

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

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

**St Mary's & St Patrick's Catholic Primary School  
Monica Street  
Maesteg  
Nr Bridgend  
CF34 9AY**

**School Number: 6723311**

**Date of Inspection: 19<sup>th</sup> to 21<sup>st</sup> May 2008**

**by**

**Robert Alun Isaac  
15942**

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St Mary's & St Patrick's Catholic Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Mary's & St Patrick's Catholic Primary School took place between 19<sup>th</sup> and 21<sup>st</sup> May 2008. An independent team of inspectors, led by Robert Alun Isaac 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 judgments 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 **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 Mary's and St Patrick's Roman Catholic Voluntary Aided primary school serves the town of Maesteg and other areas of the Llynfi valley extending from Llangynwyd in the south to Caerau in the north. About half of the area is described as neither economically prosperous nor disadvantaged with a further quarter prosperous and another quarter being disadvantaged. As a voluntary aided school the inspection of collective acts of worship and religious education are subject to a separate diocesan inspection under section 50 of the Education Act. That inspection occurred at the same time as this one.
2. In total there are 224 pupils on the school roll, including 28 of Nursery age. These numbers have remained very stable over the last six years. The school is organised into seven classes, all of which comprise pupils from single age groups. All classes but one are 25 in number or below. In total there are nine teachers, including the headteacher. They are helped by seven support staff, four of whom are higher level teaching assistants (HLTA). There are 82 pupils, or 37 per cent, with special educational needs (SEN). This is well above the national average. No pupils hold formal statements of SEN. None are withdrawn from the collective act of worship and none have been excluded from school in the last year.
3. At least 22 per cent of pupils are entitled to receive free school meals, a figure a little above the national average. The current headteacher has been in post since 1990. English is the sole or predominant home language in virtually all of pupils' homes and none receive extra support in learning English. No pupils come from a Welsh speaking home. A few speak a language other than English at home and this can be Polish, Hindu or Guyanese Creole. The school was last inspected in May 2002.

### The school's aims, priorities and targets

4. The school's mission statement is "We are a Catholic Family learning together." It has a clear set of aims, which are set out in its development plan for 2007/2008. The school seeks to:
  - provide a happy, welcoming, secure environment rooted in Gospel values and the love of Jesus Christ
  - provide a whole curriculum permeated with a Catholic ethos
  - identify, develop and share pupils' God-given talents ... so that the individual needs of unique persons are fully developed
  - create a caring Christian environment of learning
  - share its Catholic faith with all and guide pupils on their personal journey of faith; and
  - promote high moral values and personal qualities of courtesy, good behaviour and respect for others.

5. The school has identified a range of priorities in its school development plan for 2007-2008. They include: to produce more effective displays in religious education, to introduce a new method of assessment known as classroom monitor, to encourage positive behaviour and self-esteem, to carry out curriculum audits for the self-evaluation report and to raise standards in mathematics.

## Summary

6. St Mary's and St Patrick's Roman Catholic Primary is a caring school with a very strong, catholic family ethos. Its pupils are very well behaved and keen to learn. They achieve at least well in Welsh, design technology and physical education and outstandingly well in art. The school provides a good curriculum but does not monitor standards or teaching enough. Pupils' spiritual, moral, social and cultural development is promoted well. Much work remains to be done following on from its last inspection but the school has the capacity to set about improvement as a result of the findings of this inspection.

### Table of grades awarded

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

7. Initial assessments show that when children join the school in the Nursery, their attainments are often below average. However, in the Nursery and Reception classes they learn quickly and effectively.
8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children also make also good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Science	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

9. In the 38 lessons inspected, the grades awarded for overall standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	63%	21%	8%	0%

10. This shows that in 71 per cent of lessons standards are at least good with no important shortcomings. This is not as high as standards nationally which were judged as 77 per cent at least good in the latest report of HMCI of Schools in Wales. Standards of achievement in 8 per cent of pupils' work have outstanding features, which is also below the national average. Girls tend to achieve more highly than boys at both key stages.
11. In the 2007 key stage 1 English, mathematics and science teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. The school's assessments were also in the top quartile when compared with similar schools. Its assessments have risen steadily for the last three years. In 2007, the key stage 1 assessments, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together were above national averages. These assessments have not been moderated externally.
12. The above results were not reflected in the standards seen and heard during the inspection. As the above table shows, standards in English and science had shortcomings as well as strengths and the standards heard in reading, in particular, were below average.
13. In the 2007 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in English, mathematics and science, when compared nationally. The proportion that attained the higher Level 5 was also above average. The 2007 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were above national and local averages as well as those for similar schools. These assessments have also not been moderated externally.
14. However, as with key stage 1, the above results were not reflected in the standards seen and heard during the inspection. Standards in English and science had shortcomings as well as strengths and the standards heard in

reading, in particular, were well below average. Pupils' skills in investigative science also had shortcomings.

15. The other factor, which has an impact upon standards, lies in the significant proportion of pupils who have SEN. There are above average numbers of pupils with SEN in most classes.
16. Pupils achieve at least good and occasionally high standards in physical education. This happens in gymnastics, rugby, cricket, netball and football. Pupils also attain highly in judo and some achieve at regional and national levels.
17. Pupils progress well in their personal, moral, social and wider development. From Nursery to year 6, they make good progress in developing their personal and social skills. Learning experiences promote pupils' spiritual, moral, social and cultural development well.

## **The quality of education and training**

### **Grades for teaching**

18. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
8%	61%	33%	3%	0%

19. The quality of teaching across the school is variable. It is consistently good and sometimes outstanding in the Foundation Stage. In key stage 1 and key stage 2, teaching is at least good in 69 per cent of lessons. This figure does not reflect the national picture reported by HMCI in her annual Report for 2006/2007 where the quality of teaching in primary schools was at least Grade 2 in 79 per cent of lessons with 17 per cent having outstanding features.
20. When teaching has shortcomings in key stages 1 and 2, the work planned does not take into account the different abilities and needs of pupils. This affects all pupils, including those who are more able, those with SEN and those who speak English as an additional language. Independent learning is not fostered sufficiently, particularly in key stage 2, where pupils have to complete photocopied worksheets too much;
21. The assessment policy is in place but is not followed consistently by all staff. Recently, staff have received training in assessment for learning. They are starting to take on board this approach.
22. The quality of the curriculum is good. The school is developing its curricular provision in order to meet the aspirations and needs of the range of pupils more effectively. Policies and schemes of work provide a good basis to ensure a broad, balanced and relevant curriculum. Children aged under five experience a broad range of well planned indoor and outdoor activities.

23. Planning reflects well the Desirable Outcomes for Children's Learning and this provision prepares them well for the new developments in the Foundation Phase. In both key stages schemes of work in all subjects provide for a coherent and well structured programme of learning with appropriate progression. However the team found a lack of consistency and rigour in the teaching of and planning for reading and investigative science.
24. The school is diligent in promoting pupils' healthy development, safety and well being. All members of staff have received first aid training. Healthy development and well being are promoted well through the PSE programme and the healthy choices made in the Fruit Tuck Shop.

### **Leadership and management**

25. Although the school has shortcomings in its educational direction, the pastoral leadership of the headteacher is sensitive and caring. The deputy headteacher provides him with good support. Leadership is good in some areas, such as in Nursery and Reception, and some subjects, such as Welsh, art, design technology and physical education.
26. The school's strategic leadership lacks cohesive monitoring of planning or evaluation of teaching. It has also only partially been successful in its planning for improvement since the last inspection. The school takes insufficient account of national priorities, local partnerships and cluster arrangements.
27. The school helps develop the expertise of both teachers and teaching assistants to some extent. Performance management procedures are not effective in encouraging teachers' continuing professional development. There has been no appraisal of teachers' work for at least the last year.
28. The school's self-evaluation processes involve some but not all members of staff, governors, parents and pupils. Subject coordinators carry out audits and provide useful reports to governors. Information about the school's assessment results is based on the local education authority's (LEA) graphical analysis of assessment data and reports from the LEA's officers. However, the school does not use this information enough to focus on the raising of standards, in, for example, reading.
29. The school has a good number of appropriately qualified teachers who are very experienced and have been at the school for many years. They work as a team and have the necessary knowledge to teach the full requirements of the National Curriculum and religious education effectively. Pupils with SEN are well supported by a specialist teacher. Peripatetic teachers' expertise is used well to support music and the school makes good use of specialist providers for physical education.
30. There is a large number of support staff including four higher-level teaching assistants. This means that there is a high adult to pupil ratio, far greater than that found in many schools. The competent administrator, caretaker, midday

and kitchen staff all support the school and its aims, and carry out their duties conscientiously.

31. The governors and the headteacher took the decision to increase the number of teaching assistants in order to have the right personnel in post in readiness for the new recommendations for the Foundation Stage. This, plus the cost of experienced staff, has resulted in the school having a very tight budget for the past two years. This is not good budgetary management as the amount of funding left for vital resources is negligible. Support staff are not always deployed efficiently.
32. The quality and quantity of resources to support work throughout the curriculum is barely satisfactory in the majority of subjects. The stock of books to support independent learning and enjoyment of reading is poor. There are insufficient resources to support scientific investigations and problem solving or the use of construction kits in design technology.
33. The school building is over 100 years old and has been extended many times since it was built. Teachers do the best they can to overcome many of the difficulties they are faced with. There is no library for independent research but good use is made of the public library. There is no field for sporting activities and the hall is crammed with equipment for lunchtime, music and many other activities. The school has looked for other opportunities and has made good links with the local sports centre, cricket and rugby clubs so that pupils do not miss out on these vital and enjoyable activities.
34. With the exception of Nursery and Reception, classrooms tend to be overcrowded when all pupils attend. Years 5 and 6 are accommodated on the first floor with a single stairway access. Early Years classes do not have adequate cloakroom facilities with coats and bags being hung in the corridors.
35. The Early Years environment has been made stimulating and exciting with sufficient space for Nursery and Reception children. There is access to a small outside area, which is partially roofed so it can be used in different weather conditions. The headteacher has begun to plan carefully how the accommodation will be adapted for the new orders for Foundation Stage.

## Recommendations

36. The governors, headteacher and staff now need to address and resolve the following recommendations:

R1 Raise standards in reading, investigative science and independent learning throughout the school;

R2 Develop rigorous systems with which to monitor and evaluate and improve standards, teaching and planning;

R3 Redevelop a thorough and vigorous system of performance management;

R4 Ensure that all teachers' marking of pupils' work follows the guidance of the school's assessment policy;

R5 Match the work set closely to pupils' learning needs and styles;

R6 Make assessment of pupils' work accurate in order to improve the planning for what they need to learn next;

R7 Make effective use of teaching assistants in the learning environment;

and

R8 Improve the resources for independent learning.

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

37. The findings of the inspection team do not match those of the school in its self-evaluation report. During the inspection, there were more shortcomings in standards than appeared in the self-evaluation report.
38. Initial assessments show that when children join the school in the Nursery, their attainments are below average. However, from the Nursery and Reception classes onward they learn quickly and effectively.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children also make also good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
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Science	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

40. In the 38 lessons inspected, the grades awarded for overall standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	63%	21%	8%	0%

41. This shows that in 71 per cent of lessons standards are at least good with no important shortcomings. This is not as high as standards nationally which were judged as 77 per cent at least good in the latest report of HMCI of Schools in Wales. Standards of achievement in 8 per cent of pupils' work have outstanding features, which is also below national standards.
42. In the 2007 key stage 1 English, mathematics and science teacher assessments, the proportion of pupils who attained at least Level 2 was above the local and national averages. The school's assessments were also in the top quartile when compared with similar schools. Its assessments have risen steadily for the last three years. In 2007, the key stage 1 assessments, collectively, for the proportion of pupils attaining at least level 2 in English,

mathematics and science together were above national averages. These assessments have not been moderated externally.

43. However, the above results were not reflected in the standards seen and heard during the inspection. As the above table shows, standards in English and science had shortcomings as well as strengths and the standards heard in reading, in particular, were below average.
44. In the 2007 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was above average in English, mathematics and science, when compared nationally. The proportion that attained the higher Level 5 was also above average. The 2007 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were above national and local averages as well as those for similar schools. These assessments have also not been moderated externally.
45. However, as with key stage 1, the above results were not reflected in the standards seen and heard during the inspection. Standards in English and science had shortcomings as well as strengths and the standards heard in reading, in particular, were well below average. Pupils' skills in investigative science also had shortcomings.
46. The other factor, which has an impact upon standards, lies in the significant proportion of pupils who have SEN. There are above average numbers of pupils with SEN in most classes.
47. Pupils achieve at least good and occasionally high standards in physical education. This happens in gymnastics, rugby, cricket, netball and football. Standards are also high in judo where pupils attain very well at national and international levels.
48. Pupils progress well in their personal, moral, social and wider development. From Nursery to year 6, they make good progress in developing their personal and social skills. Learning experiences promote pupils' spiritual, moral, social and cultural development well.
49. Many pupils have a sense of ownership and responsibility for the school, its environment, their community and the wider world. The school has a strong sense of family and its ethos encourages pupils to care for others and to appreciate other people's values.
50. Children aged under five make good progress and achieve good standards in the key skills of speaking and listening, reading, writing and numeracy. Their achievement in the use of information and communication technology (ICT) is also good.
51. Pupils' standards and progress in the key skills of speaking and listening are good in key stages 1 and 2. Standards in reading across the curriculum are below average in key stage 1 and well below average in key stage 2. Standards in the use of numeracy have more strengths than shortcomings in

both key stages. Pupils achieve well in the use of incidental Welsh throughout the school. Standards in the use of ICT have some shortcomings in key stage 1 and key stage 2. Bilingualism is integrated well into the life of the school and pupils' bilingual competence in Welsh and English is good.

52. Pupils behave very responsibly and show great respect for others. They are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well.
53. Pupils behave very well and show high levels of courtesy and respect. This is reflected in every aspect of school life. Levels of attendance averaged 92 per cent over the last three terms. It currently stands at 92.8 per cent. Most pupils are punctual at the start of the day and very few are late.
54. A significant minority of pupils do not demonstrate a capacity to study independently. Most, however, work well together. This is particularly true of the members of the school council, which meets regularly and is helping them develop citizenship skills. Pupils develop an understanding of equal opportunities and of diverse cultures. The school has forged good links with local business and industry to prepare learners for an effective participation in the work place.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

55. The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school overestimated by one grade the quality and effectiveness of teaching and assessment in key stage 1 and key stage 2.

56. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	61%	33%	3%	0%

57. The quality of teaching across the school is variable. It is consistently good and sometimes outstanding in the Foundation Stage. In key stage 1 and key stage 2 teaching is at least good in 69 per cent of lessons. This figure does not reflect the national picture reported by HMCI in her annual Report 2006/2007 where the quality of teaching in primary schools was at least Grade 2 in 79 per cent of lessons with 17 per cent having outstanding features.

58. In the lessons where teaching is good, the good features include:

- early Years teaching where the lessons are well planned and structured, and adults make the purpose of the activities clear so that children play in a purposeful way and become engrossed in their learning
- positive relationships between adults and pupils
- effective management of pupils within well organised classrooms
- the use of open-ended questions to engage pupils in sustained thinking
- teachers' use of subject specific language and the way concepts are explained to the pupils
- teachers' effective use of bilingualism throughout the teaching day
- the way teachers ensure that pupils are fully aware of health and safety in classrooms, in subjects such as science and design technology
- effective small group teaching of pupils with SEN; and
- the teaching of the creative aspects of the curriculum, such as art, design technology and physical education.

59. When teaching has shortcomings in key stages 1 and 2 they include:

- work planned does not take enough account of the different abilities and needs of pupils. This affects all pupils, including those who are more able, those with SEN and those who speak English as an additional language
- independent learning is not fostered sufficiently, particularly in key stage 2, where pupils have to complete photocopied worksheets too much
- pupils have insufficient first hand experiences to promote exciting and stimulating learning particularly in science

and

- there is insufficient challenge and pace in some lessons, particularly those where pupils spend too long listening to the teacher. They become bored and lose interest in their learning.
60. Teachers promote *Y Cwricwlwm Cymreig* well and provide a good basis for developing pupils' bilingual skills by giving them opportunities to speak incidental Welsh daily.
  61. Teachers in both key stages generally plan effectively. Most share the purpose of lessons with the class and return to their aims at the end to evaluate what has been learned. In the best lessons pupils are involved in assessing their own learning.
  62. The quality of assessment meets statutory requirements for recording and reporting. The assessment policy is in place but is not followed consistently by all staff. Recently, staff have received training in assessment for learning. They are starting to take on board this approach. Targets are set for English and mathematics and these are shared with pupils. Those who are asked about their targets, eagerly report them and say that they are met in the main. This system, however, has only been in place for a term.
  63. Assessment in the Foundation Phase is detailed and thorough. Teaching assistants play a major role in recording children's successes and areas that need careful monitoring.
  64. Data analysis is undertaken but is used insufficiently by teachers, subject coordinators or senior managers to either inform planning, predict attainment or identify those who are achieving above or below expectations. The lack of assessment of reading is a serious weakness. Little testing of pupils' progress in reading has been undertaken this academic year, except for those with SEN.
  65. There are no moderated portfolios of exemplar work for teachers to use as a source of reference or guidance when assessing pupil's work. The school has not undertaken any moderation of work to support the end of key stage assessment of pupils' achievements. The end of key stage results have risen year on year for the past three years but those results have not been externally moderated.
  66. Pupils' work is marked regularly in some classes but not all teachers follow the marking policy. Pupils enjoy reading the teachers' comments and in many cases they respond to questions with keenness. In some classes, these comments are rare. Pupils are beginning to evaluating their own achievements and understanding.
  67. Annual reports to parents are detailed and helpful. The school ensures that parents are kept fully up to date with information about their children's progress and how they can improve. Parents appreciate the opportunities they have to visit regularly both formally and informally. The school complies fully with all statutory reporting requirements.

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

**Grade 2: Good features and no important shortcomings**

68. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
69. The quality of the curriculum is good. The school is developing its curricular provision in order to meet the aspirations and needs of the range of pupils more effectively.
70. Policies and schemes of work provide a good basis to ensure a broad, balanced and relevant curriculum. Children aged under five experience a broad range of well planned indoor and outdoor activities. Planning reflects well the Desirable Outcomes for Children's Learning and this provision prepares them well for the new developments in the Foundation Phase. In both key stages schemes of work provide for a coherent and well structured programme of learning with appropriate progression. However the team found a lack of consistency and rigour in the planning for the teaching of reading.
71. The school has recently renewed its Basic Skills Agency Quality Award for the development of literacy and numeracy skills. It identifies opportunities to promote key skills in its planning and strategies, but those skills are not promoted enough in lessons. Homework to support pupils' learning is set to a limited and inconsistent extent.
72. Carefully planned educational visits, visitors to the school and a wide range of extra-curricular activities, successfully enrich pupils' learning experiences. Club activities for art and craft, sign language, drama, netball and environmental science support pupils' social and life-long learning skills.
73. Pupils visit places of educational interest relevant to their studies, such as Techniquest, St Fagan's museum of Welsh Life, Caerleon Roman Remains and Big Pit. They also benefit from working with specialists such as the Environmental Road Show with Bridget the bee and the Brothers Gregory.
74. Pupils' artistic talents are strengthened by peripatetic music teaching, visits to the Porthcawl Pavilion and Sherman Theatre and theatre visits to school. Pupils compete successfully in local and regional competitions such as the Welsh Books' Council Book Quiz for World Book Day.
75. The school promotes pupils' spiritual, moral, social and cultural development well. The headteacher and members of staff are successful in creating a caring ethos built on consideration and respect for others. Daily assemblies are special occasions which offer guidance in spiritual and moral issues and promote a strong sense of community and offer pupils an opportunity for guided reflection. Prayers, often written and spoken by pupils, are said reverently in classes at appropriate times of the day. Pupils enjoy singing in

assemblies a great deal and sometimes instigate further celebrations in song joyfully.

76. A strong sense of community is promoted through the celebration of pupils' achievements in sport. Pupils have opportunities to help others less fortunate than themselves and they give generously to a number of local, national and world charities.
77. The school's partnership with parents is good and parental evenings are very well attended. The school welcomes regular visits from the local police, fire service and other organisations. Good links have been established with Archbishop McGrath Catholic Secondary School where most pupils transfer to at the end of key stage 2. The provision for work-related education is good. There are good curricular links with local business and industry which promote pupils' awareness of the work place.
78. The cwricwlwm Cymreig is a strong element in the school's curriculum. The languages, culture and heritage of Wales are reflected strongly in school life. A sense of pride in being Welsh is fostered well and pupils' awareness of their Welsh heritage, especially its rich local context is promoted well through several areas of the curriculum.
79. Displays celebrate the folk legend of the Mari Llwyd and the work of the artist William Brown. Maesteg Rugby Football Club's logo (7777) reminds children of the local stone mason whose numeracy skills surpassed his carving skills. The school houses are named after the former Coegnant, Cwmdu and Caerau collieries. This helps pupils remember their industrial heritage.
80. Through bilingual headings to displays, aides-memoire and class group names, Welsh is supported well. Staff and pupils use the Welsh language naturally, enthusiastically and often throughout the day in class daily routines and in several areas of the curriculum.
81. The school is pro-active in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
82. Pupils' awareness of the need of sustainable development is promoted well through recycling and healthy eating projects. The school has formed an eco-committee which meets regularly and pupils are involved fully. The school provides a range of opportunities to develop entrepreneurial skills and an understanding of global citizenship. Opportunities include a range of fundraising projects.
83. The school provides pupils with good work-related education. The vocational aspect of the personal, social and health education (PSHE) programme is addressed well by teachers. Pupils have opportunities to consider different jobs and professions and have a good understanding of the work of the emergency services.

84. The school's provision partially reflects national priorities to promote lifelong learning skills, pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

**Grade 2: Good features and no important shortcomings**

85. The quality of care, guidance and support is good with no important shortcomings.
86. The school plans and manages its care arrangements effectively and makes good use of a range of support services when needed.
87. The quality of the school's partnership with parents, carers and employers is good. Parents' meetings are very well attended. Questionnaires are sent to all parents and responses are dealt with appropriately.
88. The school has an effective induction and support programme that helps pupils to settle in quickly. The school's personal and social education (PSE) programme is good. It is integrated well into schemes of work and permeates many aspects.
89. The school council is developing well as a forum for gathering pupils' views and involving them in changes to improve their school. Although it had been moribund in recent years, pupils in the last year have worked hard to make it a truly representative body. They are setting about making it an active agent for school improvement and are positive about its existence.
90. Attendance and punctuality is monitored systematically. The school secretary collates the information on a weekly basis and enters attendance data digitally. Pupils' behaviour and performance is monitored closely. Good achievement, behaviour, courtesy and kindness to others are rewarded suitably.
91. The school is diligent in promoting pupils' healthy development, safety and well being. All members of staff have received first aid training. Healthy development is promoted well through the PSE programme and the healthy choices made in the Fruit Tuck Shop.
92. The school has appropriate procedures to ensure the protection of children. Designated personnel have received appropriate training. Information about the procedures to be followed when concerns arise is disseminated to members of staff. This helps ensure a clear understanding of the issues involved in child protection and the appropriateness of actions necessary.
93. The provision for pupils with additional learning needs (ALN) or SEN is good and fully meets the requirements of the SEN Code of Practice. The SEN coordinator is a classroom-based teacher and a specialist, part-time teacher specialises in dyslexia and reading recovery programmes.

94. Pupils' needs are identified early through initial and ongoing assessments of children aged under five. Their progress is monitored carefully and if necessary support is provided promptly. Individual educational plans (IEPs) contain appropriate and realistic targets which are shared with all concerned parents, pupils, teachers and teaching assistants. The designated governor for SEN takes a great interest in the provision for pupils.
95. At present SEN provision is aimed mainly at improving standards in reading and writing. The specialist SEN teacher provides pupils with carefully structured learning in small groups in the SEN withdrawal room. The progress of each pupil is carefully assessed and is the basis for a precise termly report for classroom teachers.
96. Support for the eight pupils with English as a second language is haphazard. They are partially cared for in the SEN department but have much less support in mainstream classes. However the school makes good efforts to promote race, equality and diversity. Pupils' cultural diversity is welcomed and celebrated.
97. The school has an effective equal opportunities policy that helps to promote pupils' understanding of equality well. All pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activities. The school develops pupils' understanding of racial equality and the importance of good race relations.
98. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning support and guidance. This is particularly so for pupils in vulnerable or challenging circumstances. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom.
99. There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment. The school takes effective steps to avoid placing pupils, including those with physical disabilities, at any disadvantage. Pupils are treated equally and are fully integrated into the school's life and work.
100. The school has a satisfactory disability equality scheme and action plan. It has good arrangements for the equal treatment of disabled pupils and welcomes disabled visitors. The governing body has produced documentation to show how staff will make improvements in access to the curriculum, improve physical access to classrooms and in the provision of information for disabled persons. The school is partially accessible to wheelchair-bound users. Its disability equality scheme is clear.
101. The school's measures to eliminate oppressive behaviour, including racial discrimination, bullying and all other forms of harassment are effective. Such incidents are almost unknown and the school functions well as an inclusive, harmonious and happy community where all pupils are equally valued.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

102. The findings of the inspection team do not match those of the school in its self-evaluation report. The school judged this area as having strengths and few important shortcomings. Inspection findings showed that the overall quality of leadership and management has some strengths but also significant shortcomings.
103. Although the school has shortcomings in its educational direction, the pastoral leadership of the headteacher is sensitive and caring. The deputy headteacher provides him with good support. Leadership is good in some areas, such as in Nursery and Reception, and some subjects, such as Welsh, art, design technology and physical education.
104. The school's strategic leadership lacks cohesive monitoring of planning or evaluation of teaching. It has also only partially been successful in its planning for improvement since the last inspection. The school takes insufficient account of national priorities, local partnerships and cluster arrangements.
105. The school helps develop the expertise of both teachers and teaching assistants to some extent. Performance management procedures are not effective in encouraging teachers' continuing professional development. There has been no appraisal of teachers' work for at least the last year.
106. The overall quality of subject co-ordination has good features which outweigh some shortcomings. Subject co-ordinators have been involved in policy-making and have designed and implemented schemes of work. To date, however, they have not been involved enough in monitoring and evaluation of standards and teaching in their subjects. Also, pupils' work has not been collated and organised enough into moderated or graded portfolios for each subject.
107. Governance seeks to ensure that pupils are cared for but governors do not visit the school enough to have a first hand view of its development. Governors are committed to the school and the chair of governors provides a caring lead. Governors recognise and support the role of the school council but do not meet school councillors enough. They help to determine the school's strategic direction through their work in setting and costing targets for improvement in the school development plan (SDP). However, budgetary decisions have resulted in the vast majority of the school's budget being spent on staffing costs and virtually nothing left for other resources. The overall budget is also currently showing a significant deficit. The GB meets regulatory and legal requirements.

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

**Grade 4: Shortcomings outweigh good features**

108. The findings of the inspection team do not match those of the school in its self-evaluation report. The inspection findings disagree with the school judgment in this key question as with five other key questions. The school does not know itself well enough. The quality of the school's self-evaluation process has shortcomings. The chief shortcoming is that its self-evaluation is not based squarely enough on well-founded evidence.
109. The school's self-evaluation processes involve some but not all members of staff, governors, parents and pupils. Subject coordinators carry out audits and provide useful reports to governors. Information about the school's assessment results is based on the local education authority's (LEA) graphical analysis of assessment data and reports from the LEA's officers. However, the school does not use this information enough to focus on the raising of standards, in, for example, reading. The headteacher and senior managers do not monitor and evaluate the quality of teaching enough.
110. Subject leaders contribute to the process but as yet do not play enough of a role in the monitoring of teaching or standards. They have a good knowledge of their areas of responsibility and are well-qualified to lead their subjects. At present they are at an early stage in collating or grading pupils' work to exemplify standards. As a consequence, they lack sufficient first hand evidence of standards.
111. The school council is a good forum that allows pupils' views to be heard constructively. The SDP also identifies appropriate priorities for development in some areas but does not refer to the urgent need to improve standards in reading or investigative science.
112. The school's planning for improvement lacks cohesion at many levels, primarily the SDP, the self-evaluation report and the processes that underpin these documents.
113. the school's progress since its last inspection has been unsatisfactory and much remains to be done in addressing the recommendations of the last inspection report. The school has the capability to address its shortcomings and is setting about these with extra support from the local education authority. It does not at present give value for money but it can do with a concerted and sustained effort.

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

### Grade 3: Good features outweigh shortcomings

114. The inspection team findings do not match the school's judgment in its self-evaluation report. The school has been too generous in its assessment of its efficiency. Its evaluation of resources in particular is too high.
115. The school has a good number of appropriately qualified teachers who are very experienced and have been at the school for many years. They work as a team and have the necessary knowledge to teach the full requirements of the National Curriculum and religious education effectively. Pupils with SEN are well supported by a specialist teacher. Peripatetic teachers' expertise is used well to support music and the school makes good use of specialist providers for physical education.
116. There is a large number of support staff including four higher-level teaching assistants. This means that there is a high adult to pupil ratio, far greater than that found in many schools. The competent administrator, caretaker, midday and kitchen staff all support the school and its aims, and carry out their duties conscientiously.
117. The governors and the headteacher took the decision to increase the number of teaching assistants in order to have sufficient personnel in post in readiness for the demands of the new Foundation Phase. This, plus the cost of experienced staff, has resulted in the school having a very tight budget for the past two years. This is not good budgetary management as the amount of funding left for vital resources is negligible.
118. Support staff are not always deployed efficiently. In many classes in key stage 1 and 2 they do not take part in the lesson introduction and spend too much time listening to the teacher. Some of the teachers' introductions are unnecessarily lengthy and support time is wasted. The Higher Level Teaching Assistants (HLTA) cover lessons when the teacher takes time for preparation planning and assessment. During these lessons teaching assistants' expertise is used effectively. They contribute well to the learning of subjects such as Welsh. Resources for workforce remodelling are deployed effectively.
119. The quality and quantity of resources to support work throughout the curriculum is barely satisfactory in the majority of subjects. The stock of books to support independent learning and enjoyment in reading is poor. There are insufficient resources to support investigation and problem solving in science and construction kits in design technology. The school has recently purchased two interactive white boards and has evaluated how well they are used and how effective they are in helping pupils to learn.

120. The computer equipment is due to be replaced this term. This is much needed as the unreliability and slowness of the machines hampers pupils' learning and their personal development.
121. The school building is over 100 years old and has been extended many times since it was built. Teachers do the best they can to overcome many of the difficulties they are faced with. There is no library for independent research but good use is made of Maesteg library. There is no field for sporting activities and the hall is crammed with equipment for lunchtime, music and many other activities. The school has looked for other opportunities and has made good links with the local sports centre, cricket and rugby clubs so that pupils do not miss out on these vital and enjoyable activities.
122. With the exception of Nursery and Reception, classrooms tend to be overcrowded when all pupils attend. Years 5 and 6 are accommodated on the first floor with a single stairway access. Early Years classes do not have adequate cloakroom facilities with coats and bags being hung in the corridors.
123. The Early Years environment has been made stimulating and exciting with sufficient space for Nursery and Reception children. There is access to a small outside area, which is partially roofed so it can be used in different weather conditions. The headteacher has begun to plan carefully how the accommodation will be adapted for the new Foundation Phase.
124. There are adequate facilities for the disabled, but no adequate space for those who are ill to be looked after in comfort. The school is a secure environment and all adults are highly aware of safety and security.
125. The building and its exterior is in good order and cleaned to a high standard. Classrooms and corridors are attractively decorated with well-presented displays of pupils' work. Overall, the accommodation is adequate for the number of pupils on roll.
126. The performance management of teachers has not been carried out this year for the teaching staff but there has been a programme for some support staff. Teachers' job descriptions are not up to date and those for support staff are generic rather than specific.
127. The school has successfully generated additional income from a range of sources. Revenue from WAG funds has been used effectively to support specific pupils and address their individual needs. Funds raised by the PTA have also proved valuable in acquiring more resources.

## **Standards achieved in subjects and areas of learning**

### **English**

#### **Key stage 1: Grade 3 Good features outweigh shortcomings**

#### **Key stage 2: Grade 2 Good features outweigh shortcomings**

128. Many pupils enter the school with limited skills in reading, writing and speaking. Their language abilities are below those expected for their age.

#### **Good features**

129. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They also listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and collaborate well in discussions. They speak in a variety of contexts with increasing confidence and work well with partners in discussion.
130. Most year 1 pupils recognise full stops and capital letters. They also use exclamation marks and question marks appropriately. By the end of key stage 1, a few more able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading. They sometimes show an imaginative and extended vocabulary.
131. Pupils in key stage 1, including those with SEN, make a little progress in learning to write. By the end of key stage 1, many write using some of the key features of narrative to a limited extent. In year 2, they suggest ideas for the endings to stories read aloud to the class. They are gripped by the story of Prince Llewelyn and his faithful hound Gelert.
132. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focused. When answering questions, most give answers in writing and orally in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions. Members of the school council were perceptive in their discussions with inspectors.
133. Pupils in key stage 2, including those with SEN and those in vulnerable circumstances, read aloud fairly clearly. They ask questions about the topics they investigate. Most have an understanding of the basic skills in reading, and develop strategies to deal with unfamiliar words. A few can identify types of words such as nouns or verbs. Pupils have a number of favourite authors. They are able to discuss plot and character.
134. Most key stage 2 pupils use some descriptive figures of speech, such as similes and metaphors. Those with SEN make some progress, when they

attend withdrawal groups. They use phonic strategies to a limited extent in reading unfamiliar words.

135. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed.
136. Pupils in upper key stage 2 write well. Their work shows a command of the characteristics of creative and persuasive writing. They understand the need repetitive phraseology and colourful, bold, selling words in advertisements. Their poetry is sometimes very good with measured verses and thought-provoking concepts. They have a good understanding of how to write for different audiences. Many understand how to use punctuation and develop a satisfactory vocabulary. They have written good acrostic poems and Kenning poetry.
137. A few older pupils in key stage 2 use computers skilfully for word-processing or presenting their stories and poems and they combine suitable images and text well.

### **Shortcomings**

138. Standards in reading in key stage 1 are below average. Pupils display a limited understanding of the characters, settings and structure of stories. They use a limited range of reading strategies to help them understand the text. They have far too few opportunities to be heard reading by their teacher or other adults.
139. By year 6, pupils' skills in reading are underdeveloped although they are keen to improve their reading. Few readers read fluently, with expression or use different voices for different characters. They stumble over words and lack a good vocabulary. They have far too few opportunities to be heard reading by their teacher or other adults.
140. In too many classes, at least half of the pupils have a reading age lower than their chronological age. This is a serious concern.
141. Standards of spelling in both key stages are well below average.

<b>Welsh second language</b>
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<b>Key Stage 1 Grade 2: Good with no important shortcomings</b>
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<b>Key Stage 2 Grade 2: Good with no important shortcomings</b>
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142. Throughout the school pupils use their skills in Welsh with pride and increasing fluency.

143. In key stage 1, pupils respond naturally in Welsh to the calling of the attendance and dinner registers and to teachers' commands. They describe what they are wearing in Welsh and use positive and negative responses to questions.
144. Pupils follow and read the story "Wil Wiwer" together with the teacher. They ask and answer questions about the story. They write a letter to Wil, copying sentence patterns. The more able write freely and speak phonetically. They write menus for their café and describe their favourite toys. Their counting skills in Welsh develop well and they tell the time of day accurately. They use an increasingly varied vocabulary.
145. In key stage 2, pupils use a wider vocabulary and a broader range of sentence patterns. They use appropriate punctuation. They describe orally and in writing what they like to eat in parties and what the weather is like. By the end of the key stage they quickly recall language patterns previously learnt.
146. They speak enthusiastically about their favourite television programmes and write about themselves in paragraphs using neat handwriting. They begin to use the past tense in the third person. They transfer what they have learnt to other curriculum areas. They create graphs of the class's favourite subjects and write about their findings. They read a map of Wales and answer questions in Welsh about where children live.
147. In both key stages pupils respond positively to daily incidental Welsh. They enjoy singing a range of Welsh rhymes, counting songs, hymns and prayers.

### **Shortcomings**

148. Too few pupils do not use the future or past verb tenses enough to increase their fluency.

<b>Science</b>
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<b>Key Stage 1 Grade 3: Good features outweigh any shortcomings</b>
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<b>Key Stage 2 Grade 3: Good features outweigh any shortcomings</b>
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### **Good Features**

149. Pupils are enthusiastic about their science lessons. In both key stages, they use relevant scientific terminology.
150. Pupils have a good knowledge across each attainment target of the National Curriculum. They study aspects of science effectively. They recall prior learning well and are able to discuss concepts scientifically.

151. Throughout the school there are good links between science and other subjects. Pupils use what they have learnt in literacy, numeracy and IT lessons to good effect in science.
152. Key stage 1 pupils have an appropriate understanding of the content of the programmes of study. They use correct scientific terms when discussing seeds and use keys to help them solve which plant the seeds would grow into. They observe with care and enjoy looking through magnifying glasses at seeds, unusual fruits and vegetables. They discuss their work confidently and explain clearly what they have done and why.
153. With the careful support of their teachers and teaching assistants key stage 1 pupils enjoy investigating. They are beginning to understand why a fair test is necessary and try their best to make reasoned and sensible predictions about the likely outcomes. They record their work on prepared worksheet and offer simple explanations of what they have discovered.
154. Key stage 2 pupils' concept of a fair test increases as they progress through the school. They can explain what has to change and what has to remain constant, so that by the time they reach Year 6, they begin to manipulate some of the variables and know that this will give a consistent and accurate result.
155. Pupils in years 3 and 4 have a good understanding of the functions of the parts of a human skeleton. They use the correct terms to name different bones and where they can be found in their bodies. Pupils in years 5 and 6 have a good understanding of habitats, food chains, materials and their properties, solids liquids and gases and can apply their knowledge to real life situations.

### **Shortcomings**

156. Pupils' skills in conducting scientific experiments and investigations are underdeveloped.
157. Pupils complete worksheets which stifle independent learning. They record their work on prepared worksheets thus constricting their freedom of thought or variety of responses.
158. In some lessons, pupils are not able to carry out necessary experiments because there are insufficient resources. This shortcoming was rightly identified by pupils.

<b>Design technology</b>
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<b>Key Stage 1: Grade 2 Good features and no important shortcomings.</b>
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<b>Key Stage 2: Grade 2 Good features and no important shortcomings.</b>
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### **Good Features**

159. Throughout the school, pupils' research, design, make and evaluate well. They use their skills of reading and writing for a purpose well. They measure accurately and using computer laptops to record their researches. They enjoy design technology and work hard during the lessons.
160. In key stage 1, pupils have good design and making skills. As a result they cut, shape and join materials well. They describe what they intend to do, plan their work well and carefully select the materials and tools to do the task. All pupils are well aware of safety when they work with different tools.
161. In food technology, pupils in key stage 1 investigate fruit before designing and creating a fruit salad. They remember the story read to them about tropical fruits, with the smells and flavours, before combining fruits into a delicious mix. They go on to create a suitable plate for the fruit salad and decorate it with care. They are pleased with the finished results.
162. Year 3 and year 4 pupils make good progress and build on the knowledge, understanding and skills acquired in key stage 1.
163. Year 3 pupils listen carefully to different musical instruments and then design their own instrument. They make instruments that can be shaken, beaten, plucked or scraped. They evaluate the sound made and how the instrument looks.
164. Year 5 pupils identify features of good logos accurately. They design eye-catching, colourful and memorable logos. They write good slogans to help sell their products and design imaginative computer-generated posters.
165. Year 6 pupils deftly design and make fairground rides. They know about pulleys and electrical circuits and they proudly tell visitors how they work. Their evaluations show how they solve problems as they recount the difficulty in making a workable structure.

### **Shortcomings**

166. Pupils evaluate their work but do not always alter the design enough to perfect the product.

<b>Art</b>
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<b>Key Stage 1: Grade 1 Good and outstanding features</b>
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<b>Key Stage 2: Grade 1 Good and outstanding features</b>
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### **Outstanding features**

167. Standards in art are outstanding in key stage 1 and key stage 2. The artistic outcomes show excellent use of colour, pattern, texture, size and contrast. Pupils have produced very good portraits in the style of Shani Rhys James, a contemporary artist living in Wales. Year 2 pupils' artwork on Coity Castle shows much character and boldness.

### **Good features**

168. Across the school, pupils work effectively with a wide range of media, tools and sizes to create vivid and imaginative artwork. They quickly develop the skills needed to work in charcoal, pencil, paint, pastels and collage.
169. Pupils in key stage 1 learn more about mathematics when they study different patterns in their environment and the effects of different textures. Year 1 pupils produce portraits of good quality. Year 2 pupils produce good visual imagery and they apply paint carefully to most of their paper.
170. In key stage 2, pupils gain their inspiration from Welsh artists and those of the wider world. These artists include Picasso, William Morris, Laura Ashley, Peter Edwards and Zoe James-Williams. They investigate, adopt and develop techniques of their own.
171. Year 3 pupils identify and develop background, middleground and foreground into their drawings well. Year 4 pupils adapt a wide range of materials to blend into their collages, including sponge, steel wool, corrugated card, silver foil and bottle caps. Year 5 pupils produce exceptional portraits of high quality.
172. Pupils use sketchbooks consistently and effectively to experiment with different techniques for drawing, shading, tone, pattern and effect. Their sketchbooks are a record of their experiments in art.
173. Year 6 pupils are critically aware when comparing the work of Van Gogh as more imaginative and the paintings of Constable as more detailed whereas they see Monet's work as purposely blurred.
174. Pupils benefit from visits to Caerleon and have made clay pots and mosaic tiles in the Roman style. These make a significant contribution to their creative development.

**Physical education**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

**Good features**

175. In both key stage 1 and 2, pupils work hard physically in their lessons and understand the reasons to warm up and down when exercising. At the end of activities pupils evaluate their work in order to improve. They show a good understanding of health and safety requirements when moving around the hall, playground, leisure centre and swimming pool. They are very aware that exercise is important and its effect on health and fitness.
176. In gymnastics, key stage 1 pupils set up their apparatus using a plan and lift and carry equipment safely. They work individually creating a sequence of movements. They use crab, tuck, scorpion and star shapes on benches, tables and mats.
177. In dance, pupils use their bodies well to interpret the heavy movements of a brontosaurus, contrasting well with the light, swooping and flapping movements of the pterodactyl. They differentiate the small, curled up movements of a hedgehog with the big, wide movements of a giant. In games lessons they begin to develop their control of a ball by catching and throwing.
178. In key stage 2 pupils' skills in games, dance, swimming and athletic activities develop well. In gymnastics, pupils investigate different ways of travelling and work well with partners to refine and perform their floor work. They evaluate their performances accurately.
179. They show good variation and athleticism using log rolls and an understanding of 90 and 180 degrees of turn. They develop their skills well in aerobic, circuit and judo activities. In warm-up activities in games sessions, they have a good understanding of the muscles they use and show good balancing skills.
180. Pupils show increasing accuracy when bowling at a target. Their hand-eye coordination develops well when striking a ball with a bat. They play games with an understanding of the rules and tactics. They show an awareness of fair play and good sportsmanship.
181. In their dance lessons, pupils move well to music with good spatial awareness. They work at different levels, individually and in groups. They use their bodies with empathy to interpret the feeling of evacuees during World War II. Pupils in key stage 2 participate in swimming lessons and by Year 6 swim to a high standard. In athletics pupils develop and refine their running technique with different speeds, distances and relays.
182. Pupils use their physical education skills successfully out of school. Many play at local, regional or national level in a significant number of sporting activities.

## School's response to the inspection

We are pleased that the inspection team recognised that :

- this is a caring school with a strong Catholic family ethos;
- the pupils are very well behaved, are keen to learn and show high levels of courtesy and respect;
- pupils' spiritual, moral, social and cultural development is promoted well;
- daily assemblies are special occasions which promote a strong sense of community and offer opportunities for guided reflection;
- the quality of the curriculum is good and that policies and schemes of work provide a good base to ensure it is broad, balanced and relevant;
- the school's partnership with parents is good;
- the cwricwlwm Cymreig is a strong element in our school curriculum with staff and pupils using the Welsh language naturally, enthusiastically and often throughout the school day;
- all inspected subjects have good features with art being outstanding in both key stages;
- teaching has some good features in 97 per cent of lessons with 8 per cent having outstanding features;
- the provision for SEN is good;
- the early years environment has been made stimulating and exciting with children under five experiencing a broad range of well planned indoor and outdoor activities;
- classrooms and corridors are attractively decorated with well presented displays of children's work;
- pupils achieve good standards in physical education with high standards in rugby, cricket, netball and football;
- the school council is a good forum that allows pupils' views to be heard constructively; and
- the school functions well as an inclusive, harmonious and happy community where all pupils are equally valued.

The governors, headteacher and staff will immediately amend the current school development plan (SDP) and put into practice a post inspection action plan to address all the recommendations of this report. The plan will target the implementation of more thorough, robust and rigorous managerial structures for the focused improvement of teaching and learning. The LEA Link Adviser has already given support in formulating the plan.

The recommendations of the report will be given a high priority as the school is fully committed to helping all staff and pupils to achieve their full potential.

## Appendix 1

### Basic information about the school

Name of school	St Mary's & St Patrick's Catholic VA Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Monica Street Maesteg Nr Bridgend
Postcode	CF34 9AY
Telephone number	01656 732349
Headteacher	Mr Brendan Kehoe
Date of appointment	September 1990
Chair of governors	Mr Keith Lewis
Registered inspector	Mr Robert Alun Isaac
Dates of inspection	19 <sup>th</sup> to 21 <sup>st</sup> May 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	28	25	26	27	26	31	32	29	224

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.18:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	94	90	92%
Autumn 2007	92	92	93%
Spring 2008	90	91	91%

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	Nil

### Appendix 3

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2		22			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School		0	5	68	27	95
		National	0	4	12	64	20	84
En: reading	Teacher Assessment	School	0	0	5	68	27	95
		National	0	4	14	56	26	82
En: writing	Teacher Assessment	School	0	0	5	86	9	95
		National	0	5	14	69	12	81
En: speaking and listening	Teacher Assessment	School	0	0	0	50	50	100
		National	0	2	11	64	23	87
Mathematics	Teacher Assessment	School	0	0	0	73	27	100
		National	0	2	10	63	24	87
Science	Teacher Assessment	School	0	0	0	45	55	100
		National	0	2	9	65	24	89
Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment								
In the school	96%		In Wales	81%				

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		31							
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	0	20	48	32	80
		National	0	0	1	0	1	4	15	47	32	79
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	55	32	87
		National	0	0	1	0	1	3	15	47	32	79
Science	Teacher assessment	School	0	0	0	0	0	0	0	71	29	100
		National	0	0	1	0	0	2	11	51	35	86
Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment												
In the school	81%					In Wales	74.3%					

D Pupils who are disapplied 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

Four inspectors spent a total of ten inspector-days in the school and met as a team before the inspection started.

The inspectors visited:

- thirty-eight lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 98 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary, Context and Aims Key Question 1, Key Question 5 , Key Question 6 English, Art Summary and Full Reports Report editing
Mr John Foley	Lay Inspector	Contributing to: Key Question 1, Key Question 3, Key Question 4, Key Question 7
Mrs Ann Williams	Team Inspector	Key Question 3, Key Question 7 Welsh as a second language, Physical Education
Mrs Gail Robertson	Team Inspector	Key Question 2, Key Question 4, Key Question 7 Science, Design Technology
Mr Brendan Kehoe	Nominee & Headteacher	Self Evaluation Report Contributing to all key questions School's Response to the report

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, the parish priest and the church of St Mary and St Patrick, all members of staff and the pupils for their co-operation and courtesy during the inspection.

### Inspection contractor

Baker-Phillips Educational Communications Ltd, Oaks Lea, Higher Knolton, Overton, Wrexham LL13 0LF