

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

A Report on the Quality of Education in

**St Mary's RC Primary School
Longford Road
Holyhead
LL65 1TR**

School Number: 6603304

Date of Inspection: 09/10/07

by

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St Mary's RC 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 RC Primary School took place between 09/10/07 and 11/10/07. An independent team of inspectors, led by Stephen Dennett 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 **short** inspection.

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| 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 Roman Catholic Primary School is situated near the centre of the port of Holyhead and shares the site with St Mary's Catholic Church. The school serves the local Catholic and wider community of Holyhead and the majority of pupils live in the town. The majority of pupils come from relatively disadvantaged backgrounds and the school is in a Communities First area. Thirty-one per cent of pupils are eligible for free school meals, which is above the national average. Children's attainment on entry to the school is below average and a minority have delayed speech and language development.
2. The school provides education for pupils aged three to eleven. Around 15% of the pupils have been identified as having additional learning needs (ALN) and 2.3% of pupils have statements of special educational need (SEN). No pupils speak Welsh as a first language and nearly all pupils come from English speaking homes. No pupils are 'looked after' by the local authority. At the time of the inspection, there were 172 pupils on the school's roll and 24 children attend the nursery for mornings only. The number on roll has risen slightly since the school was last inspected in October 2001.
3. The school has achieved a number of awards, including Basic Skills Quality Mark (for the second time), Investors in People, Dragon Sports and Green Schools. It is also a pilot school for the Read/Write Project and part of the Health Promoting Schools and '*Read a Million Words*' projects.

The school's priorities and targets

4. The school has a wide range of appropriate aims, which reflect a commitment to high standards and the provision of good quality education to all pupils.
5. The school's current priorities include:
 - developing the school into a learning community by providing a range of community facilities and services;
 - continuing preparation for the Foundation Phase;
 - further improving provision for information and communication technology (ICT); and
 - developing the school accommodation to provide for the above initiatives.

Summary

6. St Mary's RC Primary School is a good school which provides a high quality education for its pupils. Pupils' achievement is well above average and their behaviour is outstanding. The school is a happy place and pupils clearly enjoy their learning experiences. The quality of teaching is good. The school is well led and the management have created an excellent ethos which reflects the school motto: 'Shine in the light of Christ'.

Table of grades awarded

| Key Question | Inspection grade |
|---|------------------|
| 1. How well do learners achieve? | 2 |
| 2. How effective are teaching, training and assessment? | 2 |
| 3. How well do the learning experiences meet the needs and interests of learners and the wider community? | 2 |
| 4. How well are learners cared for, guided and supported? | 2 |
| 5. How effective are leadership and strategic management? | 2 |
| 6. How well do leaders and managers evaluate and improve quality and standards? | 2 |
| 7. How efficient are leaders and managers in using resources? | 2 |

7. Children's attainment on entry to the nursery is below average. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's learning.
8. Pupils make good progress in their learning and achieve high standards in relation to their prior attainment and underlying ability by the time they leave the school. Standards in early years and key stage 1 are good. All pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. Pupils' key skills are good overall but in pupils' Welsh bilingual skills, good features outweigh shortcomings.
9. At key stage 1 in the 2007 teacher assessments, 84.2% of pupils achieved level 2 or above in English. In mathematics and science, 89.5% achieved at least level 2. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50%. Compared to schools with similar numbers of pupils eligible for free school meals, the school was also in the upper 50%. The percentage of pupils gaining the higher level 3 was above average in English, mathematics and science.
10. In teacher assessments at the end of key stage 2 in 2007, 84.6% of pupils achieved level 4 or above in English and science. In mathematics, 92.3% achieved at least level 4. Compared with all schools in Wales, the school's core

subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was in the upper 50%. In comparison with similar schools, the school's results were in the top 25%. In English, mathematics and science more pupils achieved the higher level 5 than is found nationally. In 2007, one lower attaining pupil was included in the above figures, although this pupil left the school before the assessments took place. If this pupil is excluded from the results, the school's core subject indicator is in the top 25% nationally.

11. The school's assessment results have improved at both key stages since its last inspection and have been consistently above the national average. The school's trend in improvement since 2001 is at a greater rate than the national trend.
12. Pupils' personal, social and learning skills are good. Pupils' excellent behaviour contributes significantly to their good progress and is a strength of the school. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity.
13. At 93%, the average rate of attendance for the three terms prior to the inspection is at the local education authority (LEA) average but above the national. The vast majority of pupils attend school regularly and are punctual.
14. Pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community, especially the church which is next to the school. They are also developing a good understanding of sustainability.

The quality of education and training

15. During the time of the inspection, standards of teaching in the 10 lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 100% | 0% | 0% | 0% |

16. The quality of teaching overall is good with no important shortcomings. Lessons are frequently stimulating and challenging. Relationships throughout the school are excellent and contribute significantly to pupils' academic and social development. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Teaching assistants are well trained and this enables them to become integrated fully into the staff team, giving high quality support to teachers and pupils. Teachers plan effectively and have high expectations for their pupils. They use a wide range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. However, the teaching of bilingual skills is not as good as other aspects of teaching.
17. There are good systems for assessing and monitoring the progress of pupils in English, mathematics and science in both key stages. Assessment procedures in the foundation subjects are also thorough. Pupils are involved effectively in their own assessment. Reports to parents are good and the school meets all statutory requirements for assessment.
18. The curriculum provided is good with no important shortcomings. All statutory requirements are met well. Equal access is provided to a wide range of exciting

learning experiences. The school meets learners' aspirations and needs well. There is a wide range of clear policy documents, well-written long term schemes and well-focused medium term planning, which help ensure progression and appropriate continuity. Plans identify good opportunities for the development of pupils' key and basic skills.

19. There is an outstanding range of extra-curricular activities, which broaden and enrich pupils' learning experiences and the school is good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is good. However, there are shortcomings in the promotion of pupils' bilingual skills.
20. The school has an effective partnerships with parents, the community and other providers. There are excellent links with the secondary schools to which pupils proceed after they have left St Mary's.
21. Provision for work related education is being developed well. The school is good at tackling social disadvantage and stereotyping and ensures equal access to all pupils. Education for sustainable development is good and the school is involved in recycling projects. Good progress is being made on developing pupils' entrepreneurial skills and the school reflects national priorities for lifelong learning in its provision well.
22. The quality of care, support and guidance provided for pupils is good with no important shortcomings. Care arrangements are managed well and there is a good partnership with parents and outside agencies. Pupils settle into school quickly because of the good induction procedures. The quality of personal support and guidance is outstanding and there is a good personal and social education (PSE) programme. Punctuality and attendance is monitored appropriately. There are good procedures for child protection and all legal requirements are met.
23. Provision for pupils with ALN is good with outstanding features. There are very effective systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The ALN co-ordinator works well in partnership with learning support assistants (LSAs). The school provides excellent support for pupils whose behaviour might impede their own learning and the learning of others.
24. The school's provision for equal opportunities is good with no important shortcomings. All pupils are supported very well, irrespective of their individual background. The school promotes gender equality well and promotes good race relations. Effective measures have been taken to tackle bullying and to promote good behaviour. The school has made reasonable adjustment to avoid putting disabled pupils at a disadvantage. The school recognises and respects diversity well.

Leadership and management

25. The leadership and management of the school are good with no important shortcomings. The headteacher leads the school well. She has a clear sense of purpose and direction which are effectively communicated to staff, parents and the governing body. She demonstrates great care and concern for both staff and pupils. The headteacher takes a number of lessons as part of the school's system for releasing staff for planning, preparation and assessment (PPA) and

- she undertakes regular lesson observations. These activities enable her to have a very good idea of how well the school's aims are being put into practice.
26. The school takes good account of national priorities. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are set and monitored by both staff and pupils. Performance management is conducted efficiently.
 27. The governance of the school is good and there are no shortcomings. The governing body is very supportive of the school and governors say it plays an important role in the community. The governing body fulfils all its legal responsibilities very well and all statutory requirements are met. Governors have a detailed understanding of their role, and are involved in all aspects of school life. This is an outstanding feature of their work. Governors are given regular reports by the headteacher and co-ordinators and are well aware of the school's procedures for planning, monitoring and reviewing. They visit the school on a regular basis and have regular contacts with parents and the community. The governing body is fully involved in the setting of the strategic direction of the school as well as setting and monitoring the budget.
 28. Systems for self-evaluation are good with no important shortcomings. Staff are well informed about performance in their areas of responsibility. Senior staff regularly monitor lessons in order to make judgements about standards throughout the school. All those who provide education are involved in the self-evaluation process. The school self-evaluation report effectively identifies its strengths and areas for development. The inspection team agrees with six out of the seven grades the school awarded itself.
 29. The information gathered through self-evaluation is directly used effectively to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school development plan (SDP). The school supports its priorities well through the allocation of resources. The school has made good progress since the last inspection and has dealt appropriately with all outstanding issues.
 30. The use and management of resources is good with no important shortcomings. Staff, accommodation and resources are good. Economic, efficient and effective use is made of resources. Staff are well deployed and effectively trained. Resources are well matched to the school's priorities of development and the school provides good value for money.

Recommendations

- R1 building on good practice in early years, further develop pupils' bilingual skills and provide more opportunities for pupils to use their Welsh in subjects across the curriculum in key stage 1 and key stage 2.

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

31. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
32. Children's attainment on entry to the nursery is below the LEA average. The overall quality of provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
33. Pupils generally make good progress in their learning and achieve good standards in relation to their prior attainment and underlying ability. Pupils achieve the learning targets set by teachers and by themselves. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make good progress towards fulfilling their potential. They are well prepared for the next phase of their education.
34. Pupils' key skills are good overall. Their speaking, listening, reading, writing and ICT skills are good throughout the school. Pupils' numeracy skills are good in key stage 1 and outstanding in key stage 2. Their bilingual skills have good features which outweigh shortcomings. Throughout the schools, pupils have good problem-solving and independent learning skills are developing well. They have good creative skills, which they apply well in art, music and their dramatic performances. Children under five are developing their key skills well. The youngest children are also good at working with each other.
35. At key stage 1 in the 2007 teacher assessments, 84.2 per cent of pupils achieved level 2 or above in English. In mathematics and science 89.5 per cent achieved at least level 2. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the upper 50 per cent. Compared to schools with similar numbers of pupils eligible for free school meals, the school was also in the upper 50 per cent. The percentage of pupils gaining the higher level 3 was above average in English, mathematics and science.
36. In teacher assessments at the end of key stage 2 in 2007, 84.6 per cent of pupils achieved level 4 or above in English and science. In mathematics, 92.3 per cent achieved at least level 4. Compared with all schools in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 4 in English, mathematics and science) was in the upper 50 per cent. In comparison with similar schools, the school's results were in the top 25 per cent. In English, mathematics and science more pupils achieved the higher level 5 than is found nationally. In 2007, one lower attaining pupil was included in the above figures, although this pupil left the school before the assessments took place. If this pupil is excluded from the results, the school's core subject indicator is in the top 25 per cent nationally.
37. The school's assessment results have improved at both key stages since its last inspection and have been consistently above the national average. The

school's trend in improvement since 2001 is at a greater rate than the national trend.

38. Pupils have a good grasp of what they are doing and most know what they need to do to improve their performance. Pupils with ALN make very good progress in relation to their prior attainment and their underlying abilities. There is no significant difference in the performance of boys and girls. Pupils are making good progress towards fulfilling their potential and pupils in Y6 are ready for the next stage of their education.
39. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' outstanding behaviour contributes very significantly to their good progress and is a strength of the school. Pupils report that there is very little bullying at the school and when it occurs, it is dealt with swiftly and effectively by staff. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own culture and are developing an understanding of cultural diversity through their study and links with China. Pupils respond positively to the daily acts of collective worship and take part with enthusiasm.
40. Average attendance for the three terms prior to the inspection was 93% which is above national averages and the same as the LEA average. The great majority of pupils are punctual and lessons start on time. Registration is conducted in accordance with statutory requirements.
41. Pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community, especially in the life of the church. They are also developing a good understanding of sustainability and how it affects their lives. The school is beginning to explore ways in which pupils can be prepared for effective participation in the workplace.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

42. The findings of the inspection team match the judgement made by the school in its self evaluation report.
43. The quality of teaching observed in 10 lessons during the inspection was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 0% | 100% | 0% | 0% | 0% |

44. This exceeds Welsh Assembly Government (WAG) targets for 2007, which were that 84% of teaching should be Grade 2 or better and of that 17% should be Grade 1.
45. Lessons are stimulating and challenging and teachers have high expectations for pupils' learning. All support staff are well trained and this enables them to become integrated fully into the staff team, giving very good support to teachers and learners. There are outstanding working relationships between all staff and pupils which enable children to establish confidence in their social interactions and to learn at an optimum rate.

46. Teaching meets pupils' needs and National Curriculum (NC) requirements. Teachers show good subject knowledge and a good understanding of recent educational initiatives. This enables teachers to plan effectively and to use a wide variety of teaching approaches to ensure that learners are actively engaged. Where planning is particularly good, teachers clearly indicate assessment opportunities and link them to NC attainment targets. All teachers throughout the school promote equality of opportunity effectively for all pupils. Basic and key skills are taught well and relevant links are made in subjects across the curriculum. However, teachers provide a limited range of opportunities to develop pupils' bilingual skills.
47. Teaching in the early years is good. The teacher provides a stimulating and challenging environment, which enables children to make good progress in their learning. This includes the provision of a suitable range of coherent learning experiences in speaking and listening in Welsh and English.
48. The school has an effective system of tracking pupils' progress in English and mathematics. In these subjects good use is made of data to identify pupils' levels of achievement and areas for development. Formal assessment in other subjects provides teachers with good information to measure pupils' progress. All assessment is rigorous and is used to inform planning and improve learning.
49. Teachers know their pupils well and mark work regularly. Comments in books often indicate how pupils might move forward in their subject learning. Pupils are actively encouraged to become involved in planning their own targets for English and mathematics and they know what they have to do to improve. They are also regularly involved in assessing their own work.
50. Parents meet teachers twice a year to formally review their children's progress measured against their targets. They receive good annual reports which provide a full and accurate statement of the achievements and progress of their children and guidance for further improvement. The school complies with statutory requirements for reporting pupils' achievements.

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

| |
|---|
| Grade 2: Good features and no important shortcomings |
|---|

51. The inspection team agrees with the school's evaluation of this key question.
52. The school provides a broad and balanced curriculum that fully complies with statutory requirements, meets pupils' needs and interests and is rooted in the Catholic ethos of the school. The school mission statement, '*Shine in the Light of Christ*', is implemented in the curriculum, which caters appropriately for pupils of all abilities, including those with ALN. Appropriate policies and schemes of work are in place for all subjects and areas of learning. Also the school plans carefully for the delivery of key skills and the common requirements of the NC. Teachers work closely together to ensure that there is good continuity and progression between year groups and classes. They take good account of what pupils have learnt previously and what needs to be taught next.
53. The range and quality of out-of-school and extra-curricular activities are particular strengths of the school. Years 5 and 6 have attended annual

residential courses at Kingswood and the school visits Rhyd y Creuau Outdoor Pursuits Centre. There are also several clubs and activities for key stage 2 pupils. These include the 'Dragon Sports' programmes for athletics, rugby and football. The school has been awarded the Dragon Sports Silver award. The curriculum is enhanced by the input of visiting artists, authors and storytellers from the Welsh Arts Agency. All of these experiences enrich pupils' learning and help to develop their personal, social and cultural skills.

54. The school's provision for pupils' personal development is good. The PSE programme is closely linked to the religious education curriculum and is very much part of the school's Catholic ethos.
55. The promotion of pupils' spiritual, moral social and cultural development is good. Provision for spiritual development is good. Collective worship makes a valuable contribution and there is a clear Catholic ethos. Pupils are given good opportunities for quiet reflection. Pupils' moral development is promoted effectively. Adults in the school provide good role models and pupils have a good understanding of honesty and fairness. The school promotes gospel values. Pupils show respect for staff and have mature, caring and tolerant attitudes towards each other. School rules, class rules and the school council all contribute effectively to pupils' social development. As a result, pupils accept responsibility and have a good understanding of living in a community.
56. The school promotes pupils' cultural development well. For example, it is developing links with Xincun Primary School in China. This helps pupils to understand life in a multi-cultural society. Also the school ensures that the pupils have a good understanding of their own cultural heritage and creates opportunities to help pupils appreciate life in Wales.
57. The school has established a range of effective partnerships. Parents give good volunteer support for many aspects of school life such as reading, sports coaching and accompanying educational visits. Also there is an active Parents and Friends Association, which organises fund-raising and social activities for the school.
58. The school is actively involved in the life of the local community. Members of the community such as the police liaison officer, the fire service, coast-guards, the school nurse and members of St Mary's parish are regular visitors to the school. The school also regularly raises money for charitable causes. Pupils have worked on projects with local artists at school and at the Ucheldre Arts Centre. They have also completed a history project with the local Over 50's club. The school also has good links with other schools. As part of their transition programme Y6 pupils spend a week at the local secondary school and participate in their after-school clubs. These visits develop their personal and social skills as well as their physical skills. The school also has good links with Coleg Menai.
59. The school offers work related activities with Wylfa Power Station and Anglesey Aluminium Metals to increase pupils' awareness of the world of work. Currently there are very few links with employers to support staff training and development through teacher placement.
60. The school meets the requirements for *Y Cwricwlwm Cymreig*. Work developed across the curriculum enhances pupils' knowledge and understanding of their

own locality and develops an understanding of the heritage and culture of Wales. For example, pupils listen to music by contemporary Welsh musicians and take part in *Dawns i Bawb*. Also they have visited the Sygun Copper mine and the slate quarries and museum at Llanberis.

61. The school's promotion of bilingualism is underdeveloped. There are limited opportunities for pupils to use the Welsh language and their bilingual skills beyond their dedicated Welsh lessons.
62. The school makes great efforts to tackle social disadvantage and stereotyping. Pupils, regardless of their social background or gender are encouraged and included in all school activities. All pupils have equal access to all areas of the curriculum.
63. The school is continuing to develop pupils' awareness of sustainable development and global citizenship. The school is involved in the Green Schools initiative and is working towards the bronze award. During discussions with pupils they showed good awareness of green issues. The school is linked to a school in China and have held a world awareness week which included looking at fair-trade issues.
64. Entrepreneurial skills, including problem solving and decision making are encouraged. Pupils are given the opportunities to develop these skills as members of the school council and green committee. Pupils running the fruit tuck shop also have to make decisions about what fruit to order, taking into account shelf life and other pupils' preferences.
65. The school has a strong commitment to laying the foundations for lifelong learning and community regeneration. National priorities are taken on with enthusiasm and embedded into school life. Pupils are well prepared for their transition to high school.

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

Grade 2: Good features and no important shortcomings

66. The inspection team does not agree with the schools evaluation of this key question. The school graded it as a Grade 1 but overall the provision, although good, is not outstanding.
67. The care, support and guidance offered by the school is good. Pupils are secure in school and good relationships exist between themselves and all staff both teaching and non-teaching. In discussion with pupils and the school council they said they were confident that any concerns would be treated seriously and would be dealt with quickly and effectively.
68. The partnership with parents and carers is good. Parents are encouraged to participate in school life. The majority of parents who returned the questionnaires and those parents who attended the pre-inspection meeting were very positive in their responses. There are regular newsletters and an active Parents and Friends Association. Mass is celebrated each week in St Mary's Church and parents are always welcome.
69. Induction programmes to help new pupils settle in are good. Transition arrangements to the feeder high school are well developed and include the opportunity to attend after school clubs after the summer half term. This is an

outstanding feature. Pupils arriving outside the normal admission times are allocated a buddy to help them settle down into the life and routines of their new school.

70. Teachers know their pupils well which enables them to effectively monitor each child's needs and progress. The provision of high quality personal support and guidance including access to PSE is an outstanding feature. Circle time and 'I just want to tell you' boxes are well used to support and guide pupils. The NSPCC provide counselling where appropriate and good use is made of other specialist services.
71. The monitoring of pupils punctuality, attendance and behaviour is good. Good attendance is rewarded with a certificate each term. The school is part of a group of schools currently in negotiations with a local travel agent trying to arrange deals for parents taking their holidays during school holiday periods.
72. The schools provision for healthy development of all pupils is good. The school is part of the Healthy Schools Initiative. There is a water cooler and all pupils are supplied with plastic bottles and are able to drink water throughout the day. Healthy dinners are promoted and the school operates a fruit only tuck shop. There is a nominated first aider and all staff have received first aid training.
73. The headteacher is the person with responsibility for child protection and is trained to the appropriate level. All staff including midday supervisors and the nominated governor have received training. There is a child protection policy in place in line with local procedures.
74. Provision for pupils with ALN is good with outstanding features. There are very effective strategies to identify pupils at an early stage and good use is made of a range of assessment tools. Close liaison with the educational psychologist means that learners are quickly given statements of SEN when they need them. As a result of early identification, pupils with ALN make very good progress and frequently do not need additional support higher up the school. This is an outstanding feature of the school's provision.
75. The needs of pupils are met well through a variety of strategies, including support in lessons and small groups. There is an effective emphasis on promoting pupils' self-esteem and school adheres to the code of practice for ALN. The school's equal opportunities and inclusion policies ensure that pupils with ALN have the same access to the school's provision as other pupils. There is a clear policy to guide teachers' work. The well-informed co-ordinator for ALN oversees the provision very well. Her expertise adds significantly to the high quality provision. The support given by LSAs is outstanding and contributes significantly to the rapid progress pupils make. Class teachers contribute positively to the provision through their planning of tasks for these pupils as well as for more able pupils. There are good links with relevant outside agencies.
76. Individual education plans are well written and have targets for literacy, numeracy and behaviour, where appropriate. Individual education plans are well focused and identify strategies to help pupils learn and make progress. They are reviewed twice a year. Parents are shown copies which include a note on areas where they can offer support. They have opportunities to discuss targets and progress with teachers.

77. The school works closely with parents to ensure that appropriate support is provided for those learners whose behaviour might impede their progress or that of others. The strategies used have resulted in pupils being taken off the school's ALN register, as they no longer need behaviour support. The school's policies and procedures to promote good behaviour emphasise a positive approach and are very effective.
78. All pupils whatever their social, educational, ethnic or linguistic background are well supported and treated equally with dignity and respect. They have equal access to all lessons and activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school recognises and respects diversity. This is also evident from the many displays and resources around the school.
79. The school has effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and harassment. In discussions with pupils they were confident that any bullying would be dealt with promptly and fairly by staff.
80. The school makes all reasonable efforts to secure equal treatment for disabled pupils. There is disability access and a disabled toilet. The school has a disability access plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

81. The findings of the inspection team match the judgement made by the school in its self evaluation report.
82. The headteacher leads the school well. She has a clear sense of purpose and direction which are effectively communicated to staff, parents and the governing body. She demonstrates great care and concern for both staff and pupils. The headteacher takes a number of lessons as part of the school's system for releasing staff for PPA and she undertakes regular lesson observations. These activities enable her to have a very good idea of how well the school's aims are being put into practice.
83. The school's commitment to each pupil is evident in the aims of the school and the values it seeks to promote. These focus on the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. The school's motto 'Shine in the light of Christ' permeates all the work of the school and is reflected in its excellent ethos. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection meeting with inspectors.
84. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote effective learning.

85. The school takes appropriate account of national priorities. The promotion of global citizenship is a current target and an action plan is in place for the implementation of the Foundation Phase.
86. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Targets are challenging but realistic, taking into accounts the school's context. The school has a good track record of achieving its targets.
87. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
88. The governing body is very supportive of the school and governors say it plays an important role in the community. The governing body fulfils all its legal responsibilities very well and all statutory requirements are met. Governors have a detailed understanding of their role, and are involved in all aspects of school life. This is an outstanding feature of their work. Governors are given regular reports by the headteacher and co-ordinators and are well aware of the school's procedures for planning, monitoring and reviewing. They visit the school on a regular basis and have regular contacts with parents and the community. The governing body is fully involved in the setting of the strategic direction of the school as well as setting and monitoring the budget.

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

| |
|---|
| Grade 2: Good features and no important shortcomings |
|---|

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The school has produced a good and comprehensive self-evaluation report, which identifies strengths and areas for development in each of the key questions and provides detailed evidence to support its judgement. The inspection team agrees with the school's overall judgements in six of the seven key questions. Where the team did not agree with the school, it was because provision, although of a high quality, was not outstanding.
91. Systems for self-evaluation are good. Co-ordinators produce detailed evaluation reports which identify issues for further improvement. These are discussed with the headteacher and governing body and included in the in the school's improvement plan when appropriate. There is a suitable system for monitoring standards by looking at pupils' work, examining data and observing lessons.
92. The school is good at seeking out and taking account of the views of pupils, parents, governors, the LEA, the diocese, staff and the community. Questionnaires have been used to canvas opinion and the school council gives it views on aspects of school life. Pupils have a good idea of the evaluation process and parents express the view that the school listens well to suggestions and concerns. The governing body is particularly well informed about the school and use this information effectively to influence policy decisions.

93. The SDP is based on the school's self-evaluation process. Areas for improvement are identified from the evidence gathered through the monitoring and review procedures. The school is making good progress in addressing its current targets, although its plans for adapting the building for the Foundation Phase are awaiting WAG approval. The SDP is reviewed regularly and evaluated by the headteacher, the governing body and relevant staff. This has had a positive effect on standards and provision.
94. The school insures that its initiatives are supported by adequate resources. The governing body is insistent that support staffing levels should be kept as high as possible, and this is having a positive effect on standard and the progress made by pupils, especially those with ALN.
95. The school has made good progress towards achieving the key issues identified in the last inspection and standards have risen in the subjects identified with weaknesses at that time. Pupils are fully involved in the assessment procedures and are clear about their targets and what they have to do to achieve them. Teachers' marking is supportive and reports now set targets for improvement. The school can demonstrate that its actions have resulted in measurable improvement, as standards have improved by more than the national rate.

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

Grade 2: Good features and no important shortcomings.

96. The inspection team agrees with the school's evaluation of this question.
97. The school is appropriately staffed and class sizes are relatively small. The teachers are well-qualified and experienced. They have a good range of specialist skills to deliver the curriculum and provide for the needs of all pupils, including those with ALN and children under five. This has a positive effect on standards. The support staff are suitably qualified and they receive ongoing training. They provide very good support for the teachers and learners. The teaching and support for pupils with ALN is effective. Overall, teachers and support staff work very effectively together for the benefit of the pupils.
98. The range, quantity and quality of resources in the school enhance the quality of the pupils' learning in all age groups and subjects. The Parents and Friends Association also make a considerable positive contribution by providing resources. There is a good range and variety of materials to promote *Y Cwricwlwm Cymreig*. There are good outdoor sports facilities at the school. The school also makes effective use of local arts centres, sports facilities and field centres to enrich the curriculum.
99. The accommodation is good. Overall, there is adequate space for the number of pupils on roll. The accommodation provides a comfortable, safe and attractive learning environment. The library is well resourced and organised. Displays are used effectively to enhance the learning environment and to stimulate pupils' learning. The accommodation for the under-fives is good and resources are used imaginatively. The school buildings and grounds are very well maintained by the caretaker and the cleaning staff. There are specially adapted facilities for people with physical disabilities.

100. The headteacher and the governors work hard to ensure that the school is cost effective. The school secretary provides good levels of administrative support to ensure that systems operate efficiently.
101. All members of staff are deployed effectively. The school has made suitable arrangements to ensure that all teachers have sufficient time for PPA. Teachers use this time effectively to plan and assess pupils' work. At these times the classes are taught Welsh second language by the nursery teacher (afternoons) or other subjects by the headteacher. This teaching makes an effective contribution to the pupils' progress. Good systems are in place to identify the professional development needs of individual members of staff in the context of the school as a whole and in the SDP.
102. The school reviews its resources on a regular basis. Subject co-ordinators manage the auditing of resources. The headteacher manages the budget efficiently, supported by the governing body's finance committee. Financial resources are regularly checked and reviewed and spending is closely matched to the school's priorities. The headteacher is aware of the effect of current spending decisions on future developments. Overall, the school provides good value for money.

School's response to the inspection

We are happy that the Estyn team have recognised St Mary's as a good, happy school which provides a high quality of education, resulting in pupil achievements that are consistently and significantly above the national average.

We are particularly glad that they acknowledged the outstanding behaviour of the children and the excellent ethos of the school, as these are features of which we are particularly proud.

We are happy that they recognised the range of out-of school and extra-curricular activities which are a particular strength of the school, and also the outstanding quality of relations between staff and pupils.

We are disappointed that we did not have a higher grade for key question 1, as we feel that this is a strength of the school.

We are pleased that the team recognised that the school is well led, with a clear sense of purpose and direction.

We are also happy to accept their recommendations to build on good practice to further develop pupils' bilingual skills. We feel we have already laid firm foundations for this in the Foundation Stage and the early years, and are engaged in developing competence at key stages 1 and 2. We have invested significantly in staff and resources. We look forward to the challenge of future development.

Appendix 1

Basic information about the school

| | |
|---------------------|---------------------------------------|
| Name of school | St Mary's RC Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 to 11 |
| Address of school | Longford Road Holyhead Anglesey |
| Postcode | LL65 1TR |
| Telephone number | 01407 763176 |

| | |
|----------------------|------------------------|
| Headteacher | Mrs Frances Thomas |
| Date of appointment | 1 September 1996 |
| Chair of governors | Rev Fr Lorcan O'Reilly |
| Registered inspector | Mr Stephen Dennett |
| Dates of inspection | 09/10/07 to 11/10/07 |

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 | 24 | 21 | 20 | 19 | 20 | 19 | 24 | 25 | 172 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 1 | 6.9 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 21:1 |
| Pupil: adult (fte) ratio in nursery classes | 6:1 |
| Average class size, excluding nursery and special classes | 29.5 |
| Teacher (fte): class ratio | 1.15:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Autumn 2006 | 87.7 | 94.5 | 96.1 |
| Spring 2007 | 94.5 | 88.6 | 92.1 |
| Summer 2007 | 87.5 | 93.4 | 92.6 |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 31 |
| 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 2007 | | | Number of pupils in Y2: | | | | 19 |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English: | Teacher assessment | School | 0 | 0 | 16 | 53 | 32 |
| | | National | 0 | 4 | 12 | 64 | 20 |
| En: reading | Teacher assessment | School | 0 | 0 | 10 | 58 | 32 |
| | | National | 0 | 4 | 14 | 56 | 26 |
| En: writing | Teacher assessment | School | 0 | 0 | 21 | 53 | 26 |
| | | National | 0 | 5 | 14 | 69 | 12 |
| En: speaking and listening | Teacher assessment | School | 0 | 0 | 21 | 53 | 26 |
| | | National | 0 | 2 | 11 | 64 | 23 |
| Mathematics | Teacher assessment | School | 0 | 0 | 11 | 63 | 26 |
| | | National | 0 | 2 | 10 | 63 | 24 |
| Science | Teacher assessment | School | 0 | 0 | 11 | 63 | 26 |
| | | 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 | 84.2 | In Wales | 80.9 |

National Curriculum Assessment Results

End of key stage 2:

| National Curriculum Assessment KS2 Results 2007 | | | Number of pupils in Y6 | | | | 13 | | | | |
|---|--------------------|----------|------------------------|---|---|---|----|----|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 39 | 46 |
| | | National | 0 | 2 | 2 | 0 | 1 | 4 | 15 | 46 | 31 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 39 | 54 |
| | | National | 0 | 0 | 2 | 0 | 1 | 3 | 15 | 47 | 32 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 15 | 0 | 46 | 39 |
| | | National | 0 | 0 | 2 | 0 | 0 | 2 | 11 | 51 | 34 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 84.6% | In Wales | 74.3% |

- D Pupils who are exempted 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 three inspectors spent a total of seven inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Twenty-five questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The headteacher acted as nominee and provided additional information as required.
- Ten lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended the school council, and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|---|
| Stephen Dennett Registered Inspector | <p>Led on : Context, Summary, Recommendations and Appendices Key Question 1 Key Question 5 Key Question 6</p> <p>Contributed to: Key Question 4</p> |
| Justine Barlow Lay Inspector | <p>Led on: Key Question 4</p> <p>Contributed to: Key Question 1 Key Question 3 Key Question 7</p> |
| Angela Mills Team Inspector | <p>Led on: Key Question 2 Key Question 3 Key Question 7</p> <p>Contributed to: Recommendations Key Question 1 Key Question 2</p> |
| Mrs Frances Thomas Nominee | Assisted with all key questions |

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of St Mary's RC Primary School for the co-operation and assistance both before and during the inspection.

Contractors

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