

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

A Report on the Quality of Education in

**St David's R.C. School
St David's Lane
Mold
Flintshire
CH7 1LH**

School Number: 6643308

Date of Inspection: 03 June 2008

by

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St Davids R.C. 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 R.C. School took place between 03/06/08 and 05/06/08. An independent team of inspectors, led by Linda Jane Williams 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. St. David's Catholic Primary School is a voluntary aided church school situated in the market town of Mold. The school is part of the provision for the Wrexham diocese, mainly serving the parishes of Mold and Buckley. The Local Authority (LA) for the area is Flintshire. According to the school, there is no significant degree of social or economic deprivation in the area.
2. The school caters for children aged four to eleven years and admission is controlled by the governing body. The majority of pupils are from Catholic families.
3. Children are admitted to nursery at the start of the academic year following their third birthday and move to reception at the start of the academic year during which they will be five. Baseline assessments undertaken during the first term in reception indicate levels of achievement on entry are similar to the LA average. Pupils represent the full range of ability.
4. At the time of the inspection there were 140 pupils on roll, including 20 children who attend the nursery on a part-time basis. Numbers have decreased significantly since the last inspection. Three of the six classes within the school have a mixed age range.
5. English is the home language for 95 per cent of the pupils. Five per cent of pupils speak English as an additional language (EAL), and the first languages for these pupils are Polish, Russian and Spanish respectively. No pupils speak Welsh as their first language.
6. Twenty-eight pupils are identified as having special educational needs (SEN) and six pupils have formal statements of SEN. No pupils are 'looked after' by the LA. Approximately eight per cent of pupils are entitled to free school meals, which is below the LA and national averages. No pupils have been excluded from the school in the past twelve months.
7. The school achieved the Basic Skills Quality Mark in 2004.
8. The head teacher was appointed in September 2007 after a period as acting head teacher, and the school was last inspected in June 2002. Since the previous inspection, accommodation for the children in the early years has been significantly developed, including the provision of an outdoor area, which allows safe and regular access for children throughout the school day.

The school's priorities and targets

9. The school's mission statement is 'Living through Jesus in all we do'.
10. **Aims of the school**
 - To achieve a rich and relevant curriculum that meets the needs of all children and fulfils statutory requirements.
 - That pupils will be happy, well motivated, responsive and caring of others and their environment.
 - To maintain a highly motivated and expert staff.
 - To forge strong links with parents, our parishes and the wider community.
11. **Priorities for the current year**
 - Raise standards in the core subjects in key stage 2.
 - Further develop the role of subject leaders.
 - Further develop personal target setting, including pupil self-assessment and peer assessment.
 - Prepare for the implementation of the Foundation Phase.
 - Prepare for the new curriculum in 2008.

Summary

12. St. David's Catholic Primary School is a welcoming, happy and caring school, which provides good support and guidance for its pupils.
13. The recently appointed head teacher provides purposeful leadership and a sense of direction for the school. He is well supported by a committed staff and a strong governing body.
14. The inspection team agree with the school's self-evaluation for six of the seven key questions. In the other key question a lower grade was awarded.

Table of grades awarded

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

15. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

16. Standards of achievement in the lessons observed are above the Welsh Assembly Government's all-Wales targets requiring that by 2010, 98 per cent of standards should be Grade 3 or better.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	3
Science	3	3
History	3	2
Art	2	3
Music	2	2
Physical education	2	3

17. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right. Baseline assessments, undertaken when children enter reception, indicate levels of achievement on entry are similar to the LA average. Records indicate that the majority of children make good progress. However, on some occasions children are insufficiently challenged to ensure they achieve their full potential.
18. Pupils with additional learning needs make steady progress equal to that of other pupils.
19. Children under five and pupils in key stages 1 and 2 are making good progress in developing their numeracy skills in a range of subjects. Pupils' information, communication and technology (ICT) skills, creative and problem solving skills are underdeveloped. Pupils' standards in bilingualism, and their knowledge of Welsh culture and heritage, are also underdeveloped.
20. Overall, standards in the key skill of communication has good features which outweigh shortcomings. Pupils throughout the school achieve good standards in speaking and listening.
21. Children in early years make good progress in developing their early writing and reading skills. Pupils in key stage 1 achieve good standards in reading across the curriculum, but key stage 2 pupils do not develop their reading skills sufficiently to ensure they make full use of opportunities to enhance their learning in a range of subjects. The ability of pupils in key stages 1 and 2 to write in different styles and for different purposes, supporting their work across the curriculum, is limited.
22. National Curriculum results show that pupils make good progress in key stage 1, but this is not sustained in key stage 2. The school achieves well against similar schools at the end of key stage 1. At the end of key stage 2, however, results for each of the core subjects of English, mathematics and science are in the lowest 25 per cent.
23. Pupils' attitudes to their learning is good. They show motivation, work productively and make effective use of their time. However, a significant number of pupils, particularly the more able, are insufficiently challenged to ensure that they achieve their full potential.
24. All pupils are making good progress in their personal, moral, social and wider development. Standards of behaviour are good and attendance is broadly in line with the LA average, but slightly above the latest all-Wales figure. The vast majority of pupils arrive at school on time each day.

The quality of education and training

25. The quality of teaching was judged as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

26. These figures are below the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is Grade 2 or better in 80 per cent of lessons. It is also below the target set in 'Vision for Action' which requires the quality of teaching to be grade 2 or better in 80 per cent of classes by 2010.
27. The quality of teaching in the early years classes has good features which outweigh shortcomings. Within the early years classes, teacher-led activities are well planned but the planning for other activities is insufficiently developed.
28. Good features evident in lessons include clear lesson objectives shared with pupils; the use of a range of strategies to ensure all pupils are fully involved in the lesson; and appropriate opportunities for pupils to reflect on their learning.
29. Shortcomings in teaching include activities which are insufficiently challenging to engage pupils; an over-reliance on worksheets which hinders independent learning; and insufficient opportunities for pupils to contribute to the lesson.
30. Pupils' learning is well supported by the good relationships, which exist between all staff and pupils. Teaching assistants provide effective help and guidance for individuals and groups of pupils.
31. The majority of lessons are well planned but lesson evaluations vary across year groups and frequently lack sufficient detail to support the planning of future sessions.
32. The assessment of children under five is good. In key stages 1 and 2 appropriate assessment is undertaken for the foundation subjects of the National Curriculum. However, the assessment of the core subjects lacks consistency across the school and insufficient use is made of the information within the short term planning of lessons to ensure they cater for the individual needs of all pupils.
33. The school's curriculum meets statutory requirements. However, it does not fully address the needs of those pupils who have additional learning needs, including those who are more able and talented.
34. The provision for spiritual, moral, and social development is good. The application of the school's strong Christian ethos across the school's activities supports pupils' personal development well. However, pupils' cultural awareness is insufficiently developed.
35. Staff use the Welsh language frequently throughout the day but there are insufficient informal and incidental opportunities for pupils to actively use the language orally on a progressive basis.
36. The school provides effective care and support for all pupils. Good working relationships exist with parents and carers. The school makes effective use of specialist support services and has good policies and arrangements, which contribute effectively to the well-being of pupils.

37. The provision for pupils with additional learning needs has good features, which outweigh shortcomings. The school identifies those pupils who may have additional learning needs at an early age and individual education plans are prepared for pupils with SEN. Pupils' individual education plans are clear, specific and regularly reviewed. The targets within the individual education plans are shared with class teachers, but not enough use is made of them when planning lessons.

Leadership and management

38. A number of initiatives put in place since the appointment of the new head teacher, have already had a positive impact. New systems are in place to support the setting of targets for improvement based on the tracking of pupil progress. The impact of target setting is yet to be reflected in raising standards.
39. The governing body work together well as a group and are led by a very able and well informed chairman. Governors meet regularly and have a well-established and effective committee structure. The governing body's role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is developing well.
40. The school has made significant progress in developing the process of self-evaluation and planning for improvement. The school development plan is a useful, clearly written document. However, the regular monitoring of subject areas through classroom observations is under developed and as a result subject action plans lacks a clear focus on raising standards.
41. The school has made good progress since the last inspection in addressing a number of areas which had shortcomings. However, although the role of subject co-ordinators has been extended, the planned monitoring of teaching is at an early stage of development.
42. The school has a sufficient number of well-qualified, experienced teaching and support staff. Effective use is made of staff expertise to support provision across the curriculum.
43. Classrooms provide adequate space for teaching and learning and the school has good playground facilities, including a safe and enclosed play area for the under-fives. The school field is spacious and provides good facilities for games, sports and other extra curricular activities. However, both the boys' and girls' toilets are in a poor state of repair and in need of significant improvements. The quality and quantity of resources are sufficient to ensure the curriculum can be taught effectively.
44. Systems are in place which enable the governing body to effectively oversee expenditure. Appropriate resources are identified, costed and purchased within the school's budgetary provision. The school provides adequate value for money.

Recommendations

45. In order to improve the current standards, staff and governors should:
- R1 Raise standards in subject areas where shortcomings have been identified, particularly English in key stage 2; science in key stages 1 and 2; and in the key skills of ICT and bilingualism.
 - R2 Improve the quality of teaching, ensuring sufficient challenge and differentiation to meet the needs of all pupils.
 - R3 Improve arrangements to assess pupils' progress and ensure the information gained is used to plan work in lessons that precisely match the abilities of all pupils.
 - R4 Develop planning in the early years to ensure all activities fully support children's learning.
 - R5 Further develop the role of managers in monitoring the quality of teaching and learning in order to support whole school planning for improvement. ***
 - R6 Ensure that the school's self-evaluation and planning for improvement has a clear focus on raising standards.

*** Issues already identified by 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.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
47. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

48. Standards of achievement in the lessons observed are above the Welsh Assembly Government's all-Wales targets requiring that by 2010, 98 per cent of standards should be Grade 3 or better.
49. As the school received a standard inspection six subjects are reported on.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	3
Science	3	3
History	3	2
Art	2	3
Music	2	2
Physical education	2	3

50. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right. Baseline assessments, undertaken when children enter reception, indicate levels of achievement on entry are similar to the LA average. Records indicate that the majority of children make good progress. However, on some occasions children, particularly the more able, are insufficiently challenged to ensure they achieve their full potential.
51. Pupils throughout the school, regardless of their social, ethnic or linguistic background, make steady progress equal to that of other pupils. Pupils with SEN make good progress against the targets set for them in their individual education plans and results of recent standardised tests indicate that they make good progress in their reading skills.
52. The school is at an early stage in working towards targets for improvement. Targets specifically aimed at raising standards in the core subjects have recently been set within the school development plan.

53. Overall, standards in the key skill of communication have good features, which outweigh shortcomings. Pupils throughout the school listen well to their teachers and to other pupils. Nearly all pupils speak well and older pupils express themselves fluently and clearly, using appropriate vocabulary.
54. In the early years classes, children make good progress in developing their early writing and reading skills. Pupils in key stage 1 achieve good standards in reading across the curriculum. Key stage 2 pupils do not develop their reading skills sufficiently to ensure they make full use of opportunities to enhance their learning in a range of subjects. The ability of pupils in key stages 1 and 2 to write in different styles and for different purposes, supporting their work across the curriculum, is limited.
55. Children under five and pupils in key stages 1 and 2 are making good progress in developing their numeracy skills in a range of subjects, particularly in science and physical education. Their ICT creative and problem-solving skills are less well developed as a result of activities, which are frequently over-prescriptive.
56. Most pupils demonstrate a good awareness of the Welsh language and respond appropriately to various requests and greetings. Although standards of oracy achieved by pupils in key stage 1 are good, older pupils do not make sufficient use of the language to further develop their skills confidently. Across the school, pupils' ability to read and write in Welsh is underdeveloped. Pupils' knowledge of Welsh culture and heritage is also insufficiently developed.
57. National Curriculum assessments at the end of key stage 1 in 2007 show that 95 per cent of pupils achieved level 2 or above in each of the core subjects of English, mathematics and science. Results are significantly above the LA average and the national average of 80 per cent. The percentage of pupils who achieved the higher than expected level 3 was also above the national average for each of the core subjects.
58. At the end of key stage 2 in 2007, the number of pupils achieving level 4 in each of the core subjects was 63 per cent, which is well below both the LA average and the national average of 74 per cent. The percentage of pupils reaching the higher than expected level 5 is below the national figure in English and mathematics, with no pupils achieving the higher level in science.
59. When the school's results at the end of key stage 1 in 2007 are compared with similar schools, on the basis of free school meal entitlement, the school was in the top 25 per cent for mathematics and the top 50 per cent in English. Results in science have improved steadily over the past three years although the school remained in the lowest 50 per cent.
60. Results at the end of key stage 2, when compared with similar schools show that in 2007 the school was in the lowest 25 per cent for all the core subjects. The school achieves well against similar schools at the end of key stage 1 but results at the end of key stage 2 do not compare well to similar schools.

61. Trends in performance show that the school's results at the end of key stage 1 have improved steadily over the past three years. Results at the end of key stage 2 remain at a low level in mathematics and have fallen in English and science. Overall, results show that pupils make good progress in key stage 1, but this is not sustained in key stage 2.
62. Scrutiny of results over the past few years show that within some year groups there is a significant difference between the achievement of boys and girls, which varies with each cohort and between subjects. The school has analysed the information and has put in place additional support to address the differences in achievement.
63. Pupils' attitudes to their learning and the interest they show in lessons is good. They show motivation, work productively and make effective use of their time. Pupils of all ages respond well to the range of learning opportunities available and readily acquire new knowledge. However, their independent learning skills are insufficiently developed to ensure they are able to apply this knowledge in new and unfamiliar situations.
64. The vast majority of pupils make steady progress as they move through the school. However, a significant number of pupils, particularly the more able in the early years classes and in key stage 2, are insufficiently challenged to ensure that they achieve their full potential.
65. During lesson times all pupils understand clearly what they are doing. As a result of their involvement in setting targets for improvement in the core subjects, pupils in key stage 1 and key stage 2 have a well-developed understanding of their particular strengths and weaknesses.
66. Pupils behave well across the school and relationships are good. Pupils understand what is expected of them and the vast majority are considerate and courteous to each other. They work and play together well, moving sensibly in and around school, with many older pupils providing good role models for the younger ones. They are friendly and polite to each other, staff and visitors.
67. Attendance for the three terms prior to the inspection was on average 93.4 per cent. This is broadly in line with the LA average but slightly above the latest all-Wales figure. Despite the school's best efforts, a minority of families take extended visits to their homeland and this impacts on overall figures. The vast majority of pupils arrive at school on time each day.
68. All pupils are making good progress in their personal, moral, social and wider development. They display good social skills as they work co-operatively in small groups or in pairs. Staff and pupils share values, showing kindness and consideration for each other. Pupils display the qualities of fairness and honesty in their relationships.

69. Pupils have a good understanding of the need for equality of opportunity and generally co-operate and socialise well together, although their awareness and preparation for life in multi-ethnic British society is not as strong.
70. Pupils have a good understanding of their place in the community because of their involvement in parish events. However, their understanding of the world of work is at an early stage of development.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

71. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

Grades for teaching

72. During the inspection, the grades allocated for teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	45%	0%	0%

73. These figures are below the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is grade 2 or better in 80 per cent of lessons and grade 1 in 14 per cent of lessons. It is also below the target set in 'Vision for Action' which requires the quality of teaching to be grade 2 or better in 80 per cent of classes by 2010.
74. Good features evident in lessons include:-
- clear lesson objectives shared with pupils;
 - good subject knowledge and enthusiasm, leading to good levels of pupil understanding and involvement;
 - ICT effectively used to enhance learning;
 - the use of a range of strategies to ensure all pupils are fully involved in the lesson;
 - good use of pupils' responses and their own experiences to enhance learning;
 - well-established classroom routines which underpin good pace to sessions; and
 - appropriate opportunities for pupils to reflect on their learning.
75. Where shortcomings in teaching were observed, they include:-
- lesson objectives not shared with pupils to enable them to understand the focus of their learning;
 - activities which are insufficiently challenging to engage pupils;
 - an over-reliance on worksheets which hinders independent learning;
 - differentiation by limiting pupils' involvement in the lesson;
 - occasions when teacher's subject knowledge is insufficient to allow them to fully develop pupil's learning;
 - insufficient opportunities for pupils to contribute to the lesson;
 - sessions which rely too heavily on teacher-led activities, restricting opportunities for pupils to develop their own ideas; and
 - plenary sessions insufficiently focused on reinforcing learning.

76. Pupils' learning is well supported by the good relationships, which exist between all staff and pupils. Teaching assistants provide effective help and guidance for individuals and groups of pupils in all areas of the curriculum. They are given detailed guidance by teaching staff to ensure that they have a clear role during lesson times. They show initiative and sensitivity in their dealings with pupils.
77. The majority of lessons are well planned, with a clear structure and purpose. The inclusion of key skills is identified within each session. Daily lesson plans are firmly based on the medium-term plans in place for each subject or area of learning. Lesson evaluations vary across year groups and frequently lack sufficient detail to support the planning of future sessions. Overall, insufficient use is made of lesson evaluations to inform planning and support the differentiation of planned activities.
78. The quality of teaching in the early years classes has good features which outweigh shortcomings. Within the early years classes teacher led activities are well planned, although other activities are not planned sufficiently well.
79. The school successfully meets the language needs of pupils with English as an additional language.
80. The staff use appropriate everyday Welsh through basic informal greetings and requests. However, there is insufficient use of the language to promote verbal responses from pupils. This is a shortcoming, which adversely affects pupils' progressive use of bilingualism, particularly in key stage 2.
81. Teachers promote equality of opportunity well and ensure that all pupils are treated fairly, irrespective of their abilities or backgrounds. On a very small number of occasions opportunities to challenge gender issues are missed.
82. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, have good features which outweigh shortcomings. The school meets its statutory requirements for assessing and reporting on National Curriculum results.
83. The assessment of children under five is good. Children are assessed according to baseline indicators and detailed records of individual progress are maintained to ensure that children's development can be tracked appropriately over a period of time.
84. In key stages 1 and 2, appropriate assessment is undertaken for the foundation subjects of the National Curriculum. A wide range of assessment is undertaken for the core subjects. Some of this information, including National Curriculum tests and tasks, is currently used to track pupil progress and set targets for improvement. However, the assessment of the core subjects lacks consistency across the school and insufficient use is made of the information to inform the short-term planning of lessons to ensure they cater for the individual needs of all pupils.

85. Staff work closely together to ensure that the assessment of pupils' work accurately reflects the levels of the National Curriculum. A useful portfolio of English work has been produced by the school and matched to National Curriculum levels. The portfolio is used to support moderation of teacher's assessment of pupils' work. In order to further develop consistency in teachers' assessments, portfolios of work in other subjects are currently being compiled.
86. Pupils' work is marked regularly and teachers give positive and constructive feedback during lessons. Pupils are appropriately involved in setting their own targets for improvements in English, mathematics and science.
87. Parents are provided with an end-of-year report, which meets statutory requirements. Reports are informative and provide information on all subjects, or areas of learning, and in pupils' personal and social education. Targets are included for the next steps in pupils' learning. Parents are given the opportunity to comment on the report and appropriate opportunities are arranged for them to discuss their child's progress.

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

Grade 3: Good features outweigh shortcomings

88. The school, in its self-evaluation report, judged this key question as grade 2. However, the findings of the inspection team differ from the school's self-evaluation. Although the team judged that there are good features in much of the learning experiences offered by the school, shortcomings were also identified.
89. The school's curriculum meets statutory requirements and addresses all areas of the National Curriculum, showing appropriate progression between the key stages. The curriculum is flexible and meets the needs of the vast majority of pupils. However, it does not fully address the needs of those pupils who have additional learning needs, including those who are more able and talented.
90. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. There is a need to extend planning within the nursery and reception classes in order that all children's self-chosen activities have a clear purpose and progressively support children's learning.
91. Schemes of work for pupils in key stage 1 and 2 show continuity between aspects taught previously, as well as clear aims and objectives. Although teachers generally make reference to key skills in their weekly planning, there is insufficient provision for the application of ICT. The inclusion of key skills is insufficiently co-ordinated in lessons across various subjects and within the different age groups.

92. Pupils visit local places of interest, which enhances aspects of learning within the school. This is most evident in geography and music. The school makes good provision to provide a range of sporting, gardening and musical activities during the lunch hour and after school.
93. The provision for spiritual, moral, and social development is good.
94. The application of the school's strong Christian ethos across the school's activities supports pupils' personal development well. The reverence and content of collective worship, together with opportunities during class circle time, provide pupils with moments for reflection on their own and others beliefs. This greatly enriches pupils' spiritual development.
95. Social and moral provision is developed through a good quality programme of personal and social education. The good behaviour of the pupils indicates that the school promotes a strong understanding of honesty and fairness. Pupils support a range of charities, highlighting the value the school places on supporting others through caring and understanding.
96. Pupils' cultural awareness is promoted through a wide range of musical experiences and by working with visiting artists. However, the provision to promote this aspect of personal development within a wider range of subjects is insufficiently developed.
97. Links with parents and other providers are good. Most parents are strong in their praise for the school. The Friends of St David's support the school well, and play an active part in school life. Regular fortnightly newsletters keep parents well informed of events. The school seeks parental views on aspects of school life and responds positively to their comments.
98. The school has established effective transition arrangements with the local high school to support the movement between schools for year 6 pupils. The school has established good links with local colleges and universities; a number of high schools send pupils to the school for work experience.
99. Provision for work related education has good features that outweigh shortcomings. Pupils have an appropriate range of opportunities to gain an insight into the working world that are linked to the topics they study. However, these take place on an ad hoc basis because opportunities are not progressively planned for throughout the curriculum. The school has benefited financially from sponsorship provided by local and national businesses. No staff placements to business or industry have taken place as part of the school's continuing professional development programme.
100. Staff use greetings and instructions in their lessons to enhance pupils' awareness and learning of Welsh, together with a wide range of phrases displayed within an appropriate context in the classrooms. However, there are insufficient informal and incidental opportunities for pupils to actively use the language orally on a progressive basis.

101. All pupils have access to the various activities promoted by the school. Personal and social education lessons, collective worship and class circle time are used effectively to discuss aspects of social disadvantage. The school makes effective use of external services to support pupils of various backgrounds. The school has appropriate plans to address the needs of any 'looked after' pupil who may attend the school.
102. Experiences to develop pupils' awareness of sustainable development is at an early stage. The recycling and gardening club held weekly at lunchtimes, support the school in its efforts towards becoming recognised as an Eco-School.
103. The school's link with the Catholic Aid for Overseas Development (CAFOD) project, and its work to support an orphanage in India, contributes greatly to raising pupils' awareness of global citizenship. Arrangements to develop pupils' entrepreneurial skills are limited and the school acknowledges this is an area to be developed.
104. The school's strong emphasis on pupils' social and emotional development helps to prepare them well for their next stage of learning. However, arrangements to develop pupil's skills as independent learners as well as their problem-solving expertise are insufficiently developed.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
106. The school provides effective care and support for all pupils. Each member of staff provides appropriate support and guidance for pupils, and in discussion pupils confirm that they are confident to approach any member of staff to discuss any concerns should they arise.
107. The school makes effective use of specialist support services such as the police, who make pupils aware of road safety and the dangers of drugs, and health service staff who help the pupils with specific aspects of personal and healthy development.
108. The school has a good working relationship with parents and carers, and takes account of their views. Most parents who responded to the pre-inspection questionnaires were totally supportive of the school.
109. Members of the democratically elected School Council feel that they have an active involvement in school life and have been instrumental in ensuring some improvements within the school. They have also raised a sum of money to be used to buy equipment to maintain the school garden.

110. The school has established a good induction programme for children in the nursery. The good relationships between members of staff, children and parents help the children to settle quickly and happily into school life. Pupils who have joined the school at times other than at normal admission times report that they were given good support, which enabled them to settle quickly into their new school.
111. The school openly rewards good behaviour, and addresses inappropriate behaviour, through a series of staged responses, known to all staff and pupils. The school has an effective system to monitor pupils' attendance and punctuality. Registration fully meets statutory requirements. The school complies with the NAW Circular 47/06.
112. Overall, good policies and arrangements contribute effectively to the well-being of pupils. Risk assessments and fire drills are carried out regularly. The school's arrangements to encourage and enable pupils to be healthy, is at an early stage of development. There are ample physical activities at lunchtimes and pupils in key stage 1 are encouraged to eat healthy snacks. However, further awareness of the benefits of a healthy life style are yet to be fully embraced and promoted by the school to ensure maximum impact on the pupils.
113. There are appropriate arrangements for child protection. The head teacher is the designated Child Protection Officer. The school's Child Protection policy meets statutory requirements. Members of staff have received appropriate training and are aware of the actions to be taken should a cause for concern arise.
114. The provision for pupils with additional learning needs meets statutory requirements. The school identifies those pupils who may have additional learning needs at an early age. Staff in the early years department make effective use of appropriate assessment materials to recognise pupils with SEN. The school makes appropriate use of standardised tests to assess pupils' progress. This helps staff to plan lessons for those pupils who need extra literacy support.
115. Pupils' individual education plans are clear, specific and regularly reviewed. Parents and pupils are invited to the review meetings and encouraged to comment on progress and achievement. The targets within the individual education plans are shared with class teachers to be included in lessons and programmes of study.
116. The individual education plans targets are used well to help improve pupils' literacy ability in specific timetabled support sessions. However, not enough use is made of them when planning lessons. There is insufficient planning within mainstream lessons in terms of adapting specific tasks, or identifying and using a wider range of strategies, to support pupils with SEN within lessons in many subjects.

117. Teaching assistants support pupils well and keep a regular record of pupils' progress.
118. The school has identified pupils who are gifted and talented. They receive extra support in mathematics in conjunction with the LA's mathematics enrichment course.
119. Pupils who are learning English as an additional language receive appropriate support through external specialist services. The pupils generally make good progress in their acquisition and use of English.
120. The school ensures that all pupils have the opportunity to learn without disruption from others. Class rules are clear and the school rewards pupils for good behaviour. All members of staff are conversant with the school's reward system. The consistency of application of this system contributes greatly to the good behaviour and conduct of the pupils.
121. There are clear policies to promote equal opportunity, gender and racial equality. However, very occasionally teachers do not promote gender equality sufficiently well. For example, on a very few occasions boys and girls are asked to line up separately or mixed gender pair/group work is not sufficiently encouraged.
122. There are appropriate arrangements to eliminate bullying, any form of harassment and racial discrimination. Pupils express confidence in the school's systems. There is a suitable disability inclusion policy. The school's accessibility plan is clear, concise and informative. Measures are in place to ensure no one is disadvantaged because of their disability.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

123. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
124. The school's mission statement is at the heart of the school ethos and there are clear values, aims and objectives, which are promoted well by all staff. This ensures a very caring ethos and a commitment to equal opportunities, with a respect for all, which is evident in the life of the school.
125. The recently appointed head teacher provides positive leadership that gives a clear sense of direction to the school. A number of initiatives put in place since his appointment have already had a positive impact, for example, the full involvement of teaching staff and the governing body in the process of self-evaluation and planning for improvement. All staff within the school, both teaching and non-teaching staff, are an effective team who support each other well.
126. The school has recently developed its involvement in national priorities, although in some instances work is at an early stage. The school has achieved the Basic Skills Quality Mark and is successfully working towards introducing the Foundation Phase. Work has begun on the Eco School awards and the first year of the Healthy Schools Award.
127. The school has strong well-established links with the local Catholic high school. A range of work has been undertaken jointly to support pastoral and curriculum links, effectively enhancing the transition from primary to secondary education. Links with other providers of education are less well developed, but the school is now increasing its involvement with other local primary schools and colleges of further education. A number of placements have been provided for students undertaking teacher training during the current academic year.
128. New systems are in place to support the setting of targets for improvement based on the tracking of pupil progress. Stringent practices have been established developing the use of performance related data to set targets for individual pupils and specific cohorts. The impact of target setting is yet to be reflected in raising standards.
129. All staff have a clear understanding of their roles and responsibilities. Procedures in place for undertaking the performance management of teaching staff are well established and effective support is provided for newly qualified teachers. Non-teaching staff received regular feedback on their performance informally, although no formal systems are in place to manage and improve their performance.

130. All staff are involved in on-going training and are well supported by the management of the school. Although staff benefit personally from training undertaken, in some instances the impact of training on provision across the school lacks structure in order to ensure that the school benefits as a whole from the training undertaken.
131. St David's has a strong governing body who work together well as a group. They are led by a very able and well informed chairman. Governors have good knowledge of the aims and vision of the school. They meet regularly and have a well-established and effective committee structure.
132. This very supportive body are regularly provided with good quality information about the school's performance and work by the head teacher. The governing body's role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is developing well. All legal and statutory requirements are fulfilled.

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

Grade 3: Good features outweigh shortcomings

133. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
134. The school has made significant progress in developing the process of self-evaluation and planning for improvement since the permanent appointment of the new head teacher.
135. The head teacher and subject co-ordinators have a good general knowledge about their areas of responsibility. They evaluate the quality and standard of work through scrutiny of pupils' work, the monitoring of planning and occasional lesson observations. Based on this information, co-ordinators have produced self-evaluation reports and subject action plans. However, the regular monitoring of subject areas through classroom observations is under developed and, as a result, subject actions plans lack a clear focus on raising standards.
136. The process of self-evaluation has recently been established within the school and now involves all members of the teaching staff and the governing body. Questionnaires are sent annually to parents to seek their views on a number of aspects of school life and their responses are taken fully into account as part of the self-evaluation process. The views of the community are well voiced through the governing body.
137. Non-teaching staff are not currently involved in the process and although the school council is a forum that is being developed to seek the views of pupils, this is at an early stage of development.

138. The current self-evaluation report is concise and clearly identifies strengths and some areas where improvements are needed. It draws on a range of evidence, but is insufficiently based on the direct monitoring of teaching and learning, together with a detailed analysis of performance related data. The inspection team agree with the grades awarded by the school in their self-evaluation for six of the seven key questions.
139. The school development plan is a useful, clearly written document. The main priorities are linked directly to the information included in the self-evaluation report. The plan includes actions, success criteria, timescales and resource implications. Appropriate resources are allocated to ensure that targets are achievable. However, the school development plan is insufficiently focused on raising standards and links between the development plan and subject action plans are currently under developed.
140. The school has made good progress since the last inspection in addressing a number of areas, which had shortcomings. In particular, appropriate accommodation is now available for children in the early years and an effective system to track the progress of individual pupils has been established. However, although the role of subject co-ordinators has been extended, the planned monitoring of teaching is at an early stage and does not provide sufficient information to support the raising of standards.

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
142. The grade awarded for this key question is higher than that awarded for key question 1 because although the school makes good use of recently acquired resources which are available, their impact is yet to be fully realised on the standards of achievement by pupils and in the quality of teaching.
143. The school has a sufficient number of well-qualified and experienced teaching and support staff to ensure that all aspects of the National Curriculum are taught to all the pupils. Teachers make good use of INSET courses to enhance their expertise and to keep up-to-date with recent developments in their areas of responsibilities.
144. The support staff are employed effectively to provide maximum support and guidance for those pupils who may need additional support. They work closely with teachers and are fully aware of the pupils' individual targets and needs.
145. The school secretary manages the day-to-day procedures efficiently and the school caretaker ensures that the building and grounds are well maintained, safe and in good condition.

146. Classrooms vary in size, but all provide adequate space for teaching and learning. However, both the boys' and girls' toilets are in a poor state of repair and in need of significant improvements. The school has adequate playground facilities including a safe and enclosed play area for the under-fives. The school field is spacious and provides good facilities for games, sports and other extra-curricular activities.
147. The quality and quantity of resources are sufficient to ensure that all subjects of the National Curriculum can be taught effectively. Subject leaders ensure that relevant materials are up-to-date and accurately reflect the topics studied across all age groups.
148. The school makes effective use of staff expertise to ensure quality of provision across the curriculum. This includes extra-curricular activities involving the experience, knowledge and expertise of the staff, which enhances opportunities for the pupils. The school makes effective use of local facilities to extend the pupils' learning experiences outside the school's environment.
149. Each class has access to mobile ICT facilities. These provide pupils with appropriate access for individual and group research into relevant topics. However, there is insufficient evidence of ICT being used extensively across many subject areas.
150. The school has a good stock of reference books in its libraries. Older pupils particularly make good use of the library facilities to develop their research skills outside the classroom.
151. The organisation of teachers' planning, preparation and assessment time is well managed. The amount of time given to each teacher meets the requirements. Teachers use this time productively to ensure that lesson plans are kept up-to-date. The school makes efficient use of money allocated for workforce re-modelling.
152. The school makes effective use of funds obtained from external sources and through the efforts of the Friends of St David's. This involvement has recently seen the school acquire a number of laptop computers and new staging for the school hall.
153. Systems are in place, which enable the governing body to effectively oversee expenditure. They meet regularly with the head teacher to identify and review the changing needs and priorities of the school. Appropriate resources are identified, costed and purchased within the school's budgetary provision.
154. The school provides adequate value for money.

Standards achieved in subjects and areas of learning

English

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

155. The vast majority of pupils in both key stages listen well and speak clearly and audibly. They use appropriate vocabulary when discussing a variety of topics and contexts.
156. Most pupils in key stage 1 correctly identify words which rhyme. They combine two simple words to make a new word. Most pupils in key stage 1 read an extract of a text accurately and correctly match it to an appropriate heading. They use correct terminology to refer to various aspects of printed information, such as a title of, or introduction to, a story.
157. Pupils with SEN make good progress in their reading skills and develop their knowledge of letter sounds and blends well.
158. Most of the more able pupils in both key stages read fluently, with appropriate expression and intonation. They take appropriate notice of punctuation marks.
159. Many pupils in key stage 1 write a clear set of sequenced instructions on how to clean teeth.
160. Many pupils in key stage 2 identify the purpose of writing different types of letters, using formal and informal styles of writing. Many pupils distinguish well between written factual text and one that expresses an opinion. They also identify text which is instructional and distinguish between explanatory text, instructional text and text which comprises a story. The majority of less able pupils recognise the difference between a set of instructions and a fictional story.

Shortcomings

161. The writing skills of a majority of pupils in key stage 2 is marred by incorrect grammar, in particular errors in spelling and incorrect use, or absence of, punctuation.
162. Most pupils in key stage 2 rely too much on printed work sheets to present their work and findings. As a result they do not show sufficient initiative, creativity or imagination in many aspects of their written work.
163. The majority of older pupils are making insufficient progress in developing the skill of persuasive writing on specific themes.
164. In key stage 2, a majority of pupils' responses when interpreting texts are often limited to literal interpretations.

Science

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

165. Most key stage 1 pupils correctly name an object or appliance which needs electricity to make it work. The vast majority understand the purpose of an electric plug and show a good awareness of the dangers of electricity.
166. More able pupils have a clear understanding of the differences between things which are living and things which are not. They accurately recognise and name common types of materials. They describe the movement of familiar things, correctly identifying when a push or a pull can make something speed up or slow down.
167. Key stage 1 pupils are developing a good basic understanding of fair testing.
168. The majority of older pupils in key stage 2 correctly name a range of bones in the human body and their location. Most pupils understand the three functions of the skeleton. Pupils suggest a range of appropriate ideas, which can be tested in a scientific investigation.
169. Nearly all pupils in year 6 show a good basic knowledge of healthy foods and are developing a sound understanding of a balanced diet. They understand that the body needs different foods for activity and growth.
170. Key stage 2 pupils recognise that they can undertake scientific enquiry to test ideas and answer questions. They have a well-developed understanding of fair testing and accurately describe a range of ways in which information gathered from testing can be measured and recorded.
171. Pupils in key stage 2 make effective use of their mathematical skills to record and present information.

Shortcomings

172. The independent scientific enquiry skills of the more able pupils in key stage 1 and key stage 2 are insufficiently developed.
173. Pupils in key stage 1 and key stage 2 make insufficient use of ICT to develop and record their work, particularly investigational activities.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

174. Nearly all key stage 1 pupils show a good understanding that history is about finding out about the past. They accurately use a time line when exploring what seaside holidays were like in the past.
175. Key stage 1 pupils recall in detail some of the main events, which they have studied. They have a good awareness of the contributions made by famous people, for example Florence Nightingale.
176. Younger pupils in key stage 2 correctly identify reasons why the Romans invaded Britain and show a well-developed knowledge of features that were prevalent in Britain at the time of the invasion.
177. When discussing the life of the poor in Tudor times, most key stage 2 pupils demonstrate a clear understanding of a range of sources which can provide information about the past, including information books, museums and the internet. They are developing a good understanding of the fact that sources of evidence can be interpreted in different ways. Pupils pose searching, relevant questions to a pupil in the 'hot seat', which show a high level of interest in the Tudor period.
178. Through their study of events surrounding the Second World War, pupils in year 6 have developed their research skills effectively. They appreciate how difficult life must have been for many people at the time and understand the need for rationing food.
179. The vast majority of key stage 2 pupils show a good awareness of the periods studied and a developing knowledge of Welsh history. They accurately recall the characteristics of different periods and have a clear understanding of chronology.

Shortcomings

180. Key stage 1 pupils' knowledge of the past and present in relation to their own locality and Wales is limited.
181. More able pupils in key stage 1 show a limited awareness of the different ways in which they can learn about the past and make insufficient progress in beginning to developing a sense of chronology.

Art

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

182. In key stage 1 many pupils make good use of a range of resources and media to draw, paint, stick and assemble. They display good independent cutting and gluing skills, for example, using card and a variety of media to produce their own masks.
183. Most pupils in key stage 1 use a variety of textile materials to create colourful collages depicting images of vegetables, and clearly explain their use of line, colour and shape. They show confidence when practising rubbing techniques on a variety of surfaces around the school.
184. Many pupils in key stage 1 extend a given picture, through creating their own surroundings and extension to the image, communicating their own imaginary environment effectively.
185. A majority of pupils in key stage 2 made a mural through working alongside a resident artist. This impressive work is displayed at a local supermarket store.
186. Most pupils carefully mix thick paints to make a variety of ranges of colours and apply these to their paintings through imitating the style of Kyffin Williams. A small minority successfully experiment using different paint strokes and thickness.
187. Many pupils in key stage 2 are developing their sketching skills, and are beginning to use line and shading to good effect to create observational drawings of their local landscape. A small minority describe visual features of their locality well and link these accurately to tones and colour.
188. Many pupils in key stage 2 create three-dimensional models of shelters using a variety of containers as the basis of their work. They create clear plans for their designs and subsequent construction work. Many pupils compare their ideas with others and suggest various ways that they could improve their work.

Shortcomings

189. Very few pupils in key stage 2 recall the names of any Welsh artists.
190. Many pupils in key stage 2 have insufficient knowledge on how to create shade and tone.
191. Many pupils in key stage 2 are unsure on how to mix black and white paint with other colours to make lighter or darker shades.

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

192. Key stage 1 pupils correctly identify high and low sounds, and long and short sounds. They listen with rapt attention to music on a tape, learning sections of a song quickly and accurately. The vast majority of pupils use their voices expressively to perform a chant.
193. Most pupils in key stage 1 make good use of body parts to indicate a response to a piece of music. They suggest a range of ways to use their voices to communicate an aspect of the weather.
194. Nearly all pupils in key stage 1 and key stage 2 sing confidently and with a good sense of rhythm. They show enjoyment of singing in assemblies and in lessons.
195. Most younger key stage 2 pupils perform a range of songs associated with singing games, demonstrating a good sense of rhythm and marking complex beats accurately.
196. When responding to different styles of music, older key stage 2 pupils very effectively use body sounds to create rhythm. They understand the term 'ostinato' and work successfully to create group compositions, based on repeating rhythmic patterns and the theme of machines. The majority of pupils effectively evaluate the work of others and suggest appropriate improvements.
197. The standards achieved by pupils receiving instrumental tuition by peripatetic teachers is good. Pupils make a very effective contribution to music making within the school, performing to a high standard at concerts and performances.

Shortcomings

198. There are no important shortcomings.

Physical education

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

199. Many pupils in both key stages 1 and 2 wear appropriate clothing for their activities. Nearly all pupils in both key stages understand the importance of warming up before undertaking activity and realise that physical exercise can affect changes to their bodies. Most show good self-discipline in their activities.

200. Nearly all pupils in key stage 1 display good balance and hold good body posture when throwing. They use appropriate vocabulary to evaluate their own and their partner's work and to suggest ways of improving.
201. Many pupils in key stage 1 show good technique when throwing a bean bag, at varying height, pace and distances. Many throw accurately into or at specific targets.
202. In key stage 2, the majority of pupils adopt good body position to throw a soft javelin. Many pupils in key stage 2 understand why it is important to have a good arm action when throwing. They demonstrate good techniques in throwing over long distances.
203. Many communicate effectively with each other when measuring distances they have thrown their javelin.
204. Many pupils in key stage 2 take part in school sporting matches against other schools; this helps to extend their skills. Many pupils from both key stage 1 and key stage 2 take part in a wide variety of sporting clubs, both at lunch times and after school. These activities have a positive effect on pupil standards in physical education.

Shortcomings

205. Many pupils in key stage 2 rely on teacher direction to undertake their activities. They do not show sufficient initiative or creativity in their activities.
206. A minority of pupils in key stage 2 lack fluency and balance in their throwing techniques.

School's response to the inspection

The head teacher, staff, governors and children of the school wish to thank the inspection team for the courteous, thorough and professional manner in which the inspection was conducted.

The school warmly welcomes the findings of the inspection report, which recognises the good progress made by the school since the last Inspection in addressing a number of areas, which had shortcomings.

We are delighted that the inspectors recognise our school as 'a welcoming, happy and caring school, which provides good support and guidance for its pupils. The head teacher, staff and governors are proud that their hard work and dedication to the children has been acknowledged in the inspection report.

The head teacher, staff and governors will now commence the Action Plan to address the recommendations in the report. A copy of the action plan will be sent to all parents of the school, who will be notified of its progress through the Governors' Annual Report to Parents.



Appendix 1

Basic information about the school

Name of school	St David's Catholic Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11 years
Address of school	St David's Lane, Mold Flintshire
Postcode	CH7 1LH
Telephone number	01352 752651

Head teacher	Mr. S. P. Hughes
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mr. J. F. Goggin
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	3 rd - 5 th 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	10	18	13	13	22	19	18	17	130

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:01:00
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	01:01:00

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	93.5	92.9	93.6
Autumn 2007	89.2	93.7	93.3
Spring 2008	92.5	95.2	93.1

Percentage of pupils entitled to free school meals	8.4
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:		20		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5	0	60	35
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	5	0	55	40
		National	0	4	14	68	12
En: writing	Teacher assessment	School	0	5	15	65	15
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	5	0	55	40
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	0	65	35
		National	0	2	10	64	23
Science	Teacher assessment	School	0	5	0	60	35
		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	95	In Wales	80.6
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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		17						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	12	24	53	12
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	6	24	59	12
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	29	71	0
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment

In the school	65
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

Three inspectors spent a total of 7 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty-two lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the School Council.

The team also considered:

- the school's self-evaluation report;
- thirty-four responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6 Science History Music
Mr Glyn Griffiths Team Inspector	Contributions to Key Questions 3, 4 and 7 English Art Physical Education
Mrs Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mr Simon Hughes Nominee	Team support and contributions to team meetings

Contractor:

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CH5 3QJ

Acknowledgement

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.