

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

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

**St Padarn's R.C.P. School  
Llanbadarn Road  
Aberystwyth  
Ceredigion  
SY23 1EZ**

**School Number: 6673318**

**Date of Inspection: 19 May 2008**

**by**

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St Padarns R.C.P. 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 Padarns R.C.P. School took place between 19/05/08 and 21/05/08. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **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. The school serves the community of Aberystwyth in the County of Ceredigion and is administered by Ceredigion Local Education Authority (LEA). St Padarn's is a Roman Catholic Voluntary Aided Primary School and caters for pupils between the ages of 4 and 11.
2. The number of pupils on roll is 133 and has declined slightly over recent years. The attainment of children on entry to the Reception class is in line with the local education average.
3. The overall socio- economic background is described as neither prosperous nor economically disadvantaged. In this academic year 12 per cent of pupils are entitled to free school meals and this is below the local education authority average. The school feels that there are pupils eligible for free meals but are not registered for their entitlement. Some 27 per cent of pupils have special educational needs. There are 6 pupils with a statement for educational needs at the school.
4. Most pupils are of white English or Welsh ethnic background. The home language of nearly all pupils is English. No pupils have Welsh as a mother tongue. No pupil has support in their use of English as an additional language.
5. The school was last inspected in May 2002. The present head teacher has been in post since 1989.
6. The school has received both the Basic Skills Quality Mark and the Healthy School Initiative for the third time. The school has gained the International Schools award and is working towards an ECO Silver award.

## **The school's priorities and targets**

7. The school aims to provide for all children: a school where children grow in faith grow in understanding and grow in love. The school provides an environment where they:
  - Celebrate God in everyone and everything
  - Use their gifts to the very best of their ability
  - Are kind and help each other.
  
8. Priorities for improvement include:-
  - The introduction of the Foundation Phase as an in-house pilot scheme
  - Creating an outdoor learning environment
  - Working towards phase 4 of the Healthy Schools award
  - Developing reading throughout the school
  - Developing writing throughout the school
  - Raising standards in the four rules in mathematics
  - Developing assessment portfolios in the core subject's areas
  - Continued development of pupils profiles , target setting and achievement portfolios which actively involve pupils in their own learning and assessment
  - Embed the key skills across the curriculum.

## Summary

9. St Padarn's is a good school that enables pupils to make good progress in their personal and academic development. There is a strong common purpose to provide the best for all pupils. The school provides good care guidance and support for its pupils.
10. Overall good progress has been made since the last inspection. The inspection team agreed with all judgements made by the school in the seven key questions.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
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 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

11. Baseline data indicates that children enter the reception class with scores that are across a full range of ability and stages of development and are in line with the Local Authority average. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning. Overall they achieve good standards.
12. Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Science	2	2
Geography	3	2
Art	2	2
Physical education	2	2

13. Pupils' standards of achievement in the lessons observed in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	93%	7%	0%	0%

14. Overall, regardless of their social, ethnic or linguistic background, most pupils make good progress and they achieve well. Pupils with additional learning needs, and those with SEN, make good progress relative to their abilities. More able pupils make similar progress to their peers and are not always challenged to reach their full potential; as a result there are shortcomings in the standards they achieve.
15. Overall, throughout the school, pupils make good progress in their communication skills. They are attentive in lessons and respond appropriately to requests when working together in small groups and pairs. Under-fives make good progress in their speaking and listening skills.
16. Pupils' numeracy and information and communication skills are good and by the end of key stage 2 their creative development is good.
17. In both key stages, pupils' bilingual skills are underdeveloped. Throughout the school, pupils' generally use Welsh words and phrases confidently in lessons. However they lack confidence and opportunity to use Welsh outside of the lesson. Pupils' are developing a good basic knowledge and awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
18. At the end of key stage 1, in 2007, pupils' overall attainment at the expected level 2 in the National Curriculum assessments showed a decline from 2005 to 2007. Results in 2007 were slightly below both local and national averages.
19. Similarly, assessments results at the end of key stage 2 have declined over the last three years. In 2007, the number of pupils achieving the expected level 4 in comparison with national and local averages was significantly lower. This is because this group of pupils had a larger proportion of SEN pupils.
20. The school recognises that their previous targets were under ambitious and have re-addressed these. The school's current data indicates that there is a steady upward trend in the number of pupils gaining level 4 and above in all core subjects at the end of 2008. The progress pupils make towards fulfilling their potential by the end of key stage 2 is good.
21. Most pupils make good progress towards fulfilling their potential, relative to their start points and are ready to move on to the next stage in their learning. However, the more able and talented pupils are not always sufficiently challenged.
22. Pupils are well motivated and eager to learn. Most listen attentively and follow instructions when given appropriate tasks and investigations. The majority work productively, have positive attitudes and are able to work independently within the structure of the class and in the general context of the school. Pupils' understanding of the progress they make and what they need to do to improve is in the early stage of development.
23. Overall, the standard of behaviour is good and makes a positive contribution towards the achievement of good standards of work. Pupils clearly

demonstrate and understand the high expectations of behaviour and the values that the school promotes and encourages. There has been one permanent and one temporary exclusion during the nineteen years in which the head teacher has been at the school.

24. At 94.3 per cent the average rate of attendance for the three terms prior to the inspection is above the latest all Wales figures. Punctuality for classes at the start of the day is good.
25. Pupils' progress in their personal, social, moral and wider development is good. All pupils are fully involved in the life of the school and through the School Council, Eco Committee and Playground Friends participate in the decision making process about important matters.
26. During the inspection 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>
0%	94%	6%	0%	0%

27. Overall teachers successfully challenge and motivate most pupils through the purposeful use of a suitable range of teaching approaches and strategies. Good working relationships in the classroom are a strong feature throughout the school. Staff actively address the issues of gender, race and ability and promote opportunities for all.
28. Teaching in the Early Years is good, with a wide range of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning. The school is well prepared for the introduction of the Foundation Phase.
29. Teachers successfully meet the needs of most pupils, including those with additional learning needs. Pupils with additional learning needs are well supported in classrooms and in withdrawal sessions. These pupils play a full and active part in all school activities. The provision for the development of bilingualism, however, is a relative weakness throughout the school. This limits pupils' ability to use both Welsh and English in all areas of learning and in a range of subjects across the curriculum.
30. Recently introduced comprehensive and consistent assessment procedures in the core subjects of English, mathematics and science set a clear direction for the school to develop and improve. The new policy aims to ensure that pupils' progress is carefully tracked and monitored and strengths and weaknesses identified. Very positive progress has been made and although the new procedures are in their infancy, there is clear evidence that the school is now better informed about pupils' standards in these subjects. There has been continuous improvement since the last inspection in assessment and recording.
31. The school provides a broad balanced curriculum that meets statutory requirements. Overall it meets the needs and abilities of most pupils including

those with SEN. The curriculum is flexible in other aspects and meets pupils' wider needs well. The school provides a good range of extra curricular activities.

32. The curriculum offered for the under-fives is good with a range of planned learning experiences structured to provide enjoyment and meaningful experiences. The early year's provision, which follows the foundation phase practice, encourages learning through play both indoors and outdoors.
33. The development, continuity and progression of key skills are good across the school. The development of key skills is welded successfully into planning and curriculum expectation ensures good progression and consistency across the school in the majority of subjects.
34. The school's provision to support pupils' spiritual, moral, social and cultural development has many good features and no important shortcomings.
35. This successfully promotes pupils' sense of responsibility and understanding of their own and other communities. Pupils display good initiative by their eager and enthusiastic participation in groups such as School Council and Eco Committee and Playground Friends.
36. A variety of international links have recently led to the school gaining an International School Award for the second time. Visitors to the school successfully enrich pupils' experiences through well planned drama and music workshops.
37. The school enjoys strong working partnerships with other schools, especially the secondary school to which the majority of pupils transfer.
38. Pupils' awareness of the culture and heritage of Wales is promoted well, particularly in subjects such as art and geography. However, the school's provision to develop pupils' bilingual skills in a progressive manner is underdeveloped.
39. Work on sustainable development and global citizenship is good. The Eco Committee is active in raising awareness of environmental issues, as well as raising funds for equipment such as compost bins. The school at the time of the inspection was working towards the Silver award. It was also working towards achieving 'Fair-trade School' status.
40. The school attends well to aspects of national priorities, for lifelong learning and community regeneration. Pupils are cared for, guided and supported well in a friendly, supportive, happy school. Overall, the school makes a good contribution to their well being whilst in its care.

## **Leadership and management**

41. St Padarn's has a clear vision and stated aims that promote equality for all and is reflected in its practice. Through the commitment of staff, governors and parents the school has achieved many successes over the years. There is a real sense of purpose and determination to improve provision and raise standards.
42. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully works closely with the head teacher and takes on whole-school management responsibilities. Subject leaders are knowledgeable, committed and developing their leadership roles well. They are regularly reviewing their schemes of work thoroughly, to indicate clearly how pupils progress in their, knowledge, understanding and skills. However, the school is aware that all co-ordinators need to further develop their monitoring role to focus specifically on teaching and learning to raise standards.
43. The governing body are very committed to the ongoing success of the school. They are playing an increasingly important role in the school's strategic development. However, they do not fulfil all of their statutory responsibilities.
44. There is a purposeful and collaborative culture of self-evaluation. The school is looking carefully at a range of national priorities and developing initiatives on healthy lifestyles, care of the environment, sustainability and bilingualism.
45. The school improvement plan is a good working document, where targets are carefully prioritised, clearly stated, and well focused on school improvement. The plan is carefully costed and contains appropriate success criteria. The head teacher presents regular reports to governors to keep them informed about progress towards meeting targets. The role of both governors and staff has been strengthened so that now they have a clear picture of the likely impact of spending decisions on the education of pupils.
46. The school has made good progress in resolving key issues identified at the last inspection. The school reviews its use of resources on a regular basis. Overall resources are used effectively and efficiently. The school provides good value for money.

## Recommendations

47. In order to further improve the school needs to:
- R1 \*\* Improve standards in Welsh second language at both key stages, Geography by the end of key stage 1 and standards in bilingualism throughout the school.
  - R2 \*\* Ensure that more able and talented pupils reach their full potential.
  - R3 \*\* Further develop the role of subject leaders to focus more specifically on improving the quality of teaching and learning.
  - R4 \*\* Improve pupils' involvement in reviewing their own progress so they know what to do to improve their work.
  - R5 Amend the school prospectus and Governors' annual report to parents to meet all statutory requirements.
    - \*\* The school has identified this aspect and it is a priority in the current school development plan".

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

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

#### Grade 2: Good features outweigh shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	93%	7%	0%	0%

49. Pupils' overall standards of achievement compares favourably with the Welsh Assembly Government's target for 2010 that 98 per cent of lessons should be Grade 3 or better.

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Science	2	2
Geography	3	2
Art	2	2
Physical Education	2	2

50. Overall, regardless of their social, ethnic or linguistic background, most pupils make good progress and they achieve well.
51. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Baseline data indicates that children enter the reception class with scores that are across a full range of ability and stages of development and are in line with the LEA average. By an early stage in the academic year, the vast majority of children settle into school quickly and enjoy and persevere at their activities.
52. Pupils with additional learning needs, including those with SEN, make good progress relative to their abilities. The majority of SEN pupils achieve the targets they are set. More able pupils make the same progress as their peers but are not always sufficiently challenged to achieve their full potential as a result there are shortcomings in the standards they achieve.
53. Overall, throughout the school, pupils make good progress in their communication skills. They are attentive in lessons and respond appropriately to requests when working together in small groups and pairs. Under-fives make good progress in their speaking and listening skills.

54. Pupils' numeracy and information and communication skills are good. Creative development is good by the end of key stage 2.
55. In both key stages, pupils' bilingual skills are underdeveloped. Throughout the school, pupils' generally use Welsh words and phrases confidently in lessons. However they lack confidence and opportunity to use Welsh outside of the lesson. Pupils' are developing a good basic knowledge and awareness of the heritage and culture of Wales through *Y Cwricwlwm Cymreig*.
56. At the end of key stage 1, in 2007, pupils' overall attainment at the expected level 2 in the National Curriculum assessments showed a decline from 2005 to 2007. Results in 2007 were slightly below both local and national averages. When compared with schools that have similar numbers of pupils entitled to receive free school meals results were in the bottom 25 per cent of schools. Similarly, assessments results at the end of key stage 2 have declined over the last three years. In 2007, the number of pupils achieving the expected level 4 in comparison with national and local averages was significantly lower. When compared with schools that have similar numbers of pupils entitled to receive free school meals results were in the bottom 25 per cent of schools.
57. The school recognises that their previous targets were under ambitious and have re-addressed these. The school's current data indicates that there is a steady upward trend in the number of pupils gaining level 4 and above in all core subjects at the end of 2008. The progress pupils make towards fulfilling their potential by the end of key stage 2 is good. There is no significant difference between boys and girls achievements.
58. Pupils of all ages respond well to the range of learning opportunities. They are enthusiastic and acquire new knowledge and skills during lessons and during the good range of extra curricular activities that the school offers. Pupils make good progress towards fulfilling their potential, relative to their start points and are ready to move on to the next stage in their learning. However, the more able and talented pupils do not always reach their full potential.
59. Pupils are well motivated and eager to learn. Most listen attentively and follow instructions when given appropriate tasks and investigations. The majority work productively, have positive attitudes and are able to work independently within the structure of the class and in the general context of the school. Pupils' understanding of the progress they make and what they need to do to improve is in the early stage of development.
60. Overall, the standard of behaviour is good and makes a positive contribution towards the achievement of good standards of work. Pupils clearly demonstrate and understand the high expectations of behaviour and the values that the school promotes and encourages. Throughout the school pupils are courteous, considerate and relate well to each other. There is very occasionally low level disruption in some classes but this is dealt with quickly and appropriately so that learning is not interrupted.

61. At 94.3 per cent the average rate of attendance for the three terms prior to the inspection is above the latest published all Wales figures. Punctuality for classes at the start of the day is good. Long-term absentees are provided with work to keep them up to date and on their return to school they are monitored with additional work provided if necessary.
62. In lessons pupils plan and organise their work well and the majority use classroom resources independently, co-operating and collaborating extremely well in designated pairs or small groups. The majority of pupils use their time efficiently. These aspects set a firm foundation for their lifelong learning.
63. Pupils' progress in their personal, social, moral and wider development is good with no important shortcomings in both key stages. All pupils are fully involved in the life of the school and through the School Council, Eco Committee and Playground Friends participate in the decision making process about important matters.
64. Pupils are taught respect as a primary value. Differences in colour, culture and gender are celebrated and pupils look after each other without bias or favour. There have been no reported incidents of a racist nature during the head teacher's tenure.
65. Pupils raise considerable funds for local and national causes. They value the opportunities to participate in the community through visits to places of interest.

## The quality of education and training

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

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

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

67. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	94%	6%	0%	0%

68. These figures are above those reported in the Chief Inspector of Schools Annual Report 2006 – 2007 when the quality of teaching throughout Wales was a Grade 2 or better in 80 per cent of schools. These figures also exceed the target for 2010 for the quality of teaching to be Grade 2 or better in 80 per cent of classes.

69. Overall staffs successfully challenge and motivate most pupils through the purposeful use of a suitable range of teaching approaches and strategies. Good working relationships in the classroom are a strong feature throughout the school. Staff actively address the issues of gender, race and ability and promote opportunities for all. Most teachers promote positive attitudes to learning and support pupils' efforts with consistent praise and positive encouragement.

70. Teaching in the Early Years is good, with a wide range of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning. The school is well prepared for the introduction of the Foundation Phase.

71. In key stage 1 and 2 teachers demonstrate good subject knowledge and lessons are generally well planned to match most pupils' individual needs. At the start of lessons, pupils are made aware of the learning objectives and key skills are highlighted clearly in most class teachers' planning. In the majority of lessons, learning intentions are effectively reviewed during plenary sessions. Teachers benefit from a wide range of opportunities to update their own professional knowledge of the curriculum and the latest developments in education. For example, new initiatives such as the Thinking Skills programmes have been introduced but are at an early stage of development throughout the school.

72. Good features of teaching include:

- A wide variety of techniques and tasks that motivate and fully involve all pupils.
- Good relationships between staff and pupils that ensure pupils are attentive, motivated and encouraged to achieve as well as they can.

- Clear and regular use of open-ended questions to develop pupils' communication and investigation skills.
  - The use of well planned interesting resources to enhance pupils' learning and active involvement.
  - Shortcomings in teaching include:
    - Lack of subject expertise in Welsh as a second language
    - Additional challenge for higher attaining pupils.
73. Teachers successfully meet the needs of most pupils, including those with additional learning needs. Pupils with additional learning needs are well supported in classrooms and in withdrawal sessions. These pupils play a full and active part in all school activities. The provision for the development of bilingualism is a relative weakness throughout the school consequently this limits pupils' ability to use both Welsh and English in all areas of learning and in a range of subjects across the curriculum.
74. In most instances teaching assistants provide effective help and guidance for individual and groups of pupils in all areas of the curriculum. In most instances they display good initiative and sensitivity in dealing with a range of pupils' needs and have a significant impact on pupils' progress academically and socially. Overall, staff collect and use information well to prepare rich and meaningful experiences for all pupils.
75. Recently introduced comprehensive and consistent assessment procedures in the core subjects of English, mathematics and science set a clear direction for the school to develop and improve. The new policy aims to ensure that pupils' progress is carefully tracked and monitored and strengths and weaknesses identified. Very positive progress has been made and although the new procedures are in their infancy, there is clear evidence that the school is now better informed about pupils' standards in these subjects. However, because having accurate assessment information is so new, teachers are not always feeding it sufficiently well into their planning to enable them to provide work that is at the right level for the higher attaining pupils in their classes.
76. All statutory requirements are fully met, including the requirements for reviewing, recording and reporting the progress of pupils with special educational needs.
77. Generally, teachers share objectives with pupils at the beginning of lessons and in plenary sessions they check how well pupils have understood and completed their tasks. Pupils are now involved in setting their own targets for development, and are beginning to understand where they need to improve their work and how they can achieve this. This is still at an early stage and the full impact has yet to be realised. Pupils' work is marked regularly and positively but marking is not always aimed at helping pupils to evaluate their own progress and plan for the next stage of their development.
78. New and improved reports to parents have been introduced and contain detailed comments that are realistic and honest. Parents receive written reports in the summer term and are invited to meet with staff termly to discuss

progress. Parents' view these reports as balanced and accurate and properly reflect their children's standards and achievements. Both parents and pupils are given opportunity to comment on the report.

**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**

79. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
80. The school provides a good range of learning experiences and meets the learning needs of most pupils well. The school's mission statement, *growing in faith, growing in understanding, growing in love* successfully underpins and enhances all aspects of school life.
81. The curriculum is well planned, broad and balanced. Subjects taught are supported by a comprehensive range of regularly updated policies and schemes of work and as such fully meet the statutory requirements of the National Curriculum and national recommendation in personal and social education. Learning experiences in the majority of subjects taught are well planned to ensure progression and continuation of learning skills as pupils move upward through the school.
82. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum offered is good with a range of planned learning experiences structured to provide enjoyment and meaningful experiences. The early year's provision, which follows the foundation stage practice, encourages learning through play both indoors and outdoors.
83. The development, continuity and progression of key skills are good across the school. This is underpinned by a defined key skills framework, which includes monitoring and assessment at regular intervals. The development of key skills is welded successfully into planning and curriculum expectation ensures good progression and consistency across the school in the majority of subjects. The school has achieved the Basic Skills Quality Mark for the third time, the most recent being Summer Term 2007.
84. Provision for out of hours and extra curriculum activities is good. There is a good range of well organised school clubs such as hockey, soccer, netball, gymnastics, athletics, cricket, choir, cross country, guitar, Spanish and a range of extended residential visits for years 3, 4, 5 and 6. This area of provision is applauded by parents. Participation in such activities clearly assists in enhancing relationships between pupils and adults. The school also provides a well attended Breakfast Club, which actively promotes healthy eating. The school has achieved Level 3 status in the Welsh Network of Healthy Schools.

85. A wide variety of well planned educational activities are undertaken to enhance subjects taught; for example geography and visits to places of geographical interest including the coastal areas. Visitors also greatly enhance pupils' learning experiences. The outdoor adventurous activity programme for key stage 2 pupils is another strong feature of school life and is very popular with all pupils.
86. The school's provision to support pupils' spiritual, moral, social and cultural development has many good features and no important shortcomings. Daily acts of collective worship are of a Christian nature. These occasions enrich pupils' experiences and reinforce the sense of the school as a family. Within lessons opportunities are provided for pupils to discuss matters of concern. Pupils know their views will be respected and this develops their identity and self worth.
87. The provision for pupils' moral development successfully promotes the values of honesty and respect for truth very well. All staff enhance values such as fairness and model behaviour for pupils. The school successfully develops a framework of moral values that underpin pupils' personal behaviour.
88. The school makes good provision for pupils' social development that enables them to play a full and active part in the school community. Pupils are positively encouraged to take positions of responsibility within the school. Pupils are involved in a wide range of fund raising initiatives for local and far away charitable organisations. This successfully promotes pupils' sense of responsibility and understanding of their own and other communities. Pupils display good initiative by their eager and enthusiastic participation in groups such as School Council and Eco Committee and Playground Friends.
89. The school actively promotes pupils' cultural development. Pupils gain a good understanding of other cultures through their involvement in the Comenius Project. My Country Our Europe links have been formed with schools in Ireland, Austria and Italy. A variety of other international links have recently led to the school gaining an International School Award for the second time. Visitors to the school successfully enrich pupils' experiences through well planned drama and music workshops.
90. The school enjoys strong working partnerships with other schools, especially the secondary school to which the majority of pupils transfer. The school also benefits from links with higher education institutions such as Aberystwyth University, Trinity College Carmarthen and Coleg Ceredigion.
91. Opportunities for staff to receive training to support work related education is limited. No staff members have undertaken placements in recent times. However, pupils understanding of work related issues is raised through successful opportunities developed through the personal and social education programme with visits to and visitors from local industry.
92. Pupils' awareness of the culture and heritage of Wales is promoted well, particularly in subjects such as art and geography. However, the school's

provision to develop pupils' bilingual skills in a progressive manner is underdeveloped.

93. The school has realistic expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.
94. Work on sustainable development and global citizenship is good and an area that the school is developing very well. The pupils' knowledge of the principles is good and interesting debates take place in classes'. The Eco Committee is active in raising awareness of environmental issues, as well as raising funds for equipment such as compost bins. Paper, cardboard and plastic is routinely recycled. Printer cartridge recycling brings in some money. The school at the time of the inspection was working towards the Silver award. It was also working towards achieving 'Fair-trade School' status. A piece of rough land at the rear of the school is being turned into an impressive and extensive garden and outdoor classroom. It includes a quiet prayer area and enhances pupils' understanding of plants and how architecture blends with nature.
95. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are less well developed. Pupils organise events that increase their knowledge of handling money, however, activities where pupils take responsibility for the mechanics of money are underdeveloped. However, pupils have made presentations to external bodies for grant funding.
96. The school attends well to aspects of national priorities, for lifelong learning and community regeneration. Pupils have a strong sense of place in the school and the community. As they move up through the school, pupils are encouraged to take more responsibility for their own learning and to be actively involved with community based projects. In discussion, pupils indicate they understand and appreciate the importance of adaptability, flexibility and tolerance.

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

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

97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. Pupils are cared for, guided and supported well in a friendly, supportive, happy school. They confirm that they feel safe and trust all adults who work there. The staff is aware of the care arrangements. The school nurse visits often and works closely with the Head Teacher on health matters. There are good links with the social services when required.

99. The school has a very positive partnership with parents and they feel well informed. There is good daily informal contact and parents' views are sought through questionnaires. The school responds positively to concerns. Parents support fundraising events organised at the school.
100. Induction arrangements for the early years are carefully planned and implemented. Children become familiar with the environment and settle quickly into school life. The separate Early Years brochure provides very useful information for parents of young children starting school.
101. Pupils in key stage 1 and 2 are involved in "moving up" days to meet their new teachers. There are effective procedures in place to support pupils who join the school at later stages throughout the year. In discussions pupils say this is a welcoming school; they enjoy "making friends" with other children. All pupils quickly learn the routines and settle well into school life.
102. There are very well established transition arrangements with the receiving secondary school.
103. The quality of personal support and guidance for pupils is good. The policy is integrated into schemes of work and permeates all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
104. Pupil's attendance and punctuality are very carefully monitored and the school has schemes for good behaviour, effort and attendance. Arrangements to encourage pupils to behave well are very effective and are understood by all. Pupils who occasionally cause conflict are dealt with promptly and developmentally. There is a policy to involve parents when appropriate but this is rarely necessary.
105. The school promotes health and fitness well through a wide range of activities. It has achieved phase 3 of the Healthy Schools programme and at the time of the inspection was working on achieving phase 4. The canteen follows the direction laid down by the local authority. Canteen staff and children state that the food has become significantly healthier and more varied over recent years. There is a wide variety of provision for physical education, both in school time and through extra curricular clubs. This includes football, netball, hockey, athletics, cricket, swimming and gymnastics.
106. All teachers, some classroom assistants and the canteen staff are very knowledgeable and trained in First Aid. Health and safety arrangements are appropriate. However, a health and safety concern was brought to the attention of the head teacher and governing body.
107. The head teacher is the nominated person for child protection. All members of staff are aware of this and know the procedures to take should it be necessary. The head cascades information to his staff so that they are kept abreast of developments in policy and regulations. Arrangements meet current requirements.

108. The overall quality of provision for additional learning needs is good with no important shortcomings. This provision fully complies with the Code of Practice. Intervention in year 1 is a school practice that serves most pupils well. Through individual education plans work is successfully adapted to meet individual needs. Staff organise a suitable range of teaching styles to enhance overall provision. Pupils with additional learning needs are fully integrated into the life of the school.
109. The Special Educational Needs Co-ordinator (SENCO) in liaison with the special needs teacher oversees and monitors all aspects of the additional needs provision, thus ensuring pupils receive a suitable broad and balanced curriculum. The majority of targets for improvement in individual education plans match most pupils' needs well. A comprehensive timetable ensures that individual education plans are reviewed termly and evaluated according to each individual pupil's progress. Overall progress of pupils with additional learning needs is good. Support for pupils whose behaviour impedes their progress is also good. They quickly become adjusted to the school's expectations.
110. Good assessment, recording and reporting procedures meet statutory requirements. Parents are kept fully informed and involved at all stages from initial concern to the planning of suitable work to support their children's learning at home. The good level of service and collaboration between the school and a host of local education authority support agencies successfully underpins and enhances the overall good provision and guidance available for pupils and families.
111. The good provision for additional needs pupils is supported very successfully by the valuable work undertaken by well trained, efficient learning support assistants. The school rightly values the input of these dedicated staff.
112. The school makes good provision for equal opportunities. Fairness, equality and the inclusion of all successfully underpins many aspects of the school's work, including ensuring parity of opportunity for those pupils in parallel year classes. All staff recognises the diversity of pupils' backgrounds and strives to support their equality, whatever their social, academic, linguistic or ethnic needs. The school actively promotes gender equality and takes every opportunity to ensure that pupils have appropriate role models. Boys and girls receive equal treatment and opportunities to take part in all school activities. A very active and effective School Council and Eco Committee have been established.
113. Pupils state emphatically that instances of deliberate bullying, racism and sexism are non-existent. The teachers and staff deal promptly with any conflict that may occur. Pupils state they feel comfortable in reporting instances of conflict to their teachers and assistants.
114. Pupils with disabilities are encouraged to take part in all sporting activities. There is no wheelchair access to upstairs areas within the school, however, effective arrangements are in place should a pupil in a wheelchair attend the

school. The school is aware of what needs to be done to maximise access for disabled pupils, staff and visitors. Disabled access to the ground level is provided via ramps. There are toilets and a shower area for the disabled. Diversity and Equal Opportunities policies are in place, with an action plan to ensure delivery.

## Leadership and management

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

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

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. St Padarn's has a clear set of aims that promotes equality for all and is reflected in practice. The head teacher, deputy head teacher and governors are committed to ensuring that all those involved with the school have a clear direction for the future. This is successfully achieved.
117. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully works closely with all staff and takes on whole school responsibilities.
118. Subject co-ordinators are knowledgeable, committed and have a good insight about their subjects. They are beginning to be more involved in policy-making and are regularly reviewing their schemes of work thoroughly, to indicate clearly how pupils progress in their, knowledge, understanding and skills. However, the school is aware that all co-ordinators need to further develop their monitoring role to focus specifically on teaching and learning in order to raise standards.
119. Since the last inspection the school has continued to achieve many successes. It has maintained pupils' good standards of achievement and received the Basic skills award for the third time and the Healthy schools award for the third time. The school prides itself on being a good community school.
120. The school sets appropriate targets to improve standards at all levels of school life. In agreement with the LEA it sets targets for cohorts of pupils to achieve at expected levels. It carefully identifies pupils who need support because of their difficulties and produces appropriate individual targets for them. The school recognises that it is at an early stage in developing strategies and targets to extend the more able pupils.
121. The school takes careful account of national priorities and these are integrated well into its strategic development. Strategies to promote lifelong learning for pupils are having a positive effect. Preparations are going ahead for the introduction of the foundation phase, which has highlighted the need to increase staffing levels for this area. Arrangements to provide teachers with time during the week to plan, prepare and assess are effective and well managed. However, the arrangements to promote pupils' bilingual skills are not as effective. There are strong links with other school in the area, local secondary schools and the university.

122. Performance Management is well established and job descriptions note the specific roles and tasks of all staff. The head teacher has agreed objectives as do teaching staff and these are reviewed annually. There is no formal appraisal for support staff; however, they do have opportunities to access both in-house and external training and development opportunities. The school enables staff to further develop their skills and knowledge through appropriate and focused training opportunities. Staff make good use of General Teaching Council Wales funding opportunities.
123. The governing body is supportive and well informed about the life and work of the school. Governors are regularly provided with good quality information about the school's performance and activities by the head teacher. They have good knowledge of the aims and vision of the school. Whilst they follow the head teacher's professional advice, they challenge opinions and decisions adequately to help set the strategic direction of the school. The governing body is well organised with its programme of meetings for the whole body and its sub groups.
124. Recently, individual governors have taken on more responsibilities. Although they are not yet involved in monitoring standards by direct classroom observations, they are well informed about the school's provision by the head teacher.
125. With the exception of a number of omissions in the governor's annual report to parents and the school prospectus, statutory requirements are met.

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

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

126. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
127. A culture of self-evaluation has been developed at the school where all stakeholders' views are taken into account. Leaders of all subjects evaluate their own subjects through annual monitoring exercises and the school has identified this as an area for further development. The head teacher receives these reports and they are presented to the governing body. The governor's role in the self-evaluation is well developed, and further development have been identified by the school.
128. All stakeholders' views are taken into good account, parents' views through questionnaires. Pupils' opinions are taken into account through school council and class discussions.
129. The self-evaluation document prepared for the inspection clearly identifies the school's strengths and areas for development, referring to the appropriate

sources of evidence and where it may be found. The Inspection team agreed with the school judgement for all seven questions.

130. The school improvement plan is a good working document that has clear priorities for action and includes costing and realistic timescales. However, the plan does not clearly set out the transference of information from the subject leaders monitoring exercises to the school improvement plan in order that they prioritise actions. The planning process involves all staff, ensuring a shared understanding of the direction of the school.
131. The school uses data analysis from standardised tests and teacher assessments effectively. Recently, a tracking system has been developed and teachers are able to track individual pupil progress from year to year. The judgements made on individual pupils' performance in the foundation subjects however are less secure as there is no formal assessment set against agreed criteria.
132. The school has invested in new resources to support the teaching and learning programmes and to raise standards. There is strong evidence that this is happening and measurable improvements have taken place in ICT and English.
133. The school has made good progress in addressing issues raised at the time of the previous inspection.

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

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

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
135. There are sufficient numbers of well qualified and experienced teachers to deliver the curriculum. Within the teaching team there is a good blend of young and experienced members of staff whose specialist expertise's are drawn upon successfully when teachers exchange classes for some lessons so that pupils can benefit from that expertise.
136. Resources for work force remodelling are planned well. Arrangements for covering teachers' planning, preparation and assessment time works well and this time is used productively to maximum impact.
137. Learning support assistants are effectively deployed so that optimum use is made of their time and skills. Most have well defined tasks and play a significant role in raising pupils' achievements.
138. Based on the school's needs, teachers attend relevant courses regularly to update their knowledge and keep abreast of current educational initiatives. There are also frequent in house staff development sessions, which have

been particularly useful in sharing good practice and moving the school forward. Support staff are actively encouraged to take advantage of relevant training opportunities.

139. The school catering staff and caretaker are all valued members of the school team and make an important contribution to school life.
140. There is a good range of appropriate learning resources that are closely matched to the school's priorities for development to meet the needs of pupils. With the exception of the reception class, all classrooms have an interactive Smartboard with internet connection. Classroom computers are networked. Pupils' learning experiences are also greatly enhanced by the use of resources beyond the school such as art centres, libraries, museums and galleries. The governing body extensively discusses major items of expenditure such as the purchase of additional computer technology. Resources are generally well managed by subject co-ordinators, despite the additional challenge posed by the site and limited storage facilities.
141. The accommodation provides appropriate space for the number of pupils on roll. The school building is generally well maintained, supported by a rolling maintenance plan. The large hall provides good facilities for collective worship, physical education and communal activities. Outdoor play areas provide adequate space and are appropriately marked. However, the sloping nature of the hard playing surfaces does provide limitation when playing team games. The school has established excellent working relationships with the university and use of their adjacent green field facilities. This additional provision enhances the school's physical activities very well. An added feature to the outside play area is the recently constructed fitness trail that benefits a range of physical movements. Since the last inspection the school has created a versatile outside are for the under fives which is appropriate for the range of their learning experiences.
142. Despite the difficulties of the accommodation and site, there is an accessibility plan in place that addresses all relevant issues and particularly the restricted wheelchair access to some parts of the school. The caretaker plays a vital role in maintaining the buildings and managing repairs to the site.
143. Finances are well managed by the head teacher and local authority finance department. Spending decisions are well matched to the school's priorities and budgeting control is very stringent. The governing body carefully monitors expenditure to ensure overall cost effectiveness. The school carefully plans and estimates its staff and resource needs. Additional funding is secured through a range of grant applications and the very successful efforts of the Parent Teacher Association. All the additional income is put to very good use. Overall the school achieves good 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 2: Good features and no important shortcomings**

#### Good features

144. Pupils' standards of listening are good in key stage 1 and key stage 2. Throughout the school, pupils listen attentively show interest in what they are being taught by their teachers and what their peers have to say. Pupils have a good awareness that language is used for a wide range of purposes.
145. Speaking skills are good across the school. Key stage 1 pupils make good progress in their speaking skills and express their ideas appropriately in response to effective questioning. Across key stage 2, pupils are very eager to talk and express themselves in a range of ways and subjects. When older pupils "brainstorm" to compile their ideas, they predict thoughtfully and show increased understanding and good use of well-known sayings.
146. Pupils in key stage 1 make good progress in their reading and standards are good. They are familiar with the way books are organised and their level of difficulty. They read for different purposes and know that books are both sources of information and an enjoyable pastime. They have good strategies to tackle unfamiliar words and establish meaning.
147. By the end of key stage 1, more able pupils read accurately and many read with good expression to convey emphasis. They clearly understand what they have read and make sensible predictions about what is likely to happen in the remainder of the story.
148. In key stage 2, pupils read very well to find information and make good use of reference books. More able pupils in year 6 speak with confidence about their favourite books, story lines and authors. They reflect on their choice of book and demonstrate a love of reading.
149. Pupils read a range of texts, with good attention paid to punctuation. They follow text carefully when others are reading. Able pupils read with accuracy, fluency and good expression. Most pupils can predict the outcome of a story demonstrating understanding of character and plot. In some classes, pupils are able to evaluate their responses to books and express them clearly in book reviews.
150. By the end of key stage 1, pupils are achieving well in the development of their writing skills. The majority of pupils recognise individual letters and sounds. They blend simple sounds together to make words. They successfully create short pieces of writing, using familiar words displayed to help them. More able pupils write imaginatively and in sentences.

151. At the beginning of key stage 2, there is evidence of good quality writing. Towards the end of this key stage, the majority of pupils achieve well and understand the purposes of punctuation and use it accurately. Towards the end of the Key stage, pupils have a good variety of vocabulary, and write in different styles. They make very good use of descriptive language in persuasive pieces of work.
152. Pupils in key stage 2 show a good understanding of the purposes and influence of language. For instance, they appreciate the difference between formal and informal writing and the type of language needed for writing leaflets and for advertising purposes.

### **Shortcomings**

153. Although there are no important shortcomings. Occasionally in key stage 2, some pupils' contributions to discussions are stifled and they become less eager to express their views and opinions. They do not always give reasons for their answers or explain and justify what they mean.

<b>Welsh second language</b>
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### **Key stage 1: Grade 3: Good features outweigh shortcomings**

### **Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

154. Pupils in key stage 1 respond well to questions using simple sentence patterns effectively. As they talk with their teacher and each other, key stage 1 pupils enunciate well. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colour and feelings, for example. Pupils in key stage 1 listen well and speak confidently when using simple greetings. They consolidate their vocabulary by asking and answering questions and occasionally including negative responses.
155. Key stage 1 pupils' reading skills progress well with pupils correctly reading words on the whiteboard and worksheets based on their oral experiences. They show an appropriate understanding of the text in bilingual signs in their classroom.
156. As they move through the school, key stage 1 pupils begin to develop appropriate writing skills. Both year 1 and year 2 pupils label items correctly. With adult support, they write simple sentences and phrases when completing work sheets to reinforce their oral work. The more able pupils write simple sentences independently.
157. In key stage 2 pupils use Welsh appropriately to answer simple questions, for example "Ble est ti?" They listen well to their teachers and to their peers, and follow instructions. Their pronunciation is usually clear when they speak in pairs or individually. They respond enthusiastically and positively to Welsh.

158. As they progress through key stage 2, pupils gain more confidence in their writing. They build up a range of relevant words, phrases and sentence patterns. There are some good examples of written work with appropriate attention given to spelling and punctuation.

### **Shortcomings**

159. Both key stage 1 and 2 pupils lack the confidence to write independently.
160. Pupils in both key stages lack the confidence to choose reading materials independently to enhance their reading skills.
161. Pupils in key stage 2 show insufficient progress in developing their oral language pattern.

<b>Science</b>
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### **Key stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

162. In both key stages pupils undertake a good range of practical work and make good progress in the development of scientific enquiry skills, including well developed investigational skills.
163. A significant number of pupils in upper key stage 1 demonstrate the confidence in planning, systematic enquiring and carrying out experimental work purposefully and enthusiastically. Most pupils work extremely well in designated groups, listening to each other's ideas and coming to corporate decisions. They communicate their ideas in a variety of ways. For example, when undertaking practical work on forces they make suitable suggestions about how to accurately measure distances travelled by an elastic band propelled object.
164. Key stage 1 pupils develop good observational skills when looking at different materials, for example they observe carefully and record findings clearly.
165. Most year 2 pupils use key vocabulary appropriately when discussing the use of electricity. Pupils successfully construct simple electrical circuits, accurately explaining how switches control the flow of electricity. Most pupils recollect very well the dangers of electricity and safety issues in the home.
166. Through well planned investigation, a significant number of pupils accurately sort a variety of materials according to their properties, including their use as conductors or insulators of electricity or whether they are magnetic or non-magnetic.
167. Throughout key stage 2 the majority of pupils make good progress in developing their 'hands on' practical skills and carry out experiments confidently. They make good use of a variety of methods to record their work,

including graphs and bar charts. Most make well founded predictions, explaining fair testing and present findings clearly. Most pupils understand that the accuracy of results is affected by any small change in the conduct of an experiment.

168. Pupils work very well in groups, listening to each other's ideas and coming to corporate decisions. When brainstorming ideas, pupils draw successfully on the knowledge and understanding they acquired in earlier lessons. Pupils make good use of the school environment and local community for many of their investigations.
169. The majority of older key stage 2 pupils display a good understanding of forces in terms of upward thrust and gravity, devising investigations using a range of everyday objects weighed accurately using a Newton meter in air before comparing relative weight when immersed in water. Most pupils talk confidently about work previously covered in solids, liquids, gases and light.
170. Most pupils are well aware of the different types of environment that plants and animals need to survive successfully. Many observed plants in various conditions. They also have a good understanding of what they need for healthy growth. A significant number of pupils have a good knowledge of the requirements of a healthy lifestyle and the harmful effects of smoking and drugs on the body.
171. A significant number of older pupils correctly explain the relationship between the earth, the moon and the sun and their effect on day and night.

### **Shortcomings**

172. There are no important shortcomings.

<b>Geography</b>
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**Key stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

173. In key stage 1 pupils develop a good geographical knowledge when describing their own locality and distinguish between natural and man made features. Most accurately describe their journey from school to shops in the locality, distinguishing between different map symbols including safe places to cross the road.
174. Pupils throughout key stage 1 use large scale maps accurately. They recognise and know about the four countries of the United Kingdom.
175. Pupils' mapping skills are well developed throughout both key stages. Most pupils make good progress in identifying geographical features of their local area. By key stage 2 the majority of pupils confidently use specific references to locate major geographical features, for example the source of the Rheidol

River. They accurately use co-ordinates to describe the location of different features including upper, middle and lower river courses.

176. Through a variety of sources most pupils in lower key stage 2 have a growing awareness of environmental issues throughout the world. Using a good range of appropriate evidence, including photographs and videos, pupils discuss the impact of plastic on the natural world following a report from Midway Island in the Pacific Ocean.
177. During well planned group discussions pupils discuss in a matter manner how pollution affects us, what can be changed and what can we do as a community or individual to reduce the problem of plastic proliferation.
178. In year 5 most pupils confidently use specific geographical vocabulary to describe local coastal areas. Pupils reflect on the area as a tourist resort and compare and contrast in detail the major differences between Aberystwyth and Cleethorpes. Pupils reflect very sensibly a range of geographical questions on why people visit certain coastal beaches and the environmental issues concerned with the abundance of rubbish in harbour areas.
179. Year 6 pupils undertake a personal study related to Aberystwyth and the growing number of environmental issues that concern the local community, namely pollution in Cardigan Bay. They confidently use a good range of appropriate resources to create high quality Power Point presentations. Pupils take an active part in the school's recycling activities and most pupils have a good grasp of the principles of sustainable development and are developing well their ideas of world citizenship.

### **Shortcomings**

180. Throughout key stage 1, pupils do not sufficiently develop their awareness of global issues in a systematic manner. This has a direct impact on the quality and standards of their finished work.

<b>Art</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

181. Standards are good across both key stages because pupils are very interested and motivated to learn. Pupils enjoy art and their artwork displayed around the school is interesting.
182. In key stage 1, most pupils have good control of pencil, pen and brush to produce recognisable pictures. They create work of good quality when they explore and investigate the art elements of line, texture tone and shape.
183. Pupils observe and record carefully as they talk confidently and sensibly about their work. They use a broad vocabulary to describe their observations based

on the work of Mattise. The majority are able to give reasons for their likes and dislikes.

184. Key stage 2 pupils' thoughtfully evaluate their own and others' work using appropriate description and terminology. They comment on similarities between different work and relate their own work to the context within which it is intended, such as creating various moods and atmosphere through the use of colour.
185. Key stage 2 pupils are familiar with the work of several artists in different media. Key stage 1 pupils are well aware of the style and technique of Kyffin Williams and year 3 pupils emulate the style of Henri Rousseau when drawing flowers and plants.
186. Throughout key stage 2, sketchbooks are well used to experiment with line, shade, shape and space. They evaluate the results carefully to decide upon the best technique for the project in hand.
187. Key stage 2 pupils study various Celtic designs and use these ideas to draw attractive patterns. Older key stage 2 pupils show a good understanding of aspects of African art, which they use as a stimulus for making masks.

### **Shortcomings**

188. There are no important shortcomings.

<b>Physical education</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

189. The majority of pupils warm up and cool down effectively before and after exercise and clearly understand the impact of regular exercise on their bodies and the need for a healthy diet. Most pupils have a good awareness of the importance of safety in physical education lessons.
190. Pupils respond immediately and correctly to a range of instructions and work well individually, in pairs or in groups.
191. Pupils in key stage 1 demonstrate good quality and variation of movements in gymnastic activities. Most show good control during an appropriate range of floor exercises and readily explore a variety of different ways of travelling around the hall. Most pupils display good balance and confidently display a good range of body shapes.
192. In key stage 2 most pupils adapt and refine movements and routines with growing confidence. The majority of pupils demonstrate effective gymnastic skills through good quality movement, balance and shape. During circuit training routines most pupils develop fluency and accuracy. They make good

use of basic opportunities to extend and challenge their own personal targets. Most pupils show good levels of imagination and creativity in their dance and gymnastic movements as observed in portfolios of photographic evidence.

193. In games activities pupils successfully consolidate and apply skills previously acquired in a range of activities. During supervised playtime sessions most pupils display good ball control and handling skills, successfully applying them when participating in organised team games.
194. By the end of key stage 2 nearly all pupils swim unaided and competently using a range of strokes.
195. Various photographs and certificates on display clearly indicate the school teams are very successful in a range of local sporting competitions. A very good range of extra-curriculum activities supported by teaching staff has a significant impact on raising pupils' skills and esteem. The newly established fitness trail is an added bonus to overall provision and its regular supervised use by pupils creates enjoyment as well as a variety of challenging balancing exercises.

### **Shortcomings**

196. There are no important shortcomings.

## School's response to the inspection

The inspection findings recognise that St. Padarn's School has made good progress since the last inspection and that standards have improved in the subject areas which were inspected and issues addressed.

We are pleased that the inspectors found us to be a welcoming school and that the care shown to all within the school is evident and leads to the provision of a positive learning environment. The report confirms that we are achieving our aims of making our school a happy and secure place in which our pupils grow in confidence and independence. We are also pleased that the issues for improvement highlighted in our self-evaluation documents matched the main findings of the inspection.

We will now devise an action plan to address the report's recommendations in order to develop the monitoring of learning and target-setting by pupils, leading to the continued raising of standards in teaching and learning throughout the school. These key issues will be incorporated into the School Improvement Plan and where possible, addressed before the end of the Autumn term 2008.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.



## Appendix 1

### Basic information about the school

Name of school	St Padarn's R.C.P. School
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Llanbadarn Road Aberystwyth Ceredigion
Postcode	SY23 1EZ
Telephone number	01970 630632

Head teacher	Mr Angelo James
Date of appointment	01.09.1989
Chair of governors/ Appropriate authority	Mrs Anne Adamson
Registered inspector	Mrs Carolyn J Thomas
Dates of inspection	19.05.08 – 21.05.08

## 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		23	11	23	19	18	20	19	133

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	5	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	26.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007		87.23	94.80
Autumn 2007		94.71	94.34
Spring 2008		91.84	94.28

Percentage of pupils entitled to free school meals	12.1%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		19		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	15.79	73.68	10.53
		National	0.4	3.4	13.1	62.7	20.4
En: reading	Teacher assessment	School	0	0	21.05	73.68	5.26
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher assessment	School	0	0	21.05	68.42	10.53
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher assessment	School	0	0	5.26	73.68	21.05
		National	0.4	2.4	9.8	63.4	24.0
Mathematics	Teacher assessment	School	0	0	10.53	78.95	10.53
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher assessment	School	0	0	0	84.21	15.79
		National	0.3	1.6	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78.95	In Wales	80.6

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

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

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		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	5.88	23.53	70.59	0
		National	0.3	0	0.1	0.1	0.60	3.9	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	17.65	23.53	58.82	0
		National	0.3	0	0	0.5	0.50	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	0	35.29	64.71	0
		National	0.3	0	0	0.5	0.30	1.8	11.5	51.8	33.8

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	58.82	In the school	
In Wales	74.2	In Wales	

- D Pupils who are excepted 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

The inspection was carried out by the team of three inspectors who spent a total of seven inspector days in school.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents.
- The responses of 42 questionnaires returned by parents were analysed.
- All documentation made available by the school were examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the day.
- 18 lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several readers.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- The deputy head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft report for comment and response before final publication.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mrs Carolyn Jane Thomas Registered Inspector	Context Summary and Recommendations Key Question 1,3,5,6 English, Welsh second language, Art
Mr Peter Clark Team Inspector	Key Question 2,4,7 Science, Physical Education, Geography
Mr Dylan Jones Lay Inspector	Contributions to Key Questions 1,3,4,
Mrs Patricia Slater Nominee	Liaising between the Inspection team and the school Provision of information

#### **Contractor**

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#### **Acknowledgement**

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