

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

**A Report on the Quality of Education in**

**St Davids RC Junior & Infant School  
Caldicot Way, Cwmbran, Torfaen,  
NP44 1UF**

**School Number: 6783324**

**Date of Inspection: 21<sup>st</sup> April 2008**

**by**

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St. Davids RC Junior & Infant 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. Davids RC Junior & Infant School took place between 21/04/08 and 23/04/08. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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 Davids is a Roman Catholic aided primary school situated in Cwmbran. The school serves a mixture of mainly private and some rented accommodation. Some pupils live outside the immediate area of the school and are transported by public transport or car. The school was built in 1960 originally as a separate infant and junior school. There are currently 215 pupils on roll aged 3 to 11 years. Pupils are taught in single age classes and the average class size is 27. There are seven full-time teachers and three part-time teachers. They are supported by six learning assistants.
- 2 At present 12.1% of the pupils are entitled to free school meals. This proportion is below average for pupils in Torfaen. English is the main language spoken by the majority of pupils. 2% of the pupils come from ethnic minority backgrounds. No pupils come from homes where Welsh is the predominant language.
- 3 Baseline assessments made at the start of Nursery and Reception usually indicate low attainment for pupils on entry. At present 22% of pupils are regarded as in need of special educational needs (SEN) and there are no pupils with a statement
- 4 The school holds the Basic Skills Quality Mark, the Eco Green Flag, the Healthy Schools' award and Investors in People award.
- 5 The school was last inspected in June 2002, since that time the school's population has remained relatively stable. Staffing has not altered noticeably in that period. The present headteacher was appointed in September 2003 and since that time the school has worked hard on improving the indoor and outdoor environment.

### The school's priorities and targets

- prepare the school for ECO award
- develop child centred individual targets and self assessment
- develop effective early learning strategies in nursery development
- raise standards in religious education
- raise overall standards in spelling

The school in addition sets priorities for all the key questions referred to in the common inspection framework.

## Summary

- 6 St Davids Roman Catholic Junior and Infant School is a good school with many outstanding features. The outstanding leadership of the headteacher and the commitment of all stakeholders has created a happy and productive learning environment. The inspection team differs from the school in all seven of the key questions regarding their judgements as cautious. Pupils state that they enjoy their learning and the quality of work throughout the school is of a high standard. The school fully meets the needs of the full range of pupils in their care.

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

## Standards

- 7 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well.
- 8 The under fives make very good progress in relation to the basic and key skills of speaking, listening, reading and writing and also in information and communication technology (ICT). They make good progress in applying their mathematical skills. Their bilingual skills are also developing well.
- 9 Baseline figures over time have shown a general below average attainment on entry. The outstanding tracking processes through the school show that pupils develop their knowledge and understanding very well. It can be said that the school adds value to pupils' education.
- 10 Pupils with special educational needs (SEN) make very good progress towards the goals set for them. Pupils with special needs are committed to improving

on the targets set for them. More able pupils are provided with additional activities to stimulate and develop their particular talents.

- 11 Throughout the school pupils' standards and progress in the key skills of speaking, listening and writing are very good. Pupils read very well and talk confidently of favourite authors and genre. Presentation of writing is an outstanding feature throughout the school. Pupils listen attentively and discuss their learning confidently and knowledgeably. In information and communication technology (ICT) pupils also exhibit very good skills in research, data handling and multi-media programmes. Their numeracy skills are good with no important shortcomings. Problem solving skills are developing well.
- 12 Supported by a committed approach to the language, pupils' bilingual skills are good with pupils having regular opportunities to hear and speak Welsh.
- 13 Pupils' creative skills are exceptional. There is a high standard of art work throughout the school with many pupils producing attractive and imaginative designs. Pupils also take full advantage of additional music lessons.
- 14 Pupils' personal and social skills are outstanding. Throughout the school pupils have extremely good attitudes to learning. Pupils co-operate and support each other very well while working in pairs, groups and classes. They have the capacity to act as critical friends: in return they show respect for others' opinions and willingly accept suggestions from each other.
- 15 The 2007 NC results for KS1 and KS2 based on teacher assessments indicate standards in English, mathematics, and science were above local and national levels. The proportion of pupils attaining at least expected levels in all three subjects was higher than local and equal to national figures. In comparison with schools having up to 16% free school meals standards are at least equal to national figures and a significant number exceed the average. There are no significant differences between the performance of boys and girls.
- 16 Pupils are highly motivated and talk of enjoying their learning. They show very high levels of concentration and are developing well as independent learners.
- 17 Across both key stages, pupils develop a good understanding of their strengths and areas for further personal development. A particular strength of the pupils is the manner in which they measure and monitor their own progress in key skills, including bilingualism.
- 18 Pupils' attitudes and behaviour towards all aspects of their learning are of a very high standard. They behave responsibly and show respect for each other. Older pupils care for younger children well.
- 19 Attendance averages for the three terms prior to the inspection is 93.86 per cent This is above the LEA and national averages and also the Welsh assembly Government's target of 93%. Absences are caused mainly by illness but the overall rate is adversely affected by family holidays in term time. A significant

minority of pupils have problems with regular punctuality.

- 20 All pupils contribute to the very supportive ethos within the school. Relationships between all staff and the pupils are an outstanding feature of a happy and caring school.
- 21 Pupils are well prepared through their experiences to respect the attitudes of others. They learn to respect each other from the earliest stages and develop a mature understanding of equal opportunities as they move through the school.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	61%	0%	0%	0%

- 22 These figures represent an improvement compared with the last inspection. These figures are better than the WAG all-Wales target for 2010 that teaching should be 80% Grade 2 or better. They are also higher than the national average published in HMCI's latest Annual Report for 2006-7, where the quality of teaching is good or better in 69% of lessons with outstanding features in 17% of lessons.
- 23 Teaching is a particular strength of the school with pupils stating that the teachers make lessons 'fun'.
- 24 Outstanding features of teaching include:
- high levels of subject knowledge and expertise provided by the deployment of specialist staff
  - very good relationships between staff and pupils
  - an adventurous approach to lessons with inventive ideas
  - very high skills and strategies with regard to gaining and maintaining pupils' interest
  - very good identification of learning objectives and key skills which are shared with pupils to great effect
  - very effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities
  - very purposeful and effective intervention when pupils need help to complete their tasks
  - very good pace of lessons
  - very effective use of plenary sessions
- 25 The sense of team work is an outstanding feature of the school. Each member of staff from the headteacher to the cleaners is equally valued and benefits greatly from the opportunities the school offers for Continual Professional Development (CPD). The professional development interviews give outstanding opportunities for all members of staff to reflect on their practice and

identify their strengths and areas to be developed. This all contributes to the high quality of teaching and learning.

- 26 The quality of assessment, recording and reporting is good with outstanding features. This aspect of the school's work is very well led by the assessment coordinator. All staff have considerable input into the tracking and assessment procedures. They know their pupils well. An outstanding feature is comprehensive and rigorous scrutiny of benchmarking and other data.
- 27 Work is regularly marked and directly related to the learning objective. Pupils are given appropriate feedback both orally and in marking which helps them to develop an understanding of their strengths and areas where they can improve.
- 28 Detailed curriculum planning and policies ensure that pupils successfully build on their knowledge and experiences. The curriculum is broad and balanced and meets regulatory requirements. The extent to which the school enriches pupils' learning is an outstanding feature of provision and contributes considerably to pupils' well-being. There is a wide range of extra curricular activities and experiences that involve pupils' understanding of the wider environment.
- 29 Pupils of all abilities are well catered for and able to achieve their aspirations. Policies for SEN and for more able and talented pupils are in place and provide appropriate learning experiences for all.
- 30 The provision to develop pupils' basic and key skills is outstanding with stimulating strategies and displays in place throughout the school to help pupils understand the key and basic skills they apply to their learning.
- 31 The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. The headteacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- 32 Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school and in the community. Pupils care for the environment and make it attractive through their work in the gardening club; they willingly look after the Peace Garden. The school has gained Green Flag status. Through its work on sustainable development and fair-trade pupils learn a great deal about diversity in their immediate and the wider world environment. They learn to respect the wide diversity in cultures and people well.
- 33 The quality of the school's partnership with parents, carers and the community is an outstanding feature. Parents and carers contribute effectively to reviews of appropriate documents, such as the anti-bullying policy.
- 34 Equal access and inclusion are a particular strength of the school. Policies to control oppressive behaviour and its effectiveness are highlighted by the pupils who refer to the school as a safe and happy environment.

- 35 Everyone is treated equally, with respect and fair play being central to the school's ethos.

### **Leadership and management**

- 36 The impact that the headteacher has had on the development of the strategic management of the school is an outstanding feature. Her vision, coupled with that of an equally committed staff, continues to drive the raising of standards.
- 37 The school's aims and mission statement coupled with their motto 'faith for life as a way of life' are central to the work of the school. Continual monitoring, reviewing and evaluating the school's core beliefs ensure that challenging and achievable goals are set. In recent years these goals have been met and often exceeded.
- 38 The governing body (GB) despite a number of members being relatively new is a well informed and proactive group committed to the strategic management of the school.
- 39 The school's process of self evaluation is comprehensive and rigorous with contributions from all stakeholders. It is an outstanding feature of school management.
- 40 Subject leaders have a great deal of expertise and continually review their own areas to ensure an up- to- date curriculum. They monitor the quality and standards of the school well.
- 41 The school is staffed by experienced and confident teachers. They are very ably supported by learning support assistants (LSAs) and Nursery assistants (NNEBs) who contribute considerably to pupils' learning, especially pupils with SEN. Teachers have good opportunities and appropriate time for their own professional development, which benefits the school.
- 42 Pupils have access to a wide range of resources that are stimulating. Review of their effectiveness in driving up standards is part of the outstanding management processes of the school.
- 43 The accommodation provides a welcome environment and is well maintained. Indoor and outdoor areas are appropriate as educational resources. Though the nursery pupils and reception pupils are not adjacent, facilities are developing well in preparation for the introduction of the Foundation Phase.
- 44 The school ensures that priorities for improvement are fully discussed, costed and well matched to the needs of the school.
- 45 The outstanding leadership and management structures in place within the school ensure that high standards are maintained and built upon. The cooperation and support of all stakeholders means that the school gives very good value for money.

## Recommendations

The governors, headteacher and staff now need to:

- R 1 maintain the very high standards achieved and the high quality ethos;
- R2 continue with the strategies to improve overall punctuality throughout the school.

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.

**A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.**

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

- 46 The inspectors differed from the school's self evaluation of grade 2 as a significant number of outstanding features were recognised during the inspection.
- 47 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's learning. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well.
- 48 Throughout the school pupils are achieving good standards in their knowledge, understanding and skills. Overall standards are good with outstanding features. Across the school pupils achieve a high level of success in the targets set for them.
- 49 An outstanding feature of the school is the commendable work ethic that the pupils display. The quality of writing throughout the school is a very strong feature as is the high standard of creative skills displayed by pupils throughout the school. Art work from pupils of all ages is of an especially high standard.
- 50 Pupils regularly meet and in many cases exceed the targets set for pupils' attainment at the end of each key stage. There is evidence of consistent progress over recent years.
- 51 Pupils with special educational needs (SEN) make very good progress towards the goals set for them. The school sets individual targets for pupils in the basic skills of numeracy and literacy and involves pupils and parents in initiatives to raise pupils' awareness of how they can make progress.
- 52 The under fives make very good progress in relation to the basic and key skills of speaking, listening, reading, writing and information and communication technology (ICT) and good progress in applying their mathematical skills. Their bilingual skills are also developing well.
- 53 This continues in KS1 and KS2, where again, pupils' standards and progress in the key skills of speaking, listening, reading and writing are very good. Presentation of writing is an outstanding feature throughout the school. Pupils exhibit a very good range of ICT skills and apply them across the curriculum. Mathematical skills are good and pupils are developing their problem solving skills well. The standard of bilingual skills is good throughout the school.
- 54 Across both key stages, pupils develop a good understanding of their strengths and areas for further personal development. They measure and monitor their

own progress in key skills, including bilingualism. This is a particular strength of the school.

- 55 All pupils succeed regardless of their gender, social, ethnic or linguistic background and exhibit high levels of achievement.
- 56 The 2007 NC results for KS1 and KS2 based on teacher assessments indicate standards in English, mathematics, and science were above local and national levels. The proportion of pupils attaining at least expected levels in all three subjects was higher than local and equal to national figures. In comparison with schools having up to 16% free school meals standards are at least equal to national figures and a significant number exceed them.
- 57 Baseline figures over time have shown a general below average attainment on entry. Scrutiny of the outstanding records that track pupils' progress and observations of their present work confirms that the pupils make very good progress in the acquisition of knowledge, understanding and skills.
- 58 The tracking system also identifies more able pupils' needs and they are developing very good independent skills in their problem solving and research skills.
- 59 A particular strength is all the pupils' attitude to their learning. There is a very good work ethic present in all classes. They enthusiastically participate in a wide range of interesting and challenging activities. Pupils are motivated and understand the targets set for them and with them. They understand the use of their key and basic skills in the process of their own learning and help to assess their own development.
- 60 Pupils' personal and social skills are an outstanding feature as is their behaviour. The foundations are laid very effectively in the early years and as a result even the youngest children know what is expected of them. Their attitudes and behaviour towards all aspects of their learning are of a very high quality. They feature and contribute significantly to the standards pupils achieve and to the quality of life in the school. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach.
- 61 Teachers provide a wide range of stimulating activities and as a result pupils enjoy coming to school. They work hard in lessons and are eager to please. Pupils are interested and enthusiastic about their work; they enjoy the challenge of new work.
- 62 Pupils co-operate and support each other very well when working in groups and pairs and at other times. They have the capacity to act as critical friends; in return they show respect for others' opinions and willingly accept suggestions from each other.
- 63 The vast majority sustain very good levels of concentration and persevere well with their tasks. In discussion older pupils say that teachers make lessons fun.

As a result, pupils are inspired and willingly research and undertake work outside school.

- 64 Pupils' behaviour and the respect they show to adults and each other is outstanding. Year 6 (Y6) pupils demonstrate exceptionally high levels of respect for all adults. This is demonstrated when they stand and greet all visitors to their class. Relationships between adults and pupils are excellent. There is an atmosphere of mutual respect throughout the school.
- 65 Pupils are friendly, polite and considerate. They relate very well to adults and move sensibly around the school and demonstrate a high degree of maturity.
- 66 Pupils play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of their peers and the younger ones. For example Y5 and Y6 buddies are very good role models at lunchtimes and help care for the younger ones.
- 67 In discussions pupils say they generally get on well; bullying is not a problem and they are aware of what to do should it occur.
- 68 At 93.86 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages and the WAG target of 93%. Absences are caused mainly by illness but the overall rate is adversely affected by family holidays in term time.
- 69 The vast majority of pupils attend school regularly and arrive on time at the start of the school day, but a small number in most classes arrive a few minutes late.
- 70 Pupils have an extremely good understanding of the world of work and their place in the community because they participate in a really good range of projects and parish and community events such as the Cwmbran carnival. This starts in the early years with topics such as "People who help us".
- 71 Pupils have a great pride in their school. The weekly newsletter is sent to parents, the parish church and the governors.
- 72 From early years and throughout the school all pupils have opportunities to develop corporate responsibilities through their roles on the School Council, Eco Committee and Fairtrade Committee. Pupils from all classes work confidently with adult members including parents and governors. This is an outstanding feature.
- 73 Pupils conduct surveys and make decisions on behalf of the classes they represent. They manage a sizeable budget well, meet with the GB and help implement large scale improvements such as the refurbishment of all the toilets.
- 74 Older pupils have roles and responsibilities that help contribute to the happiness and well being of their colleagues, for example, as members of the Fairtrade Committee and as Playground and Reading Buddies. Junior Road Safety Officers are proactive in raising road safety awareness; the School Travel Plan

Group have worked with people from the community and highways department to produce the school travel plan that ensures a safe route to school.

- 75 Pupils take their responsibilities very seriously and show great commitment to their roles.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

76 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team found the quality of the teaching to be one of the major strengths of the school. The consistency of teachers' planning, teaching and subject knowledge has a very positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.

77 In lessons or part lessons observed the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	61%	0%	0%	0%

78 These figures represent an improvement compared with the last inspection. They are well above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's Annual Report in 2006-07 where the quality of teaching is reported to be good in 69% of lessons with 17% having outstanding features.

79 In all lessons, teachers plan very carefully so that the objectives of the lesson are very well matched to the ages and abilities in the classes. Teachers have very high expectations of their pupils and make these clear at the beginning of each lesson. Objectives are shared and pupils are asked with the help of eye catching aide-mémoires which key skills they expect to use. This is an outstanding feature. Pupils are reminded of these expectations throughout the lessons. In plenary sessions objectives and key skills are thoroughly reviewed ensuring that pupils know what they have achieved and what they need to do to achieve further.

80 The pace of lessons is very good. Teachers are skilled in questioning with vigour and enthusiasm. They successfully build on what pupils already know. They use a wide range of teaching strategies, stimulating activities and resources matched to pupils' needs. In the best teaching seen teachers are prepared to take risks, using inventive ways of successfully passing on their own interests and enjoyment, thereby challenging and stimulating pupils.

- 81 Teachers' classroom management is very good. They successfully create an ethos of mutual respect, which promotes learning very effectively. The classrooms are vibrant and colourful. They display and celebrate all pupils' success. Interactive aide-mémoires, both in English and Welsh, support and stimulate the pupils.
- 82 Teachers promote equality of opportunity for all and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. Teachers empathise well with pupils, who speak more than one language, using their expertise, for example in the Whitsun assembly to illustrate the speaking in "tongues." The use of incidental Welsh by teachers across the school is good and as a result pupils' bilingual skills develop well. In the best lessons teachers use Welsh across the curriculum as for example giving instructions in physical education and counting in Mathematics.
- 83 Support staff, trainees and volunteers are used very effectively to support individuals and groups of children. They are involved in planning and understand what they are expected to do to support children in reaching objectives. They help in the development of specific learning programmes and in particular, the targets to be met in precision teaching.
- 84 The sense of team work is an outstanding feature of the school. Each member of staff from the headteacher to the cleaners is equally valued and benefits greatly from the opportunities the school offers for continual professional development (CPD). The professional development interviews give outstanding opportunities for all members of staff to reflect on their practice and identify their strengths and areas to be developed. An in-service training INSET programme and opportunities to participate in LEA working parties have a positive impact on teaching and learning. INSET evaluation learning logs are an outstanding feature and again have an impact on the standards children achieve.
- 85 The quality of assessment, recording and reporting is good with outstanding features. This aspect of the school's work is very well led by the assessment coordinator. All staff have considerable input into the tracking and assessment procedures. They know their pupils well. An outstanding feature is the comprehensive, rigorous scrutiny of benchmarking and other data. This highly detailed analysis is used for individual, group, class, year group and whole school target setting. It is disseminated to staff in INSET and determines the priorities in the SDP.
- 86 The school uses a range of assessment procedures across the school and across all areas of the curriculum. The data collected from baseline onwards is used to track pupils' achievements and progress and to plan for further development, through appropriately challenging targets. Arrangements for the end of key stage assessments meet statutory guidelines. Pupils are given appropriate feedback both orally and in marking, helping them to develop an understanding of their strengths and areas where they can improve. Pupils are often asked to comment on their own achievements at the end of lessons and in written form in their books.

- 87 Work is regularly marked and directly related to the learning objective. Pupils are involved in setting their own targets, which are shared with parents. Procedures for assessing pupils with SEN are good. Teachers work together as a team to moderate and evaluate performance and there are good links with the LEA, cluster and high school in respect to moderation.
- 88 Annual reports to parents comply with statutory requirements and overall are of a good quality. Pupils' achievements and progress are presented in detail, especially in the core subjects. Reports identify specific targets for improvement. Parents appreciate the school's open door policy and the open evenings to discuss their children's progress and achievements. They discuss their children's progress with class teachers in the autumn and spring term and in the summer term are encouraged to discuss the end of year report and the next step in their child's learning.

**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**

- 89 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team was of the opinion that the school underestimates the overall effectiveness of its work in this area.
- 90 The school provides a broad and balanced curriculum that meets the needs of all pupils. Pupils experience a wide range of stimulating activities and interests that meet the statutory requirements of the Desirable Outcomes and the national curriculum and enhance and enrich their learning. The curriculum pays due regard to national priorities including bilingualism, global and local citizenship and education for sustainable development.
- 91 The school ensures that the teaching of key skills and others is integrated into all curricular areas. Teachers take great care to ensure progression and continuity in learning across the curriculum. From year- to -year, they share the skills they expect pupils to use in individual lessons and encourage pupils' self assessment of these skills at the end of the lessons. Problem solving is well established in science and literacy and creativity is an outstanding feature in art. The school has attained the Quality Standard of the Basic Skills Agency three times.
- 92 The headteacher and staff are excellent role models for pupils in their daily use of incidental Welsh. Pupils respond intuitively to instructions and commands and ably answer attendance and dinner registers in Welsh. By the end of Key Stage 2 pupils have made very good progress in their speaking, reading and writing in Welsh.
- 93 The curriculum is well supported by a wide range of extra curricular out of school and residential activities. Pupils have taken part in the national walking bus, the cycling proficiency test, a wide variety of inter-school, parish, LEA and

community events such as sports tournaments, the Holocaust memorial and a creative arts week. Visits from, for example, the Pandemonium Theatre and Gwent Music brass band support their learning. A wide variety of clubs, such as rugby, hockey, netball, Welsh folk dancing, drama, athletics and football are held at lunchtimes and after school where pupils benefit from the expertise of teachers and a visiting teacher and students from the comprehensive school. Woodwind tuition is offered by a peripatetic teacher. The curriculum is further enriched by visits to such places as Cardiff Castle, Cardiff Bay, Rhondda Heritage Park, and the Sea Life Centre in Western-Super-Mare and in their study of the Afon Lwyd a local environmental site.

- 94 The school's provision for personal, spiritual, moral, social and cultural development overall is consistently good with outstanding features. The headteacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- 95 The school offers many outstanding opportunities for the pupils to develop their spirituality through the curriculum and the school day. The atmosphere created in school assemblies is very special and plays an important part in pupils' growing spiritual awareness. Pupils are encouraged to reflect on their experiences and consider the values and beliefs of others by, for example creating prayer tables in their classrooms or using the Peace Garden for quiet reflection.
- 96 The mission statement of the school encourages and promotes positive values and attitudes. The headteacher and staff are excellent role models for the pupils and succeed in nurturing confidence, self esteem and excellent behaviour in their pupils.
- 97 Pupils understand the need to help others less fortunate than themselves, for example by selling toys to raise funds for St Anne's Hospice each Christmas and Easter. The 'Reason to be Cheerful' book celebrates the numerous charities supported by the children.
- 98 The school is successful in celebrating cultural diversity and pupils have opportunities to learn about the social and cultural traditions of other faiths and cultures. The Fair trade project, Cafod and Mission Together raises pupils' awareness of third world countries and the RE curriculum helps develop children's understanding of other religions practised. The Welsh dimension is celebrated through a Welsh week, visitors to the school such as harpists and story tellers and through the study of Welsh myths, legends and the lives of Welsh Saints and Martyrs.
- 99 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
- 100 The school is proud of its links with parents and the community. The open door policy adopted by the school ensures that parents are always welcome and

seen as partners in the education process. Parents regularly attend assemblies as well as annual events such as Presentation Day. Regular curriculum meetings are held and parents and grandparents are encouraged to read with their children/grandchildren in the Acorn Reading Club. Curriculum maps and the R.E. newsletter are sent to parents at the beginning of each term so that they can support the learning experiences.

- 101 The school contributes greatly to the social life of the local community. The breakfast and after school club is open to others as is the Judo club. The tea parties held in the Peace Garden are an outstanding example of how the community values the school and the school, the community.
- 102 The school has excellent links with schools in its cluster and with schools in the Diocese. Regular meetings for staff and children foster curriculum and social links.
- 103 The school's partnership with its receiving secondary school is very good and the arrangements for transfer ensure pupils settle quickly into their new school environment with minimal disruption to their education. Curriculum links with the school are well developed and students visit for work experience.
- 104 The school's partnership with industry is very good. The school has a written industry policy. Two teachers have benefited from an industrial placement to enhance their professional development and support their teaching and management skills.
- 105 The school has good links with the Education Business Partnership (EBP) and has established a number of very useful links with industry that help to raise pupils' awareness of the world of work both past and present and further strengthen the school's partnership with the community.
- 106 The school fosters a sense of pride in being Welsh through the use of Welsh in its prayers and the use of the Welsh martyred saints as school house names.
- 107 Pupils benefit from a carefully planned programme of visits, visitors workshops and projects such as the Keep Me Safe programme that have resulted in interesting work. Pupils have first hand experience of the construction industry through their involvement with a national house building company. They have devised street names and Y6 pupils made a time capsule and buried it in the new housing development opposite the school.
- 108 Pupils have benefited from professional sports coaching in football and rugby through the school's link with Dragon Sports.
- 109 Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and compost projects in the school and in the community. Pupils care for the environment and make it attractive through their work in the gardening club; they willingly look after the Peace Garden. The school has gained Green Flag status. The school acts in a

sustainable way for example there are light sensors in many rooms and water hippos in the toilets.

- 110 Pupils have a strong awareness of global citizenship through their studies in religious education and geography and fundraising events. Older pupils have an outstanding understanding of Fair trade.
- 111 All pupils have the opportunity to take responsibility by undertaking monitor roles that support the school's sustainable development and healthy eating programme.
- 112 Pupils throughout the school experience the importance of the world of work through, for example, their studies of the fair-trade project Y6 pupils run the Healthy and Fair trade tuck shop and make decisions in line with the school's healthy eating policy. They learn very good stock taking skills, monitor and evaluate goods sold and calculate profit and loss. They count and bank takings. Pupils set up and run stalls to raise funds in parish fetes and school fairs.
- 113 The school attends very well to national priorities for lifelong learning and community regeneration. Independent breakfast and after school clubs run on school premises provide facilities that are highly valued by working parents and carers. They support the school's healthy lifestyles and behaviour policies. The school premises are used by the local community.

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

<b>Grade1: Good with outstanding features</b>
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- 114 The inspection team differed from the school's self evaluation of grade 2 as a significant number of outstanding features were recognised in the overall care and support given to pupils.
- 115 Pupils are very well cared for, guided and supported in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. Parents value the strong family atmosphere within the school. This is an outstanding feature.
- 116 Parents contribute effectively to reviews of appropriate documents such as the anti-bullying policy. Their views are sought on initiatives such as the introduction of healthy eating at break times. Outcomes of the recent questionnaire have been included as part of the school's self evaluation process. In discussion parents are confident that the school responds positively to any worries or concerns. A constructive home/school agreement is in place that has been readily accepted by parents.
- 117 Parents are highly supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents express high levels of satisfaction and appreciate the sense of community fostered by the school.

Parents value the commitment of the headteacher and staff, the high standards of achievement and behaviour and the welcoming nature of the school.

- 118 Induction arrangements for the early years are carefully planned and implemented. The Language Number and Play (LNP) sessions are well established and very well supported. The staggered intake ensures the start of school is a happy experience for these very young children. There are outstanding procedures in place when pupils move between classes and key stages.
- 119 Effective procedures including a Buddy system are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. Y6 pupils are involved in KS2/KS3 cross-phase projects in mathematics, English, Welsh and IT. The schools share initiatives such as the PE and School Sports (PESS) programme and KS3 teachers' team teach control technology.
- 120 There are well established transition arrangements with the receiving high school. All feeder schools are involved in the very thorough transition plan that includes curriculum and pastoral procedures. This starts in Y5 when pupils take part in drama, Welsh, art and music lessons.
- 121 The school provides very high quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes. There is a well structured programme for PSE within the school. Outside agencies including good LEA support enhance the programme.
- 122 There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities through the school council to help to resolve conflicts. They have a role in reviewing behaviour and anti-bullying policies and devising class and playground rules.
- 123 The school works very effectively with health professionals and external agencies. There is a comprehensive health and safety policy. The adults in the school are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. Risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils. The school ensures the well-being of all the pupils in their care.
- 124 There is an effective policy and sound procedures for child protection. The headteacher and her deputy are the nominated officers and the vice chair of the GB is the named link governor. All teachers, support and administration staff, mid day supervisors (MDS) and volunteers have appropriate CRB checks and are fully aware of their responsibilities.
- 125 The School Council provides pupils with a voice in the school. Representatives from all classes develop team building and negotiating skills and a good

understanding of value for money. They manage a sizeable budget and make considered spending decisions such as the refurbishment of the toilets.

- 126 The quality of provision for pupils with special educational needs (SEN) is an outstanding feature of the school. Teachers are assisted well by support staff and resources to give excellent provision. Through early identification pupils are given access to support and a relevant curriculum which ensures the progress of all pupils. The special educational needs co-ordinator (SENCO) together with the assessment coordinator give outstanding leadership and support to both staff and pupils.
- 127 The school works collaboratively with a range of specialist agencies to ensure the best support for pupils with additional needs. The school policy is comprehensive and complies with the requirements of the code of practice to statutory requirements. In effect the school works far beyond the remit of the CoP. Policies and procedures meet Welsh Assembly Government guidelines. The school has a policy for more able and talented children and has worked with the high school in some subject areas to extend these identified children further.
- 128 The school uses a good range of assessments including baseline and diagnostic tests, in conjunction with teacher assessments. Pupils' additional needs are effectively noted at an early stage and monitored accordingly. This enables strategies to be put into place for all pupils to gain access to the curriculum and to make good progress in their educational and social life. There are 48 pupils at present on the special needs register.
- 129 High quality Individual Education Plans (IEPs), inform the learning and teaching and good communication ensures that pupils and parents are fully involved in the process. Effective programmes of study such as Precision Teaching, Emotional Literacy, RM Maths and Word Shark, support pupils' progress well. IT software is effectively used. RM Snapshot results show good progress and RM Maths challenges and stretches the most able. Pupils with additional needs are fully included in all aspects of school life and extra-curricular activities and take a full part, where they are equally valued. The ethos of inclusion is an outstanding feature of the school.
- 130 The school's behaviour policy is modelled on an assertive discipline approach through a sanction/reward system. The school works closely with parents whose children show concerns and targets are set for improvement in behaviour. The school works hard with children at risk of exclusion and ensures that external agencies give appropriate support. The inclusive nature of the school is an outstanding feature.
- 131 Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Mid-day supervisors (MDS) have a role in the reward system; half-termly meetings provide opportunities to discuss concerns. There is clear guidance for volunteer helpers.

- 132 The school actively promotes equal opportunities for all ages. Pupils are treated as individuals and in turn they learn to respect others and the diversity of the society in which they live. In addition to their religious services pupils are actively involved in the promotion of fair-trade. They learn to respect the wide range of races and cultures around the world. An outstanding feature is the confidence in which they talk about their involvement in their fair trade projects.
- 133 All school activities are open to both genders and boys and girls take advantage of all the opportunities available to them. Policies for equal opportunities and the fostering of good race relations are good working documents.
- 134 The school complies with the requirements of the Special Educational Needs and Disability Act 2001. The school consulted with the nearby disability advice centre in the formation of its disability and equality scheme and the accompanying action plan. This is an outstandingly comprehensive and useful document
- 135 The school has a good policy to promote awareness of diversity. Pupils show respect for diversity and there is very good provision for ensuring the inclusive education of all pupils. Respect and encouragement of individuality are very much part of the ethos of the school.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

- 136 The findings of the inspection team differ from the grade given by the school. The inspection team found that the overall leadership and management had outstanding features and as a result warranted a grade 1.
- 137 The leadership of the head is an outstanding feature. She provides clear, confident and coherent leadership. She is highly committed to the school and seeks to provide every opportunity for pupils to do their best. She is very ably supported by her senior staff. They have developed very effective team work with clear lines of communication and sound management structures, which ensures the school functions smoothly.
- 138 There is a commitment to equality for all and this includes all teaching associate staff and non-teaching staff. There is an inclusive ethos within the school which is an outstanding feature and results in very good relationships with parents, outside agencies, other schools and the community at large.
- 139 The school has spent considerable time and effort in developing their mission statement. An outstanding feature is the involvement of all stakeholders in the development of the school's aims and objectives. They are clearly observed in

the day-to-day work of the school. Documentation is of a very high standard and is clearly reflected in all the work of the school.

- 140 The school involves itself in a number of national and local initiatives. The whole school community works together on projects that encourage sustainable development and community regeneration. This is a particular strength of the school.
- 141 Very effective use is made of targets that are incorporated into clear strategic management that involves all members of teaching and support staff. Management at all levels is purposeful and key responsibilities and tasks are assigned accordingly to recognise the strengths of the staff. This is an outstanding feature.
- 142 All staff show a commitment to their own professional development as well as the school itself. Management at all levels is well informed and provides a clear and consistent sense of direction for the school. Responsibility is delegated very effectively and subject leaders exhibit a high level of expertise. An outstanding feature is the teamwork of the staff in evaluating and monitoring progress to drive up standards. The arrangements for performance management, for the headteacher and all staff, are well embedded and meet statutory requirements.
- 143 The governors are enthusiastic and highly motivated. All statutory obligations are met and monitored. Governors are very well informed through specific sub committees that meet regularly and report back to the full governing body. An outstanding feature of the school is the involvement of governors in their individual links with the school as well as their commitment to the body as a whole. They are developing their role as critical friends and regularly visit to observe the day- to -day workings of the school. They are well informed by the headteacher through comprehensive reports and therefore contribute proficiently to strategic planning.

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

<b>Grade 1: Good with outstanding features</b>
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- 144 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team found the quality of self-evaluation with the full involvement of all stakeholders an outstanding feature warranting a grade1.
- 145 There is a clear rationale for self evaluation and the school has been very successful in establishing procedures which are comprehensive, systematic and which are based on clear evidence. Procedures involve all staff, governors, parents and pupils and contributions are analysed along with assessment data to identify strengths and areas for development. These are subsequently fed into the school development plan which is a comprehensive and outstanding working document.

- 146 Subject leaders and senior management have a very good knowledge of their responsibilities. There is a strong system of the monitoring of learning and teaching from analysing of pupils' work to observations of the quality of teaching.
- 147 They produce annual evaluative reports noting strengths and any features for further development relating to provision and achievement in their subjects which they share with governors. Link governors work with staff to support good practice.
- 148 The team differed from the school's self evaluation in all of the seven key questions. The school's considerations were regarded by the inspectors as too cautious based on the undoubted quality of provision throughout the school. The drive towards continuous improvement is strong, particularly in relation to forming secure judgements about standards and the quality of education provided. A particularly notable strength is the involvement of all stakeholders including non-teaching staff, governors, pupils and parents in the on-going process of school review. Data and information from a wide range of sources including questionnaires and needs analysis very effectively inform the process.
- 149 There are very strong links between the self-evaluation process and the school development plan (SDP). The plan clearly identifies priorities, targets, responsibilities and costs and the senior management and governors ensure that its various elements are very effectively supported by necessary resources. Staff make full use of the General Teaching Council for Wales's grants to support resources and school improvement.
- 150 The school addressed the key issues from the previous inspection well. There is strong evidence to show that improvements have been made. Reading and writing in Welsh has progressed and is continuing to progress. There is a balanced time scale for all subjects throughout the school. The school development plan is an outstanding document appropriately costed and focused on raising standards in learning. Attendance procedures are in line with national guidelines with attendance figures being good overall.

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

<b>Grade 1: Good with outstanding features</b>
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- 151 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team observed outstanding features in respect to the day-to-day running of the school and very effective staff deployment.
- 152 The school is appropriately staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide a very wide range of subject expertise, experience and skills, which are readily shared and disseminated throughout the school. Support staff contribute effectively to the overall learning and

teaching within the school. All staff make an outstanding contribution to the happy and productive ethos within the school.

- 153 Additional support from the administrative staff, acting caretaker and other ancillary staff is efficient and ensures the day-to-day running of the school. They are very much involved in their own and the school's self-evaluation processes and this is a particular strength of the school.
- 154 Pupils have access to a good range of resources. They match the requirements of the National Curriculum (NC) and the ages, needs and abilities of all pupils. There is a good range of I.T equipment which is regularly used. Interactive whiteboards are also well used. Staff regularly review provision and pupils take good care of the resources available to them.
- 155 The school buildings and site are well maintained and outdoor areas are attractive and support the calm ethos of the school. A Peace Garden has been created in a quadrangle in the school and is maintained by the pupils of Y5 and is a focal point of the school. This is a strong feature and its construction is an example of whole school involvement from pupils, staff, governors and the local community. Early years' pupils have access to appropriate and outdoor facilities for effective learning.
- 156 Classrooms are bright and attractive and throughout the school there are a wide range of displays that reflect the quality and high standards expected by the school.
- 157 Internal facilities are well used for assemblies, P.E. and breakfast and after school clubs. Good order is maintained during the lunch periods and adds to the general happy and productive ethos of the school.
- 158 The involvement of all staff in the evaluation of their own roles and responsibilities is reflected in the appropriate deployment of teaching and (LSAs). Staff expertise is also well deployed appropriately utilising the strengths of individual members of staff. NQTs and EPD are well mentored and contribute fully to teaching and learning. In addition staff and visitors contribute effectively to projects such as the junior road safety. Financial management of all resources is robust.
- 159 Appropriate time is given for preparation, planning and assessment (PPA) and pupils benefit from the expertise of the fully qualified staff who cover (PPA).
- 160 The outstanding leadership and management structures in place within the school ensure that high standards are maintained and built upon. The cooperation and support of all stakeholders means that the school gives very good value for money.

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

The community of St. Davids RC school would like to thank Mr Glyn Robert Scott, Mrs Ann Williams and Mrs Caterina Lewis for their outstanding professionalism and courtesy during the entire inspection process. Staff, governors and children were made to feel at ease and thus empowered to give of their best.

The Headteacher in her role as nominee felt that the process was open and transparent. She was given the opportunity to be involved in very positive, productive and constructive discussions with the inspection team. This view is also shared by the school community.

The Governors, Headteacher and Staff take note of the recommendations made in the report and are very pleased that the inspection report recognises the outstanding features of our school which reflect the strong commitment, dedication, and professionalism of all the stakeholders within our Christian setting.

## Appendix 1

### Basic information about the school

Name of school	St Davids RC Junior & Infant School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Caldicot Way Cwmbran Torfaen
Postcode	NP44 1UF
Telephone number	01633 482580

Headteacher	Mrs Anna Davies
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Dr A Harrington
Registered inspector	Mr Glyn Robert Scott
Dates of inspection	21 <sup>st</sup> -23 <sup>rd</sup> April 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	13	26	24	30	24	30	27	28	202

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	27:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	94.1%	95.1%	93.6%
Summer 2007	88%	94%	94%
Autumn 2007	89%	84%	94%

Percentage of pupils entitled to free school meals	12.1%
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:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4	8	79	8
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	4	17	54	25
		National	0	4	14	55	26
En: writing	Teacher assessment	School	0	0	17	79	4
		National	0	5	14	68	11
En: speaking and listening	Teacher assessment	School	0	4	4	86	4
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	4	79	17
		National	0	2	10	64	23
Science	Teacher assessment	School	0	4	0	96	0
		National	0	2	9	66	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	83.3	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		28						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	4	20	32	40
		National	0	0	0	0	1	4	15	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	8	4	48	40
		National	0	0	0	0	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	4	4	36	56
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	72.0	In the school	NA
In Wales	74.2	In Wales	NA

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

3 inspectors spent a total of 7 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 18 lessons or part lessons at the school.

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire. Around 98% of responses were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Robert Scott	Rgi	Context, Summary, Key Questions 1, assessment, 5, 6 and 7.	N/A
Mrs Ann Williams	Team	Key Questions 2 and Contributions to 3 and 4 and special needs/SEN.	N/A
Mrs Caterina Lewis	Lay	Contributions to key questions 1, 3 and 4.	N/A
Mrs Anna Davies	Nominee	Support to the school and contributions to the team.	

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

### Inspection Contractor:

Baker-Phillips Educational Communications Ltd.  
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