

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

A Report on the Quality of Education in

**Our Lady of the Angels RC VA Primary School
Victoria Street
Cwmbran
Torfaen
NP44 3JR**

School Number: 6783321

Date of Inspection: 03 June 2008

by

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Our Lady of the Angels RC VA 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 Our Lady of the Angels RC VA Primary School took place between 03/06/08 and 05/06/08. 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 **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	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. Our Lady of the Angels Primary School is a Roman Catholic voluntary aided school located in a residential and commercial area south of the Cwmbran town centre. Pupils come mainly from Catholic homes throughout Cwmbran and the surrounding area. Around 22% of pupils are eligible for free school meals, which is above the national and local education authority (LEA) average. Children's attainment on entry to the school is below average, but covers the whole range of ability. The pupils come from backgrounds that are neither prosperous or economically disadvantaged.
2. The school provides education for pupils aged three to eleven. Twenty per cent of the pupils have been identified as having additional learning needs (ALN) and five pupils have statements of special educational need. Two pupils have been disapplied from the National Curriculum (NC). Around 2% of pupils speak English as an additional language (EAL) and 5% are from ethnic minorities. No pupils speak Welsh as a first language. Two pupils are 'looked after' by the LEA. At the time of the inspection, there were 170 pupils on the school's roll. The number on roll has fallen since the school was last inspected in March 2002.
3. The school has achieved the Basic Skills Quality Mark, the Eco Schools Silver Award and the Healthy Schools' Award. It also participates in the Children's University.

The school's priorities and targets

4. The school's vision is '*cyd weithio, cyd chwarae, cyd weddio*' (working together, playing together, praying together). Its philosophy is based on the Catholic concept that '*education is holy*'. The school's main aim is to '*provide a Catholic education within which children are challenged to reach their full academic potential and have equal opportunity to develop physically, spiritually, and socially in order to participate fully in Welsh society and in the twenty-first century world in which they live*'.
5. The school has set a number of targets for the current school year, which include: '*to develop critical thinking skills in teaching and learning*'; '*to further develop writing throughout the school with particular emphasis on boys' writing*'; '*to further develop and implement Foundation Phase education*'; '*the implementation of the revised curriculum 2008*'; '*to renew the Basic Skills Award*'; and '*to review the roles and responsibilities of the governing body*'.

Summary

6. This is good school with a number of outstanding features. Its pastoral care is of a very high quality and as a result, pupils make very good progress in their spiritual, moral and social development. The school's Catholic ethos is outstanding and pervades everything it does. The learning experiences provided are of a very high quality and meet the needs of the pupils and the wider community very well.

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?	1
4. How well are learners cared for, guided and supported?	1
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

Standards

Areas of Learning Early Years

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

7. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

Subjects

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Design Technology	2	2
Music	2	2

8. During the time of the inspection, standards of achievement in the 30 lessons observed were as follows:

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

9. The education provided by the school meets the needs of pupils well. As a result, pupils achieve good standards in knowledge, understanding and skills throughout the school. The most pupils achieve or exceed their agreed learning targets and clearly enjoy their achievement.
10. Pupils' standards in the key skills of speaking, listening and reading are good. However, there are some shortcomings in their writing skills. Standards in numeracy and information and communication technology (ICT) are good. Pupils' bilingual skills are developing, but are not yet as good as they should be. Pupils' independent learning and problem-solving skills are well developed.
11. In the 2007 teacher assessments at the end of year 2, the school was in the lower 50% compared with schools with a similar number of pupils eligible for free school meals. At the end of year 6, the school was in the top 50% in comparison with similar schools.
12. Standards at key stage 2 have improved at a slightly greater rate than the national average since the last inspection in 2002 and the trend continues to be upward. The value added to pupils' learning as they move through the school is good.
13. The school makes an outstanding contribution to pupils' well-being. As a result, pupils enjoy coming to school very much and benefit from its warm, friendly ethos. Relationships with staff are outstanding and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents. Attendance and punctuality are good.
14. The pupils' personal development is good with outstanding features. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies, the prayer room and their classrooms. The pupils' moral and social skills are very well developed, especially in upper key stage 2. Pupils have good awareness of Welsh and British culture as well as other world cultures. There is great respect for diversity.
15. Pupils are very well behaved and they have positive attitudes. Most pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with

a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak English as an additional language.

16. Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

17. During the time of the inspection, the quality of teaching in the 30 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

18. Teaching in early years and throughout the school is good. Some of the good and outstanding features of teaching are: effective planning and preparation; good use of questioning to extend pupils' thinking; secure subject knowledge; high expectations of pupils' performance and behaviour; working closely with support staff to provide good quality help for pupils; and clear learning objectives and skills which are shared with pupils.
19. In the few lessons, that had shortcomings lessons lacked pace, had over-long introductions and were insufficiently challenging. Although some teachers use incidental Welsh well in lessons, the development of pupils' bilingual skills is inconsistent.
20. There is a comprehensive system of assessment which tracks pupils' progress well. However, systems for moderating and standardising teachers' assessments are not sufficiently developed to ensure a consistent comparison with other schools locally or nationally. Annual reports to parents meet statutory requirements and provide detailed information on pupils' progress in all subjects.
21. The school meets pupils' aspirations very well. The curriculum provided is outstanding. Pupils have equal opportunities to participate in a good range of extra-curricular activities of a sporting, cultural and academic nature.
22. The provision for the pupils' spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted very effectively and provision for pupils' moral development is outstanding. '*Y Cwricwlwm Cymreig*' is promoted successfully. Good opportunities are provided for pupils to learn about the culture, economy, environment and history of Wales. Pupils' understanding of cultural diversity is successfully promoted by visits to places such as the synagogue and by links with a school in Kenya.
23. The school's partnerships with parents, the parish, the local community, other schools and higher education institutions are highly successful. Partnerships have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences. The school's commitment to work-related education is consistently good and is an integral part of pupils' learning.
24. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful and pupils

succeed regardless of their ability, gender, race or backgrounds. The standards in, and provision for education for sustainable development and global citizenship are outstanding. Pupils' entrepreneurial skills are developing well.

25. The school places a high priority on pastoral care throughout the school and outstanding care, guidance and support are provided for pupils. There is a very strong community spirit, and staff and pupils are very welcoming to visitors. The personal support and guidance provided by the headteacher and staff to pupils of all ages is outstanding. The school makes every effort to promote healthy eating and a healthy lifestyle.
26. Provision for pupils with ALN is good with outstanding feature. There are very effective systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The school provides outstanding support for pupils whose behaviour might impede their own learning and the learning of others. Support of pupils with EAL is good and enables these pupils to settle into the school well and make good progress in their acquisition of English.

Leadership and management

27. The headteacher leads the school well. Her vision is communicated effectively to all those involved in the school. All staff are well aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. Their energy and commitment to high standards have resulted in improving standards over the last two years.
28. The school takes appropriate account of national priorities. The headteacher and staff analyse the school's performance data and set challenging targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently. The governing body is very supportive of the headteacher and staff and takes an active role in helping set the school's strategic direction.
29. Systems for self-evaluation are good. The school self-evaluation report is a well-structured document which effectively identifies its strengths and areas for development. The inspection team agreed with two of the seven grades the school awarded for the key questions. Where the inspection team did not agree with the school it was usually because there were not enough outstanding features to warrant awarding a grade 1.
30. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school's 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 effectively with all the key issues raised at that time.
31. The school is well staffed and there are sufficient resources. The accommodation is good and has been improved significantly since the last inspection. Effective use is made of financial and other resources and the school provides good value for money.

Recommendations

In order to further raise standards and improve provision, the school needs to:

- R1 Further develop pupils' bilingual competence and extend their knowledge and skills in Welsh and English to advance and enrich their understanding in both languages.
- R2 Further develop pupils' writing skills, especially their handwriting skills so that most pupils reach the age-related expectation for this aspect by the time they leave the school in year 6. *
- R3 In partnership with the LEA, further improve the moderation and standardisation of teachers' assessments.

** The school has already identified aspects of this recommendation in its 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

- 32. The findings of the inspection team do not match the grade 1 the school awarded itself, as pupils' achievement, although good, was not as high as anticipated by the school. However, the team does agree with the school that pupils' personal development has outstanding features.
- 33. During the time of the inspection, standards of achievement in the 30 lessons observed were as follows:

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

- 34. The pupils' overall standards of achievement in the lessons observed are better than the Welsh Assembly Government (WAG) target for 2010 set out in 'Vision into Action' which states: *'the quality of learning assessed by Estyn to be grade 3 or better in 98% of classes'*.
- 35. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

36. Children's achievement in the areas of learning for under-fives are as follows:

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

37. In key stages 1 and 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Design Technology	2	2
Music	2	2

38. Pupils make good progress in their learning and achieve above average standards in relation to their prior attainment and underlying ability. Pupils achieve and sometimes exceed the learning targets set by teachers and by themselves. In 2007, at key stage 2 targets were met in English and exceeded in mathematics.
39. 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. Girls generally perform better in writing than boys and the school has strategies in place to address this issue.
40. Pupils' key skills are good overall. Their speaking, listening, and reading skills are good throughout the school. Pupils' numeracy and ICT skills are also good. Pupils' competence in using bilingual skills is underdeveloped. There are shortcomings in pupils' writing. There are few examples of pupils writing at length and their handwriting skills are well below age-related expectations at the end of year 6.
41. Pupils' personal and social skills have outstanding features. Pupils' ability to work with and support others is outstanding. Their problem-solving and independent skills are well developed. Pupils' creative skills are good overall, and outstanding in art. Children's key skills in reception are developing well.
42. In the 2007 teacher assessments at the end of year 2, 85.7% of pupils achieved the expected level 2 in English and mathematics. In science, 95.2% achieved the expected level. Eighty-one per cent of pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the lower 50% compared with schools with a similar number of pupils eligible for free school meals.
43. In the 2007 teacher assessments at the end of year 6, 81.5% of pupils achieved the expected level 4 in English. In mathematics, 85.2% achieved level

- 4 and in science 96.3%. In the core subject indicator, 81.5% of pupils achieved level 4, which places the school in the top 50% compared with similar schools
44. The overall trend at key stage 1 is improving year-on-year. Standards at key stage 2 have improved significantly since the last inspection in 2002 and the trend continues to be upward. The value added to pupils' learning as they move through the school is good.
 45. Pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are outstanding and this has a very positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents.
 46. Attendance rates for the past three terms average 94.7%, which is above national and local rates of attendance for pupils of primary school age. Most pupils are punctual and keen to attend school. Registration is conducted efficiently and lessons start promptly. The school complies with all National Assembly for Wales (NAW) statutory requirements with regard to attendance.
 47. The pupils' personal development is good with outstanding features. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies, the prayer room and classroom; their spiritual development is outstanding. The pupils' moral and social skills are also very well developed, especially in upper key stage 2. Pupils have good awareness of Welsh and British culture, as well as other world cultures. Pupils' respect for diversity within society is outstanding.
 48. Pupils are very well behaved in the school. Outstanding behaviour and positive attitudes and relationships are particularly evident in upper key stage 2. Pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak EAL.
 49. Pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

50. The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. Inspectors did not identify sufficient outstanding features to warrant a grade 1 but found a consistently good standard of teaching.

51. During the time of the inspection, the quality of teaching in the 30 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

52. The quality of teaching was grade 2 or better in 87% of lessons. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005/2006. Nationally, the quality of teaching in primary schools was grade 2 or better in 79% of lessons with 17% grade 1. It also exceeds the 2010 WAG target, which states: '*the quality of teaching assessed by Estyn to be graded 2 or better in 80% of lessons*'.
53. Teaching of children under five is consistently good. The teacher and her support staff show a clear understanding of how to plan an appropriate curriculum in order to successfully promote the Desirable Outcomes for Children's Learning.
54. Teaching in key stage 1 and key stage 2 meets pupils' needs and curricular requirements well. An outstanding feature of the teaching in all lessons in both key stages is the quality of the relationships between all staff and pupils that establishes a good learning environment that effectively fosters learning. Teachers and support staff know their pupils well and are sensitive to their needs.
55. The key features of outstanding teaching include:
- very thorough planning and preparation;
 - well-paced lessons;
 - highly effective use of questioning to extend pupils' thinking and to encourage them to discover their own solutions to problems; and
 - stimulating tasks that motivate pupils.
56. Where teaching is good, the key features are:
- secure subject knowledge;
 - high expectations of pupils' performance and behaviour;
 - effective organisation;
 - good use of ICT and interactive whiteboards to enhance pupils' understanding of concepts;
 - good collaboration with support staff to provide good quality help for pupils; and
 - clear learning objectives and skills which are shared with pupils.
57. In the few lessons that had shortcomings in teaching, lessons lacked pace, introductions were too long and were insufficiently challenging.
58. Teachers are very effective in promoting equality of opportunity and an outstanding feature is the way in which all issues of gender, race and disability are addressed very effectively.

59. The promotion of pupils' language skills in Welsh is good with some shortcomings. Some teachers succeed in using incidental Welsh well in lessons, but methods used to develop pupils' bilingual skills across the curriculum are inconsistent in quality and range in the school. The language model provided by teachers varies widely in effectiveness and the use of Welsh in planned lessons and in less structured situations, is limited.
60. There is a comprehensive system of assessment which tracks pupils' progress well. This process includes the analysis of results from a range of national and standardised tests in these subjects. Statutory requirements are met. However, systems for moderating and standardising teachers' assessments are not sufficiently developed to ensure a consistent comparison with other schools locally or nationally.
61. All teachers are conscientious in measuring pupils' progress. Pupils of all ages are encouraged to judge their success in meeting the lesson objectives and a system of 'two stars and a wish' and 'NIKI' (now I know it) enables them to evaluate how secure their new knowledge is.
62. Teachers have a good knowledge of pupils' abilities and ensure that work is appropriately matched to their needs. Teachers mark pupils' work regularly and provide useful oral feedback to pupils about their work.
63. Annual reports to parents meet statutory requirements and provide detailed information on pupils' progress in all subjects. There are appropriate opportunities for parents to respond.

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

Grade 1: Good with outstanding features
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64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. There are several outstanding features in the provision for the development of pupils' personal development and in the partnerships that the school has established with all interested parties. The school meets pupils' aspirations very well. The curriculum provided is outstanding. It is broad, balanced, relevant and flexible and the school plans well for children under five. The curriculum is equally accessible to all, including pupils with ALN and fully meets statutory requirements.
66. There are effective policies for all subjects and schemes of work are comprehensive and provide pupils with a coherent and well-structured programme of learning. There is good provision to ensure that all pupils are given the opportunity to acquire the necessary and relevant basic and key skills. Skills in speaking, listening and ICT are used well across the curriculum to enhance communication and understanding. The school has been awarded the Basic Skills Quality Mark on two occasions.
67. Pupils have equal opportunities to participate in a good range of extra-curricular activities of a sporting, cultural and academic nature. Pupils in key stage 2

benefit greatly from weekly music lessons taken by music peripatetic teachers. These extend the experiences of the school day and make an effective contribution to the personal and social development of all pupils.

68. Pupils' educational experiences are also enriched through visits to places within their locality such as the feeder high schools, Pontypool Museum, Newport, Caerleon and through residential visits in contrasting environments such as Llangrannog Urdd Camp and the Eisteddfod. Visitors to the school also provide the pupils with opportunities to broaden and enhance their learning experiences.
69. The provision for the pupils' spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted very effectively during morning worship. Collective worship plays an important part in developing pupils' understanding of being part of the community. Pupils are encouraged to reflect on their own experiences and consider the beliefs of others. Provision for pupils' moral development is outstanding. The school provides pupils with a very good understanding of what is right and wrong and these values are reinforced through effective strategies that promote personal and social education (PSE) within the curriculum.
70. Good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Pupils enjoy participating in Welsh cultural activities, such as St David's Day, eisteddfodau and Welsh folk dancing. Pupils' understanding of cultural diversity is successfully promoted by visits to places such as the synagogue and by links with a school in Kenya.
71. The school's partnerships with parents, the parish, the local community, other schools and higher education institutions are highly successful. Partnerships have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
72. With very few exceptions, parents are overwhelmingly supportive of the school. In the pre-inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed very high levels of satisfaction with all aspects of the school. They particularly appreciate the welcoming nature of the school and the good standards their children achieve within a caring, Christian community.
73. Communication with parents is well established and effective. Parents receive regular, useful information that keeps them well informed about the life and work of the school. The constructive home/school agreement has readily been accepted by parents. Parents, friends and parishioners make a very good contribution to the life of the school, helping out in the classroom, supporting educational visits and in fundraising for the school. The 'Parent, Teacher and Friends Association' (PTFA) raises considerable sums of money which are used purposefully to enrich learning resources for all pupils.
74. The school enjoys highly productive partnerships with other schools in the locality, especially with Crownbridge Special School and the Roman Catholic secondary school to which pupils transfer. Curricular, pastoral and administrative links are well developed and help promote continuity of education as pupils move from key stage 2 to key stage 3. Arrangements for

- the transfer of pupils are very effective and ensure pupils in year 6 approach secondary school with confidence and settle in quickly.
75. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Students are very well supported and mentored and they make a positive contribution to the life of the school.
 76. The school enjoys very successful partnerships with the local community, the parish and with the diocese. The clergy and parishioners hold the school in very high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. The school and its various activities are very well supported and valued by the local community.
 77. The school's commitment to work-related education is consistently good and is an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies and teachers successfully address the vocational aspect of the PSE programme. A range of well-planned visits to commercial, industrial and retail sites enhances pupils' understanding of the 'world of work'. Several teachers have undertaken relevant business courses and placements that have enhanced professional development and enriched curriculum provision for pupils.
 78. '*Y Cwricwlwm Cymreig*' is promoted well through a variety of subjects, such as history, geography, art and music. Good opportunities are provided for pupils to learn about the culture, economy, environment and history of Wales. The school's promotion of pupils' bilingual skills is underdeveloped. The school provides some limited use of Welsh during school routines but inconsistent opportunities are provided for pupils to use bilingual skills throughout the day and across the curriculum.
 79. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful and pupils succeed regardless of their ability, gender, race or backgrounds. Pupils have equal access to the curriculum and all other facilities in the school.
 80. The standards in, and provision for education for sustainable development and global citizenship are outstanding and fully embedded in the life and work of the school. As part of the eco-schools award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment.
 81. The school makes every effort to act in a sustainable way and pupils regularly monitor energy consumption and are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is impressive and they genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment.
 82. Global citizenship is promoted very well and pupils have a good awareness of the lives of children on other continents and the global forces that shape their lives. They are aware of the economic and social inequalities that exist both nationally and globally, and their empathy and concern for others are outstanding features of their learning.

83. Pupils' entrepreneurial skills are developing well. Pupils take part in competitions sponsored by business and relevant agencies, help run the fruit tuck shop and they design, make and sell goods for a profit. The annual 'Industry Week' does much to promote pupils' entrepreneurial skills. In addition, pupils have frequent opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school council, through their environmental work, in their fund-raising for local and national charities and through their involvement in the 'playground pals' and 'circle of friends' initiatives.
84. The school is fully committed to the national priorities for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club, after-school club and the range of after-school activities is greatly valued by families. Priorities such as pupils taking more responsibility for their own learning and the development of strong links between primary and secondary school are well reflected in the school's life and work. Pupils know their community well and understand what is needed for its success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

Grade 1: Good with outstanding features
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85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The school places a high priority on pastoral care throughout the school and outstanding care, guidance and support are provided for pupils. The governors, headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel safe, secure and respected. There is a very strong community spirit, and staff and pupils are very welcoming to visitors.
87. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become fully involved; the school listens carefully to them and their views are well considered and acted upon.
88. Pupils are given regular opportunities to contribute to decision-making within the school. The school council is a very good forum for pupils to work together and develop their personal and social skills. Councillors undertake their duties seriously and they feel the school listens to them and often acts upon their recommendations.
89. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are highly effective and ensure pupils settle quickly into their new environments. The youngest children in the reception class are settling in well and are happy and secure in their work and play. Feedback from the secondary school confirms that pupils who transfer settle

quickly and confidently into the next stage of their education with minimal disruption to their learning.

90. The personal support and guidance provided by the headteacher and staff to pupils of all ages are outstanding. Relationships between staff and pupils are mutually supportive and this contributes well to pupils' confidence and self-worth. Pupils readily turn to adults for support, are listened to and treated with respect. In discussion with inspectors, pupils praise the quality of relationships between teachers and themselves and state that one of the best things about the school is, *'The way we are treated. Teachers really care about us and respect us'*.
91. Pupils have access to a highly effective PSE programme, including health education, in line with national guidelines. Within the PSE programme, 'circle time' (class discussions when pupils sit in a circle), in particular, is having a positive effect on pupils' emotional, personal and social development.
92. The monitoring of behaviour, attendance, punctuality and performance is well established and effective. The school's policies and procedures to promote good behaviour are very effective and consistently applied by staff. The headteacher and school clerk have established highly effective procedures to monitor attendance and punctuality. Follow-up procedures are consistently applied and the school enjoys a productive working partnership with the education welfare officer. The academic performance of pupils is monitored by class teachers, and pupils are beginning to take a more active role in the setting and monitoring of their individual targets and planning their own progress.
93. The school has clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised at all times, and ancillary and support staffs make a good contribution to pupils' welfare throughout break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established and effective.
94. The school makes every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
95. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. Good working partnerships have been developed with social services and a range of other external welfare agencies.
96. 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 IEPs where necessary. There are outstanding links with a local special school and Our Lady of the Angels School regularly benefits from the expert help from this school's staff.
97. The additional learning needs co-ordinator works very well in partnership with support assistants. The provision for pupils with statements of special education

needs is outstanding. Their IEPs clearly identify what actions need to be taken to improve their performance and teacher and support assistants make effective use of IEPs to guide pupils' learning. The inclusive nature of the school means that there several pupils with quite severe educational and physical needs, but the school caters for these very well. As a consequence, pupils with ALN are making very good progress in relation to their underlying capabilities.

98. The school provides excellent support for pupils whose behaviour might impede their own learning and the learning of others. Support of pupils with EAL is good and enables these pupils to settle into the school well and make good progress in their acquisition of English.
99. The school's provision for equal opportunities is outstanding and the school's commitment to social inclusion is exemplary. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. This is particularly beneficial for pupils in vulnerable and challenging circumstances.
100. The school has highly effective policies and procedures to promote good race relations, and diversity is recognised, respected and celebrated throughout the school. Equality for all is firmly embedded in the school's ethos and stereotypical views are challenged rigorously by staff. Pupils value and respect the contribution of others regardless of their background, ability, gender, race or faith. In discussion, older pupils have a very mature understanding of equal opportunities issues and feel strongly that everyone should be treated equally and without discrimination.
101. The school makes all reasonable adjustments to secure the equal treatment of disabled learners and welcomes children with a wide range of physical, emotional, behavioural and educational needs to the school.
102. Governors have drawn up good quality documentation, including a disability equality scheme and accessibility plan, which demonstrate the school's commitment to equality for disabled learners. Parents and pupils were given good opportunities to contribute to the disability equality scheme; their views were well considered and their contributions valued by the school.
103. The school has developed very effective strategies to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are rare because staff set clear boundaries and expect the best of pupils in their care. The headteacher monitors and responds to any incident swiftly and fairly, and the school functions well as an inclusive, supportive community where all pupils are valued equally.

Leadership and management

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

Grade 2: Good features and no important shortcomings

104. The findings of the inspection team do not match the grade 1 the school awarded itself for this key question. This is because there were not sufficient outstanding features to warrant this grade. However, the team does agree that the leadership's promotion of equality for all is outstanding, as is the governors' contribution to the strategic direction of the school.
105. The headteacher leads the school well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. She places great emphasis on the spiritual and emotional well-being of pupils and has successfully created an outstanding Catholic ethos.
106. 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 achieving high standards, the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting.
107. 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 school's outstanding commitment to equality of opportunity is demonstrated in the significant number of pupils it has taken in with quite severe learning, behavioural and physical disabilities. These pupils are very well cared for and fully included in all the school has to offer.
108. Curriculum co-ordinators provide good leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SDP.
109. The school takes appropriate account of national priorities. An action plan is in place for the implementation of the Foundation Phase and the revised curriculum 2008. The school has successfully promoted sustainability and demonstrates a whole-hearted commitment to a healthy life-style.
110. The leadership of the school has set and achieved a series of realistic and challenging targets for pupils' achievement. This has resulted in improved standards over the past two years.
111. 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. 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.

112. The governing body is very supportive of the headteacher and staff. Its contribution to the strategic direction of the school is outstanding and the school has benefitted hugely from the professional advice of individual governors. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Governors are proud of the school and are committed to school improvement. They receive regular reports from the headteacher and discuss these in governors' meetings. The governing body meets all 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

113. The findings of the inspection team do not match the grade 1 the school awarded itself. This is because, although self-evaluation is good, there is nothing especially outstanding about this school's provision in this area.
114. Staff are well informed about performance in their areas of responsibility. They gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review.
115. All those who provide education are involved in the self-evaluation process. The headteacher takes seriously the opinions of parents, staff and governors. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute to the evaluation process.
116. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in two of the seven key questions, largely due to the fact the school tended to be over-generous in its grading.
117. The governing body works effectively with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements.
118. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are included as targets in the SDP. Targets are realistic but challenging. All members of staff monitor progress against targets in the SDP and the headteacher reports to the governors.
119. The school supports its priorities well through the allocation of resources. It currently is planning to open a nursery in September 2008 and funds have been appropriately allocated for the purpose. In addition, the school has used funds to maintain good levels of classroom support, and this has particularly

benefitted pupils with ALN and EAL. The school has made good progress since the last inspection and has dealt effectively with all key issues.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team do not match the grade 1 the school awarded itself. This is because, although staffing, accommodation and resources are good, there is nothing especially outstanding about this school's provision in this area. Although the school is efficiently run, standards are not yet high enough to warrant a grade 1 for efficiency.
121. The school has enough suitably qualified, knowledgeable teachers to teach and support the subjects of the NC and religious education, and they are deployed well. Support staff work effectively with teachers and provide good support. The close co-operation between teachers and support staff has a positive effect on both teaching and learning.
122. All members of staff have job descriptions, receive regular updates to their training and are appropriately developed through performance management. Workforce remodelling has been carried out effectively and a teacher employed specifically to raise boys' performance in writing. This is beginning to have a positive effect on standards. The sharing of school staffs' knowledge and expertise is good. All teachers receive regular time for planning, preparation and assessment and use this time effectively to monitor the quality of provision.
123. Significant improvements have been made to the school building since the previous inspection. The accommodation is clean and well maintained. Classrooms are of a good size and attention is paid to pupils' learning and daily needs. Throughout the school the many displays in classrooms and shared areas celebrate pupils' achievements and provide a colourful and stimulating learning environment. The school has developed its grounds outside to be used for a variety of curricular activities. There is an outdoor area for early years, new school entrance with disabled access and a 'forest school'.
124. The school has sufficient learning resources to meet the needs of the curriculum and all pupils. These are of good quality and are reviewed annually, in order that they are appropriate to pupils' needs. The school library is well stocked with carefully selected books that cover an appropriate range of subjects and provide for the needs of the pupils. The school has an ICT suite and classrooms have computers that contribute to improving the quality and standards of learning. All classrooms have an interactive white board.
125. The school uses and deploys its staff effectively. All other adults who work in the school are valued members of staff and positively contribute to the strong community ethos of the school. The school administrator carries out daily routines and responsibilities efficiently and effectively. The caretaker/cleaner and catering staff ensure the accommodation is well maintained.
126. The headteacher and the governing body carefully monitor spending and save money in a variety of ways. Accounts are kept accurately. All school initiatives are carefully costed to meet SDP targets. As the school enables pupils to

achieve good standards with only average financial resources, it consequently provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

127. The school provides education for Reception children only. The overall quality of educational provision for the under fives is appropriate to their needs and children makes good progress towards the Desirable Outcomes for Children's Learning.

Language, Literacy and Communication skills Grade 2 : Good features and no important shortcomings

Good features

128. Children receive a considerable amount of individual attention and frequently contribute their own ideas when working with adults. As a result they speak very clearly using appropriate vocabulary. Their skills are extended further through different role-play situations such as in the shoe shop or 'going on a bear hunt'.

129. Children listen to adults with growing skill and attention. They choose to sit in the book corner, selecting books in English or Welsh. Children have a good understanding of the sounds of letters (phonics) and can shape the letters accurately.

130. Children's writing skills are developing well and their marks on paper quickly become recognisable. They use a range of tools and materials. Children learn a number of Welsh songs and follow instructions given in Welsh.

Shortcomings

131. There are no important shortcomings.

Personal and Social Development Grade 1: Good with outstanding features

Good and outstanding features

132. Children are happy and confident when they come in to school. They have a outstanding relationship with the other children and with adults. Children share equipment readily and speak confidently when involved in different activities. They complete the majority of tasks within a specified time. Their ability to communicate and socialise in small groups is outstanding.

133. Children keep to class rules, are very willing to undertake classroom duties and consider the needs of others when they thank God for their families and friends. They play together happily in pairs and in groups, and join in co-operative games. Children enjoy receiving visitors and learn about the importance of making them feel welcome. They show very good levels of self-control and show outstanding care, respect and concern for others.

Shortcomings

134. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

135. Children quickly understand that mathematics is part of everyday life because adults help them to make calculations and estimations frequently during daily play activities inside and outside the classroom. Children explore capacity, weight, length and time through their play activities and successfully sort, order and count a range of objects. They use mathematical language effectively when involved in tasks. Children recognise the importance of money in the role-play area as they experiment with paying and giving change in the shoe shop. The majority of children can create, copy and finish patterns accurately.

Shortcomings

136. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

137. Children have a good knowledge of the days of the week and can name them confidently. Children develop a good understanding of the use of technology in everyday life. They begin to use binoculars and cameras to find out about the world in which we live. Children also give simple instructions to a programmable toy, helping it to move and turn correctly.

138. Children enjoy studying the natural world in the areas surrounding the school and competently use magnifying glasses to look for the lost bear. Children begin to develop early mapping skills when they read and solve clues that have been hidden outside to find the lost bear, for example. Children's investigation skills are developing well. They solve simple problems predicting what will happen to the chocolate during cooking.

Shortcomings

139. There are no important shortcomings.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

140. Children make good, often very good, progress in this area of their development. They enjoy outdoor play because provision for this area is well resourced. Children fully understand and explain the need for 'warm up' and 'cool down' in their physical education sessions outside in the forest school or inside in the hall.

141. Children respond with enthusiasm and confidence in their dance activities. The children are good listeners and are able to follow instructions in both English

and Welsh. They demonstrate a good level of engagement as they role-play the bear hunt story. They move in a variety of ways, walking, hopping and travelling over, under and around. Children develop a variety of their skills by taking part in play activities and creative tasks using paint, glue and scissors.

Shortcomings

142. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

143. Children explore a wide variety of art and craft techniques with confidence and skill. They make choices of materials, colour and shape. Paintings in the classroom are bold and distinctive and they create colourful and effective pictures. Children use craft materials imaginatively when making a chair for tiger, for example. They take great care over their work. They imaginatively indulge in role-play, particularly when buying and selling shoes. Children's musical skills are developing well and they use their voices and a range of instruments effectively to create a rhythm. Children manipulate small tools effectively to create their clay pots. They concentrate, adapt and embellish their work, and outcomes are of good quality.

Shortcomings

144. There are no important shortcomings.

Welsh second language

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

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

Good features

145. In key stage 1, pupils speak clearly and have a good understanding of simple phrases and greetings. They count effectively to ten, name colours correctly and confidently answer questions using familiar language patterns. Pupils know and pronounce correctly the vocabulary associated with their topic '*Tegannau*'. Pupils write simple sentences about favourite food based on familiar patterns, '*Rwy'n hoffi...*'.

146. Pupils in key stage 2 demonstrate good speaking and listening skills and respond with enthusiasm. They use the language confidently to answer a variety of questions and most pupils can confidently read aloud a description of their visit to Llangrannog. Older pupils can describe themselves and family members. They use a variety of reading materials and mind maps effectively to write their descriptions of a variety of people. They write and read aloud an interesting description about their teacher. Most pupils spell correctly.

147. In key stage 2, pupils reinforce their oral work in a range of writing activities and they use familiar patterns to write sentences, dialogues and descriptions accurately.

Shortcomings

148. There are no important shortcomings.

Mathematics

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

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

Good features

149. In both key stages, pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills well in practical tasks across the curriculum. They discuss their work using appropriate mathematical language. Pupils respond well in oral and mental mathematics sessions. They develop an increasing range of mathematical vocabulary relating to all areas of the subject.
150. Younger pupils in key stage 1 know the difference between 'longer' and 'shorter' and begin to understand the need for standard measures. They are able to make sensible predictions based on prior knowledge. Pupils read, write and order numbers with increasing accuracy and they have a good understanding of place value. They know the value of various coins, and count in 2s, 5s and 10s to work out the total amount the coins come to. They count orally in steps of different sizes and recognise patterns in a number sequence.
151. In key stage 2, pupils' current and previous work shows they have a good understanding of the four number operations. The majority makes effective use of their increasing knowledge of tables in dividing or multiplying. They make good progress in adapting their knowledge and understanding to solve written problems. Pupils make good progress in their understanding of numbers and the number system. The majority works confidently and has a firm grasp of number operations and relationships.
152. Older pupils have a good knowledge of fractions, decimals and fractions. When dividing a pie, for example, they know that $\frac{1}{4}$ is the same as 25% and 0.25. Less able pupils have a good recall of number facts up to 10×10 , whilst more able pupils are extending their knowledge of number into the millions.
153. Throughout key stage 2, pupils develop a good knowledge of two- and three-dimensional shapes and their properties. They correctly identify properties, investigate translations and calculate perimeters and areas of regular and complex shapes. Younger pupils identify different triangles by their properties. They correctly name scalene, isosceles, equilateral and right-angled triangles and then construct them using apparatus appropriately.
154. Pupils make good use of ICT to support their learning and produce graphs from data tables, as well as using interactive white boards well to carry out calculations.

Shortcomings

155. There are no important shortcomings.

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

156. The youngest pupils in key stage 1 have a good understanding of changes of state. Through their investigations, they work out what they need to make chocolate melt. Pupils have a good knowledge of materials and their properties. They talk about a range of materials and sort them according to a number of criteria.
157. Pupils in years 1 and 2 have a good understanding of the habitats of 'mini-beasts'. They correctly identify insects by counting the number of legs. They have good suggestions about where different small creatures may be found. They observe ants and spiders carefully and make suitable suggestions about their movements. '*They are looking for food*' observes one pupil in year 1. Pupils look on with wonder as a slug hides its 'eyes on stalks' and correctly suggest this is for protection.
158. When carrying out an investigation, pupils plan their activities well and are systematic in their approach. They make intelligent predictions as to which plants will grow well in which conditions. They test their theories carefully and record their findings precisely using appropriate tables and charts.
159. Pupils in years 5 and 6 achieve good standards overall. They have good knowledge and understanding of seed dispersal. Pupils recognise that in order to answer scientific questions, they need to put forward an hypothesis and test it to see if it is correct. More able pupils design their own investigations and record their findings accurately using diagrams, tables and graphs. They make effective use of ICT in their investigative work to make tables and produce both bar and line graphs.

Shortcomings

160. There are no important shortcomings.

Design 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

161. In key stage 1, pupils have good designing skills. They talk about how they are going to make their sandwiches, using different foods. They also say what they like and dislike about their sandwiches. Pupils assemble interlocking plastic bricks to make simple constructions and discuss ways in which they can improve what they have made. They make very good use of their creative skills when making an imaginary meal, for example.
162. Older pupils in key stage 1 ask questions and suggest ideas when making their own fruit kebabs. They make good use of their prior knowledge of fruit to

construct colourful and tasty arrangements. They discuss with staff ways in which they can improve their kebabs and compare their finished products with their original sketches.

163. In key stage 2, pupils draw effectively on their experience of making moving toys. They combine their drawing and designing skills well to produce a series of images in a logical sequence. They compare their finished products with their original intentions. Pupils use tools safely and correctly.
164. Pupils gather information independently when designing moving picture books. They use visual sources to investigate mechanisms and discuss with their 'buddies' from Reception what they would like the book to be about. Pupils generate a number of ideas and adapt them as they work. Their illustrations show that their ideas are well developed. They have a good idea of their intended audience, and adapt their work accordingly.
165. Pupils make good use of ICT to support their learning. They design ever-complex sequences in their control technology investigations and then apply this knowledge to practical situations. Pupils also use computer programs to generate designs and diagrams to illustrate their work.

Shortcomings

166. There are no important shortcomings.

Music

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

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

Good features

167. Throughout the school, pupils sing in tune. Pupils in key stage 1 play a range of percussion instruments and use body percussion confidently. They vary the techniques to play the instruments so as to create different effects. Pupils keep a steady beat/rhythm and follow a conductor accurately. Pupils are able to appraise their own and other's music by using appropriate musical vocabulary. A recently purchased computer program has enabled pupils to understand and create their own simple graphic scores.
168. Throughout the school, pupils' appraisal skills are developing well. In key stage 2, pupils listen attentively to their own and others' music. They appreciate music from other cultures and express their likes and dislikes, appropriately. Pupils focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst performing and composing using tuned and un-tuned instruments.
169. Older pupils are able to combine different multi-cultural rhythms to produce a complex pattern for performance using percussion instruments. A number of pupils have individual instrumental lessons in school.

Shortcomings

170. There are no important shortcomings.

School's response to the inspection

We have considered the outcomes of the inspection and are delighted that the findings of the inspection team acknowledge Our Lady of the Angels School as a good school with a number of outstanding features, in particular;

- the outstanding Catholic ethos of the school
- the energy and commitment of all staff to high standards
- effective leadership and governance
- the excellent relationships within our school
- that pupils are eager to learn, have positive attitudes can apply their knowledge, understanding and skills effectively
- and recognition of our commitment to inclusion and equal opportunity

The school values this independent assessment and will fully implement the recommendations made by the inspection team. An action plan will be put in place to address the recommendations made in this report and these will be acted upon in our future school development plan.

Appendix 1

Basic information about the school

Name of school	Our Lady of the Angels RC VA Primary School
School type	Voluntary Aided
Age-range of pupils	4-11
Address of school	Victoria Street Cwmbran Torfean
Postcode	NP44 3JR
Telephone number	01633 484673

Headteacher	Mrs Sheelagh McCool
Date of appointment	January 2002
Chair of governors	Mrs Patricia Landers
Registered inspector	Mr Stephen Dennett
Dates of inspection	3-5 June 2008

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	N/A	15	30	26	21	21	23	34	170

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	7	2	7.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.6:1
Average class size, excluding nursery and special classes	28.3
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2007	93.8	94.5	93.3	93.8
Autumn 2007	92.3	95.1	95.0	94.9
Spring 2008	96.1	95.0	94.2	94.7

Percentage of pupils entitled to free school meals	22
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:					21
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	0	14	71	14	
		National	0	3	13	63	20	
En: reading	Teacher Assessment	School	0	0	19	67	14	
		National	0	4	14	55	27	
En: writing	Teacher Assessment	School	0	0	14	71	14	
		National	0	5	14	68	12	
En: speaking and listening	Teacher Assessment	School	0	0	5	81	14	
		National	0	2	10	63	24	
Mathematics	Teacher Assessment	School	0	0	14	71	14	
		National	0	2	10	64	23	
Science	Teacher Assessment	School	0	0	5	86	10	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	81%	In Wales	81%

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					27			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	0	19	52	30
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	15	59	26
		National	0	0	0	1	1	3	14	48	33
Science	Teacher Assessment	School	0	0	0	0	0	0	4	56	41
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science and English according to teacher assessment			
In the school	81%	In Wales	74%

- 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-inspection meetings were held with staff, parents and governors.
- Thirty-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Thirty 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 talked to 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.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.
- A peer assessor assisted the inspection team by gathering evidence, observing lessons, sampling pupils' work, hearing reading and talking to pupils.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 Mathematics Science Design Technology Contributed to: Key Question 4
Mrs Janet Warr Lay Inspector	Led on: Key Question 4 Contributed to: Key Questions 1 and 3
Mrs Meinir Howells Team Inspector	Led on: Key Questions 2, 3 and 7 Early Years Welsh second language Music Contributed to: Recommendations
Mrs Ellerie Hennessey Peer Assessor	Contributed to all key questions
Mrs Sheelagh McCool Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Our Lady of the Angels RC VA Primary School for the co-operation and assistance both before and during the inspection.

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