the school. The play area for the under fives is safe and secure and contains appropriate equipment.

119. Although the school does not possess a grass area for games, facilities are available at the adjacent Parish Hall, while sports and games are played in the nearby park.
120. Most of the building is in good condition, but some rain seeps into the school during bad weather and there are some leaks in the roof. The uneven surface of the pavement near the entrances to the school results in large puddles of water, and makes entry to the school difficult on rainy days. However, this does not impact on the quality of education pupils receive.
121. Teachers fully understand the implications of the school budget and use available money to best effect for teaching and learning. Staff are developed well and attend an array of courses relevant to the priorities of the school and their own professional development. Teachers make good use of the planning, preparation and assessment time and this can be seen in detailed lesson planning and provision.
122. The Head teacher and the governing body monitor the budget carefully. Financial audits are undertaken by the LEA and the school responds positively to any aspect identified within the audit.
123. The school uses its budget efficiently and effectively to ensure good standards of teaching and learning. The contributions of the parents through fund raising activities enhance the amount of resources and opportunities available to the pupils.
124. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

125. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Good features

126. Children are developing a good vocabulary appropriate to their age in English and in Welsh. They are aware of basic words in Welsh.
127. They are becoming more confident when talking to adults and to each other.
128. Children learn to enjoy listening to stories and sharing books, and many can describe the main story settings, events and principle characters.
129. Many use simple statements and gestures, for example when talking about the pictures in a book.
130. Children have favourite books, which they hold correctly and turn pages of carefully. Some children are beginning to read some simple words and recognise their own names when written down.
131. Children quickly learn to use computers and listening stations to support their early reading and writing skills.

Shortcomings

132. There are no important shortcomings.

Personal and social development

Good features

133. Children quickly learn exactly what is expected of them and how they should behave and learning is very good.
134. They come into class happily and settle to tasks with good humour, learning to express their needs in appropriate ways, such as putting up their hand when they want to contribute to whole class discussions.
135. They make very good progress in developing confidence and self-esteem and establish good relationships with one another, their class teachers and the classroom assistants.

136. They behave well and are encouraged to be considerate of others, although some still find it hard to share equipment and adult time.
137. They learn routines such as washing hands and toileting or getting changed for physical education sessions.
138. They use high levels of concentration and involvement in activities, particularly those they find enjoyable, such as playing with puppets of characters from storybooks. They carefully make choices in the activities they are to take part in, and to take turns and share equipment.

Shortcomings

139. There are no important shortcomings.

Mathematical development

Good features

140. The children make good progress in their early understanding of number, shape and measure.
141. Many children in reception can handle simple addition with numbers to five and ten and the more confident are beginning to add numbers.
142. Children successfully learn to use games and puzzles, specifically designed to support early understanding of number.
143. Children's use of mathematical vocabulary is developing well, due to the good emphasis teachers place upon this aspect of learning.
144. Children demonstrate good ability to select a particular named shape and enjoy games where they have to use this knowledge, such as when talking about different sized porridge pots for the Three Bears.

Shortcomings

145. There are no important shortcomings.

Knowledge and understanding of the world

Good features

146. Children are interested in all activities presented to them, such as playing in the sand and water play, dough and working with construction toys and quickly learn the properties of these different materials.
147. They quickly learn to use computers and are developing good control of the mouse and different drawing tools.
148. They use a range of tools and techniques safely, when making models in dough.

149. The children have a good understanding about their world by observing, handling and discussing a variety of objects, such as different fruit, and start to notice and comment upon patterns.
150. They gain an awareness of the cultures and beliefs of others through regular religious education lessons.
151. They extend their vocabulary, and use of language, to explain their thoughts and ideas, and to think about their world, for example, when two children discuss whether rain can be said to cry.

Shortcomings

152. There are no important shortcomings.

Physical development

Good features

153. Children ride tricycles and play with construction equipment or other large toys carefully.
154. Children experiment moving with confidence in a variety of ways.
155. They persevere in repeating attempts when learning a new skill, such as when they play in the outdoor area in the good ship "Jolly St Pats."
156. Manipulative skills are developed effectively through the use of pencils, brushes, scissors and small construction apparatus in the classroom and building with small and large construction toys.
157. Children manipulate a range of small equipment, such as the computer mouse, with dexterity.

Shortcomings

158. There are no important shortcomings.

Creative development

Good features

159. Children handle play-dough and use a variety of tools to create different effects, such as when making "fruit" or objects to put in the "magic porridge pot".
160. They learn to sing a number of songs and rhymes, such as singing simple tunes in English and in Welsh while drinking their milk.
161. They use their imagination through role-play and enjoy acting out the tale of the magic porridge pot, for example.

162. They develop a good repertoire of actions, putting a series of movements together, such as "dancing through the forest", and enjoy listening to stories.
163. They engage in imaginative play based on their own first hand experiences, such as playing with the "small world" characters.

Shortcomings

164. There are no important shortcomings.

English

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good Features

165. Most pupils in key stage 1 correctly read words presented on flash cards, and have a good knowledge of phonic sounds to identify new or unfamiliar words.
166. They identify targeted words within simple sentences, and read them correctly. Less able pupils fill in correctly missing words in a sentence from a choice of given words.
167. Many pupils in key stage 1 know that a capital letter starts a new sentence and demonstrate this accurately within their writing, and spell simple words containing a consonant/vowel/ consonant accurately. They use their own list of words as a reference to enable correct spelling, and use adjectives within an appropriate context in writing simple sentences. Less able pupils write a simple sentence correctly and independently. Older pupils can use story plans, or writing frames, to construct and write a simple story, as well as write a simple book review stating why they like it.
168. All the pupils in key stage 1 demonstrate good listening skills. They respond well to questions and the more able pupils use appropriate vocabulary to express themselves in a variety of contexts. They use their linguistic skills effectively to ask a series of questions to other pupils, based on specific topics, and re-tell a story using a beginning, middle and ending. Many pupils use suitable vocabulary for specific purposes and communicate their views clearly.
169. Many pupils read a text and form opinions based on the extract they have been reading and read a variety of texts clearly, with appropriate expression. They read newspaper articles accurately and use the information to form opinions, while less able pupils are able to identify specific names of people and places within a newspaper article.
170. Most pupils in key stage 2 use their reading skills to find relevant information and proceed to provide an informative report on a topic, showing good comprehension of the text. They correctly identify events in a chronological order within a given text.

171. Pupils in key stage 2 identify specific styles of writing within a newspaper report and use this as a framework for their own written reports. They are confident when using a dictionary to check the spelling of unfamiliar words.
172. Older pupils use a variety of verb tenses confidently in their writing, and use appropriate adjectives and phrases to describe people's characteristics based on a novel they have been reading. They identify quotations in an article and write their own report using quotations in a similar style, and construct informal letters using appropriate layout and expressions.

Shortcomings

173. A small minority of pupils in key stage 2 have problems spelling some words containing two syllables, and wrongly sequence letters within words. They also use punctuation marks incorrectly, in verb forms (e.g. live's) and in plurals (e.g. animal's).
174. A number of pupils in key stage 2 do not use a sufficiently broad range of adjectives in their descriptive work, and some pupils' handwriting has not yet developed with sufficient clarity. The letter formation of a number of pupils is unclear, and a few pupils do not show improvement in the presentation of their written work and their handwriting over a period of time.

Welsh second language

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

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

Good Features

175. In key stage 1, most pupils show enthusiasm when using Welsh in formal situations and use good pronunciation of words and phrases with appropriate expression. They respond appropriately to requests indicating good listening skills.
176. Younger pupils correctly identify targeted words within a simple text, and read words and phrases correctly when presented on flash cards.
177. Many pupils in key stage 1 use adjectives effectively to describe items by their colour and to describe items seen in a shop. They state weather conditions correctly, and express preferences for favourite items using appropriate phrases, and provide reasons for choosing these items.
178. In key stage 2, generally, pupils listen well and are confident when using sentence structure and patterns to form their writing and speaking to describe members of the family.
179. The older pupils are good at using a variety of extended sentences to express themselves in written form. Some of this work is of a high standard.

180. Pupils in key stage 2 use various questions when creating dialogue based on preferences for food, and use appropriate words and phrases when creating a poster to appeal for lost pets or items.
181. Many older pupils write correctly, using various tenses of verbs. They state the weather conditions in various towns and areas of Wales and state the types of clothes they wear for specific occasions.

Shortcomings

182. Although there are no important shortcomings, a significant minority of pupils are unaware of the Welsh names for specific places in Wales.
183. A small number of pupils do not possess a sufficiently wide range of vocabulary to take part confidently in informal oral discussions.

Science

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

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

Good features

184. Throughout the school pupils' investigative skills are good. This is because they plan, carry out and record their own experiments themselves, neatly, and in a well-organised way. They identify appropriate scientific explanations for their findings and express these well, giving their own views and ideas. They have a broad range of suitable scientific vocabulary.
185. Pupils in key stage 1 know how to compile a fair test when they set up an investigation to see what affects the way a toy car can travel. They show understanding that they need to change some things but keep other things the same. They make good use of their numeracy skills to chart, table and graph their results.
186. Pupils in key stage 1 have good observational skills. They use these to group materials accurately, based on their different properties. They collaborate well in their groups as they closely study and explore their materials using magnifying glasses and digital microscopes.
187. They compile detailed drawings of their characteristics, and can describe their properties as curly, rough, shiny etc. They become engrossed as they study the concentric circles on slices of tree trunk and are keen to reproduce these in their detailed and accurate drawings.
188. Pupils in key stage 2 build on these good skills and extend their knowledge of life processes, when they investigate to see which liquids will most affect human teeth. They make sound predictions based on previous knowledge of what we use our teeth for and record their results appropriately in chart form. They use scientific vocabulary when recording and communicating their knowledge of how the heart works.

189. By year 6, pupils are keen to take responsibility for planning more complex investigations and to set up a fair test independently. They extend their knowledge of forces when they use force meters to find out what happens when a spring is stretched or compressed. They give well thought out scientific explanations and readily draw suitable conclusions.

Shortcomings

There are no important shortcomings.

Information technology

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

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

Good features

190. Pupils in key stage 1 develop good keyboard and mouse skills; they know how to 'click and drag' and change the painting tool, size and colour in a painting program.
191. They develop a sound knowledge of how to move icons across the screen using a simple program and are able to control the movements of a 'floor turtle' well.
192. They have a good working knowledge of the keyboard and are beginning to learn some technical vocabulary.
193. They use simple CD Rom systems to find information about topics successfully. They also use digital microscopes to support work in other subjects, such as science.
194. In key stage 2, pupils successfully build on the skills gained in key stage 1 and are able to print, save and retrieve their work.
195. They learn to move between the programs they need to use with ease. They confidently use search engines to find information, and use tools such as spell check to improve their work.
196. They use the keyboard with developing confidence, know the different parts of the computer and learn some technical terms of the programs they use, such as "cell".
197. Pupils in key stage 2 accurately create patterns, which use repeat facility, and can edit and change font to make their work attractive. They can move and rotate objects, flip them and layer shape and colour well.
198. Pupils at the end of key stage 2 are able to use the CD-Rom equipped machines to access information linked to their current topic, interrogating databases for information, for example in work linked to geography.

199. Pupils have a good knowledge of how to use e-mail and to send an attachment to a document.
200. Key stage 2 pupils use spreadsheets confidently for collecting and using data as part of their inquiries in science, history and geography.

Shortcomings

201. There are no important shortcomings.

History

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

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

Good features

202. Pupils across the school, use a suitable vocabulary to describe the passing of time and demonstrate an increasing awareness of chronology. In key stage 1, pupils given logical reasons for classifying items as old or new and distinguish accurately between things that happen in their own lives and things that have happened in the past.
203. Pupils in key stage 2 understand why the Romans superseded the Celts, enhancing their understanding of chronology. They use books and the Internet appropriately to research information to help them ask and answer thoughtful questions about the Roman way of life. They make good use of their literacy skills to record an accurate view of aspects of dress, food, homes and heating and battle.
204. Older pupils in key stage 1 demonstrate empathy with characters and events from the past after using historical sources to find out information about the two world wars. They make comparisons between their own lives and life then when they learn about modern commemorations and war memorials, and see the direct link into the past. When they write as if a soldier in World War 1 trenches, they display understanding of the difficulties and horrors of the time.
205. Key stage 2 pupils' historical knowledge and understanding is increased when, after a visit to historical buildings in Cardiff Docks, they find out through census forms and other historical sources, how the use of these buildings has changed over time and why. They use their ICT skills competently to create a computer slide show of the buildings, describing the changes. In their study of the ethnically diverse population of the Docks, they create tally charts to show where people came from and the languages they spoke. Later they successfully trace the origins of these people on world maps.
206. In both key stages pupils are knowledgeable about the history of Wales. Key stage 1 pupils become engrossed in their study of the development of transport in Cardiff over time. They can describe in detail differences and similarities, for example, between Cardiff buses today and the tram and trolley buses of long ago. More able pupils can give relevant reasons to explain how

the changes affect their lives now, for example, the need for stringent road safety arrangements.

207. Key stage 2 pupils, when researching the rise and fall of the coal industry in Wales, develop their skills of questioning as they plan and carry out interviews with a mock Marquis of Bute, in order to learn about his influence in the locality.
208. Pupils use their investigative skills well when they research in their homework topics on historical people such as Queen Victoria, thereby enhancing their learning.

Shortcomings

209. There are no important shortcomings.

School's response to the inspection

The school community is pleased with the overall findings from our recent inspection, and the fact that the hard work and commitment of the governors, staff and pupils has been recognised. In particular, the report confirms that we are achieving our aim to make our school a happy and caring place for everyone. This was our first inspection where our self-evaluation processes and judgements have been scrutinised. Though there were instances where our judgements did not match those of the inspectors, we are pleased with the overall findings and are positive that the recommendations made can be addressed within our own school improvement planning. It is reassuring to note that we had already identified two of the three issues in our current School Improvement Plan. We feel certain that by addressing these we will be able to move the school further forward and thus continue to raise standards.

R1. The targeting of writing, and in particular that of boys, has been targeted this year and will most likely be carried over into a second year. We will also need to consider presentation and handwriting in future improvement planning.

R2. We feel that the analysis of data and subject self-evaluation is a growing strength in the school, but also recognise that we need to be 'smarter' in monitoring and evaluating current practice so as to have more of an immediate impact. We also recognise the need to improve the consistency of teachers' lesson evaluations and marking so as to inform future planning and learning. This will help ensure that we meet the needs of all of the children and in particular of the more able and talented children in the school.

R3. We had identified the need to improve the children's bilingual skills in our future improvement planning. There is a need to build up pupil confidence in this area. All of the teachers in the school are capable of using incidental Welsh, but there is a need to use this more consistently and to ensure that a greater range of vocabulary is used.

An action plan will be put in place to address these recommendations and this will be included, where possible, in our whole school improvement planning for 2007/8. A copy of this action plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	St Patrick's R.C. Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	Lucknow Street, Grangetown, Cardiff
Postcode	CF11 6NA
Telephone number	02920 226237
Head teacher	Mr P. Catris
Date of appointment	September 1 st 1999
Chair of governors/ Appropriate authority	Mr M. Boyce
Registered inspector	Mrs S. M. Barnes
Dates of inspection	15 th -18 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		44	30	29	41	49	42	41	276

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	6	14.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.8
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.01
Teacher (fte): class ratio	1.34:1

Term	R	Rest of School
Spring	90.5	90.5
Summer	90	91
Autumn	92	93

Percentage of pupils entitled to free school meals	31%
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		39		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School		8	18	73	3
		National					
En: reading	Teacher assessment	School					
		National		4	14	56	26
En: writing	Teacher assessment	School					
		National		5	14	69	12
En: speaking and listening	Teacher assessment	School					
		National		2	11	64	23
Mathematics	Teacher assessment	School		3	19	79	0
		National		2	10	63	24
Science	Teacher assessment	School		3	3	83	13
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	72.5%	In Wales	80.6%

- 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					48			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School					2	8	25	56	8
		National					4	15	47	32	
Welsh	Teacher assessment	School									
		National								78.5	
Mathematics	Teacher assessment	School							33	48	19
		National					1	3	15	47	32
Science	Teacher assessment	School						4	21	60	15
		National						2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	56.3	In the school	N/A
In Wales	74.2	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 were present at the school for eleven inspector days. The head teacher was the nominee.

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

Fifty two questionnaires completed by parents were analysed.

Discussions were held with the head and staff.

Forty-four lessons or part lessons were observed.

School documentation and samples of pupils' work from across the ability range in each year group were examined.

Discussions were held with pupils about their work and life in school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Sheelagh M. Barnes Registered Inspector	Key Question 1, Key Question 2, Key Question 5, Foundation Stage, information technology.
Mr Glyn Griffiths Team Inspector	Key Question 3, Key Question 7, Welsh second language, English.
Mrs Kay Andrews Team Inspector	Key Question 6, science, history.
Mrs Charlotte Roberson Lay Inspector	Key Question 4
Mr Paul Catris Nominee	Contribution to all Key Questions and provision of information.

The contractor was:

Evenlode Education Ltd
Little Garth
St Johns Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

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