

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

A Report on the Quality of Education in

**St Robert's Primary Catholic School
Danylan,
Aberkenfig,
Bridgend,
CF32 9AB**

School Number: 6723315

Date of Inspection: 02/03/09

by

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78706**

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St Robert's Primary Catholic 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 Robert's Primary Catholic School took place between 02/03/09 and 04/03/09. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

This report follows Estyn's guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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Context

The nature of the provider

1. St Robert's Catholic Primary School was built on its present site in 1927, although a Catholic school had existed in the area since 1879. The existing school became a primary school when the Archbishop McGrath comprehensive was opened in 1964. Two additional classrooms and toilets were added to the school building in 1992 and a new hall was opened in 2001.
2. St Robert's Catholic Primary School is situated on the outskirts of the village of Aberkenfig, near Bridgend. The school serves a wide area that includes the Ogmere and Garw Valleys and approximately 90 per cent of its pupils travel to school by public or private transport.
3. Around 40 per cent of pupils come from socially disadvantaged areas and 18 per cent are entitled to receive free school meals, the latter figure being just about equal to national and local averages.
4. There are currently 159 pupils at the school, representing the full range of ability, and the number on roll has fallen slightly since 2006. The school identifies 20 per cent of pupils as having additional learning needs, which is in line with the national average. It is the Local Authority's (LA) policy not to provide statements outlining pupils' needs when these are met within the school. The National Curriculum is not modified for any pupil and no pupils are disapplied from it. There is one pupil 'looked after' by the LA. There have been no exclusions in the last year.
5. English is the home language of 98 per cent of pupils and no one uses Welsh as a first language. Four pupils receive some support for English as an additional language, and this is provided by the school.
6. There are seven full-time teachers and six teaching assistants at the school. However, the school has experienced significant staffing changes in the last year or so. During the inspection there was one newly qualified teacher in school and another member of staff was on maternity leave. Two senior members of staff were on sick leave.
7. The head teacher has been in post since 1996. For this current school year, with the approval of the governing body (GB) and the LA, the school decided to establish a shared headship, consisting of the existing head teacher and deputy head. The school hopes that this pilot scheme will be continued for the future.
8. The school recently received the Basic Skills Award for the third time, the Activemark for physical education and the Eco Schools Silver Award in the summer of 2008.
9. The school was last inspected in February 2003.

The school's priorities and targets

The school's current priorities and targets are to:

- implement the Foundation Phase fully;
- establish and evaluate thematic approaches to learning, using the new skills curriculum;
- update all schemes of work;
- achieve the Eco Green Flag status;
- continue to develop assessment strategies and improve cluster school moderation practices; and
- continue to develop PESS (physical education) strategies.

Summary

10. St Robert's Catholic Primary is a good school where pupils achieve well. It is a happy and caring community, which provides good support and guidance for its pupils.

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. In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were just above national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also just above both averages. The percentages of pupils attaining the higher level 3 in the three core subjects was above national averages.
12. When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English, mathematics, science and in the CSI were below average. In 2008, boys outperformed girls in mathematics and science. Over the last three years there has been an uneven trend at key stage 1. However, in each of these years there have been significant numbers of pupils with special educational needs (SEN) in the Year 2 groups and this has affected the overall results.
13. In key stage 2 in 2008, the results in English and science were slightly above national and local averages, while those in mathematics were above both averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both averages. The percentage of pupils attaining the higher level 5 in English and science was marginally below the national average, while in mathematics it was above average.

14. When the 2008 results are compared with similar schools, results in English and science were below average, those in mathematics were well above average and the CSI was above average. In comparison with similar schools, results in English and science have been fairly static since 2006. In 2008, girls outperformed boys in the three core subjects and there were significant gender differences in the three core subjects.
15. Compared with similar schools, over the last three years results have remained the same in English, while in mathematics results were high in 2006 and 2008. However, in each of the last three years there have been a large number of pupils with significant language difficulties in the Year 6 groups and this has affected the overall results. When the results of pupils in Year 6 are compared with their results in Year 2, inspection evidence shows that the same pupils have made good progress during their time in key stage 2.
16. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	70%	26%	0%	0%

17. These figures do not match the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons and outstanding in 12 per cent. However, analysis of pupils' work over time and overall grades for standards of achievement in the subjects inspected are far more positive.
18. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.
19. **Grades for standards in subjects inspected**

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	2	2
Information and communication technology	2	2
History	2	2
Geography	2	2
Art and design	2	2

20. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, overall bilingual competence, numeracy, information and communication technology, personal and social education, problem-solving and creative skills.
21. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading, writing, numeracy, personal and social education, information and communication technology, problem-solving

and creative skills. In Welsh communication skills and bilingual competence good features outweigh shortcomings in relation to pupils' speaking, listening, reading and writing skills.

22. The progress that learners make in their spiritual, moral, social and cultural development is good with no important shortcomings.
23. A few of the more able and talented pupils do not always make sufficient progress during their time in key stage 2.
24. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings.
25. Nearly all learners are well behaved, courteous and polite to each other and to visitors. At 94 per cent the average rate of attendance for the three terms prior to the inspection is above local, all-Wales and similar averages.

The quality of education and training

26. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	67%	21%	0%	0%

27. Teaching is good with no important shortcomings in 79 per cent of lessons observed. These figures are a little below the national picture reported by HMCI in his Annual Report for 2007-2008. Despite recent staffing difficulties, the inspection team judged that the overall quality of teaching in key areas of the school is good and this impacts positively on pupils' standards over time.
28. Good and outstanding features observed in teaching include: exemplary relationships between members of staff and pupils; purposeful use of various teaching strategies and techniques; and confident and effective use of the interactive whiteboards.
29. In lessons where teaching was judged to have shortcomings, these include: teachers not planning effectively to promote pupils' use of incidental Welsh; and a lack of challenge in the tasks provided to extend pupils' learning, in particular the more able and talented pupils.
30. Assessment procedures are good and teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The process of target setting is inconsistent and pupils are not involved in planning their own progress. Most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work.
31. The school responds well to learners' aspirations and needs and provides them with a good curriculum that is broad, balanced and relevant. The promotion of pupils' spiritual, moral, social and cultural development is effective. Good attention is given to Y Cwricwlwm Cymreig, but the provision to develop pupils' bilingual skills has good features that outweigh shortcomings.

32. The school provides a happy, supportive and safe environment for pupils and there are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils.
33. The provision for pupils with additional learning needs, including those with special educational needs, is good and fully meets the requirements of the Code of Practice for Wales.

Leadership and management

34. The head teachers have a clear vision for the school and lead it with commitment and diligence. They work together and complement each other well.
35. The governing body is a knowledgeable, positive force for improvement. Governors are well informed on many aspects of school life and help the head teachers in setting the school's strategic direction.
36. The inspection team's findings did not match the grades awarded by the school in its self-evaluation report in five of the seven key questions. The team judged that, although the school has a good understanding of its strengths and areas for development, there is uncertainty as to what constitutes an outstanding feature.
37. Subject leaders play an increasing part in managing the subjects and areas for which they are responsible. However, the focus on standards is not always sufficiently rigorous.
38. The school has made good progress since the last inspection. The key issues for improvement identified in the last inspection report have been effectively addressed.
39. There are sufficient teaching and support staff to meet the needs of the school and the quality of support given by dedicated teaching assistants is a strength of the school. The school has appropriate resources to meet the needs of learners and good use is made of the available accommodation.
40. Financial management is rigorous and the school achieves good value for money.

Recommendations

In order to improve, it is recommended that the school should:

- R1 improve the provision for, and raise standards in, Welsh communication skills and bilingual competence at both key stages;
- R2 plan challenging work, particularly for the more able pupils;
- R3 * further develop assessment procedures and involve pupils more in the assessment of their own learning; and
- R4 continue to develop the role of subject leader so as to ensure a much clearer focus on standards.

* Aspects of these are identified by the school in its SDP

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

- 41. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. In determining its judgement, the team identified good features in pupils' progress and achievement and improvements in pupils' standards of attainment. However, the team judged that there were insufficient outstanding features to award grade 1.
- 42. In key stage 1 in 2008, the results of the teacher assessments in English, mathematics and science were just above national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, was also just above both the national and local averages. The percentage of pupils attaining the higher level 3 in the three core subjects was above the national average.
- 43. When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English, mathematics, science and in the CSI were below average. In 2008, boys outperformed girls in mathematics and science, but not in English. Over the last three years there has been an uneven trend at key stage 1. However,

in each of the last three years there have been significant numbers of pupils with special educational needs (SEN) in the Year 2 groups and this has affected the overall results.

44. In key stage 2 in 2008, the results in English and science were slightly above national and local averages, while those in mathematics were above both averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both averages. The percentage of pupils attaining the higher level 5 in English and science was marginally below the national average, while in mathematics it was above average.
45. When the 2008 results are compared with similar schools, results in English and science were below average, those in mathematics were well above average and the CSI was above average. In comparison with similar schools, results in English and science have been fairly static since 2006. In 2008, girls outperformed boys in the three core subjects and there were significant gender differences in the three core subjects.
46. Compared with similar schools, over the last three years the results in English have remained the same, while in mathematics results were high in 2006 and 2008. However, in each of these years there have been large numbers of pupils with significant language difficulties in the Year 6 groups and this has affected the overall results. When the results of pupils in Year 6 are compared with their results in Year 2, inspection evidence shows that the same pupils have made good progress during their time in key stage 2.
47. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	70%	26%	0%	0%

48. These figures do not match the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008 where standards are Grade 2 or better in 84 per cent of lessons and outstanding in 12 per cent. However, analysis of pupils' work over time and overall grades for standards of achievement in the subjects inspected are far more positive.
49. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
50. Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art and design	Grade 2	Grade 2

51. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, overall bilingual competence, numeracy, information and communication technology, personal and social education, problem-solving and creative skills.
52. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading, writing, numeracy, personal and social education, information and communication technology, problem-solving and creative skills. In Welsh communication skills and overall bilingual competence, good features outweigh shortcomings in relation to pupils' speaking, listening, reading and writing skills.
53. Pupils with additional learning difficulties, including those with special educational and language needs, make good progress in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
54. The development of learners' personal, social and learning skills is good overall. Their attitudes to learning, the interest they show in their work and their ability to concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work.
55. However, a few of the more able and talented pupils do not always make sufficient progress during their time in key stage 2.
56. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings. Although a few have targets for improvement in English and mathematics, most are not always aware of these. A few pupils in key stage 1 are too reliant on their teachers and do not always develop the capacity to work independently.
57. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Almost all pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others.
58. Nearly all learners are well behaved, courteous and polite to each other, to staff and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
59. Pupils' awareness of equal opportunities is good. Most play an active part in the life and work of the school through the school council and their involvement in many extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
60. Most pupils prepare well for participation in the workplace and the community. They raise funds for local and national causes and visit many different places; this ensures that they have a good understanding of community-related and

global issues. Many have additional responsibilities; for example, they operate a fruit shop at break times and serve as peer mediators. They willingly work to help resolve conflicts and ensure that no one is friendless at playtime.

61. At 94 per cent the average rate of attendance for the three terms prior to the inspection is above local, all-Wales and similar averages. Absences are caused mainly by illnesses and a number of family holidays taken during term time. The school regularly reminds parents of the need for regular and punctual attendance. The school takes appropriate account of the National Assembly for Wales Circular 47/2006.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

62. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features to award a grade 1.
63. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	67%	21%	0%	0%

64. Teaching is good with no important shortcomings in 79 per cent of lessons observed. These figures are a little below the national picture reported by HMCI in his Annual Report for 2007-2008. Nationally, the quality of teaching is Grade 2 or better in 83 per cent of lessons and outstanding in 16 per cent.
65. Despite recent staffing difficulties, the inspection team judged that the overall quality of teaching in key areas of the school is good and this impacts positively on pupils' standards over time.
66. The outstanding features observed in lessons are:
- exemplary relationships between members of staff and pupils, and very clear expectations of behaviour; and
 - well organised lessons that capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps.
67. Where teaching was judged to be good with no important shortcomings, the good features include:
- teachers' detailed knowledge and understanding of the subjects being taught;
 - purposeful use of various teaching strategies and techniques;

- confident and effective use of the interactive whiteboards to improve the quality of lesson introductions and to enthuse pupils; and
 - a good pace of teaching, which stimulates pupils' learning well.
68. In the lessons where teaching was judged to have some shortcomings, these include:
- teachers not planning effectively to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough; and
 - a lack of challenge in the tasks provided to extend pupils' learning, in particular the more able and talented pupils.
69. Teaching assistants make an invaluable contribution to pupils' learning and many were observed successfully leading groups of pupils. They are deployed effectively in most classes and they relate well to pupils and adults.
70. Homework is set regularly and older pupils enjoy frequent opportunities to conduct independent research in subjects across the curriculum.
71. The rigour of assessment and its use in planning and improving learning has good features that outweigh shortcomings. The school's procedures for recording, reporting and assessment meet statutory requirements.
72. Members of staff make good use of a wide range of assessments to gather information about pupils' achievements and progress and they use the information effectively to monitor individual pupils and groups.
73. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The assessment of pupils' progress in the foundation subjects is developing well and useful subject portfolios of levelled work are available for all subjects.
74. The school is becoming increasingly involved in arrangements to strengthen teacher assessment at key stage 2 through moderation and standardisation procedures with other schools, but these have yet to impact fully on the quality of provision.
75. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. However, the process of target-setting is underdeveloped.
76. Pupils are not involved in planning their own progress. Most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. The school is currently developing ways to improve assessment for learning strategies.
77. Reports to parents meet statutory requirements. They provide useful information about the core and foundation subjects. There are indications of pupils' next steps in learning and how parents can help their children improve.

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

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. The school responds well to learners' aspirations and needs, and provides them with a good curriculum that is broad, balanced and relevant. As pupils progress through the school, the curriculum builds their existing knowledge, understanding and skills systematically.
80. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Children receive a variety of rich and stimulating learning experiences that develop their interests well and actively encourage them to make choices and become independent learners. A wide range of stimulating experiences is provided for children both inside and outside the classroom environment.
81. The curriculum is well matched to the needs of individual learners, including those with additional learning needs and those learning English as an additional language. Teachers plan a wide range of learning experiences that ensure equal access for all pupils.
82. The school has responded well to the requirements of Curriculum 2008 and successfully embarked on the process of reviewing and revising its schemes of work, placing considerable emphasis on the philosophy of 'how children learn.' Teachers' planning is thorough and displays continuity and progression across the key stages.
83. Provision for the progressive development of pupils' basic and key skills is good overall and threaded effectively through the breadth of teachers' planning in subjects across the curriculum. The school is establishing a system for co-ordinating and monitoring the teaching of key skills.
84. Pupils' experiences are enhanced and enriched through a good range of extra-curricular activities. These include an extensive range of sporting, cultural, musical, language and science clubs.
85. Learners throughout the school benefit from a range of educational visits within the locality and further afield. They regularly visit parks, historical, geographical and industrial sites. All these activities contribute effectively towards raising the standard of pupils' achievements in personal and social development.
86. Visitors to the school, such as local historians, the local police and fire services, greatly enrich pupils' learning and contribute to the sense of awe and wonder in many aspects of the school's life and work. Personnel from a neighbouring nature reserve often visit to help pupils make improvements to their garden facility. Two former pupils also come to the school weekly: one works with small groups to teach them French and Japanese, while another helps with various practical activities.

87. The school's partnership with parents, the community and other schools, including the local secondary school, is effective. In particular, there are strong transitional links with the Catholic comprehensive school and the local community.
88. Most parents are very supportive of the school and feel that their views are greatly valued. They help with many activities and their expertise is used to support many aspects of school life. Their involvement has a positive impact on pupils' learning.
89. The school has responded positively to the appropriate guidelines for personal and social education. It has a clear policy and pupils have good opportunities in philosophy classes and 'circle time' to discuss a wide spectrum of issues, including the significance of developing positive attitudes to learning, emotions and feelings and the importance of reflection. Pupils make invaluable contributions to the life of the school and derive many benefits from their participation as members of the school council, Eco committee and as playground 'buddies.'
90. The promotion of pupils' spiritual, moral, social and cultural development is good with no important shortcomings. It is effectively enhanced through a variety of learning experiences. Pupils' spiritual development is well promoted through collective worship where other peoples' lives and beliefs are celebrated effectively.
91. Collective worship makes a positive contribution to pupils' understanding of their self-worth and effectively develops their sense of community and corporate identity within the school. It fulfils statutory requirements.
92. The promotion of pupils' moral and social development is good. The sharing of moral messages is a prominent feature of the provision and pupils are encouraged consistently to respect each other and members of the community. Pupils' social development is greatly enhanced through opportunities to assume positions of responsibility and to collaborate in many activities and ventures.
93. The provision to enhance pupils' cultural development is also good and considerable emphasis is placed on developing pupils' awareness of different cultures, traditions and beliefs in a diverse and multi-faith society. Pupils are actively encouraged to celebrate cultural diversity throughout the school.
94. Good attention is given to Y Cwricwlwm Cymreig and a prominent place is given to Welsh culture and heritage in the life and work of the school. The provision to develop pupils' bilingual skills is less effective and an area for development.
95. St Robert's Catholic primary is an inclusive school where all pupils have full access to the curriculum and all the activities that the school provides. The school rigorously promotes equality of opportunity and celebrates the achievements of pupils in every aspect of school life.
96. The school's provision for work-related education is effective and successfully contributes to pupils' understanding of the world of work. The school has successful links with many local businesses and there are several visitors to the school from the world of work, including parents and members of the community, who share their experiences with pupils.

97. There are visits to a number of shops in the area where pupils observe people working in a variety of roles. They also visit a local chocolate factory and observe the workforce carrying out their daily routines. Staff from a local bakery often visit the school to demonstrate the process of making and packaging sandwiches and pupils have opportunities to become involved in the operation.
98. Provision for sustainable development contains many good features. The school is actively working towards achieving the Green Flag status. Pupils of all abilities are successfully encouraged to be aware of environmental issues and of the need to live and work in a sustainable way. The Eco group takes its work very seriously and is fully involved in developing many strategies.
99. The school successfully promotes pupils' entrepreneurial and problem-solving skills. Pupils are successfully involved in making decisions about school life through membership of the school council and Eco group.
100. The school provides its pupils with a strong foundation for the development of an enthusiastic desire to continue learning throughout their lives. It seeks to ensure that pupils' learning experiences reflect the Welsh Assembly Government's national priorities for education.

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

Grade 2: Good features and no important shortcomings

101. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features to award a grade 1.
102. The school provides a happy, supportive, caring and safe environment for pupils.
103. There is a strong and well-structured pastoral system within the school and parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively.
104. There is a warm and caring family ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming atmosphere, in which the contributions of pupils and visitors alike are clearly valued.
105. The school enjoys a positive partnership with parents and carers. Parents are kept well informed of school events through several channels, including newsletters and reports. Formal parent/teacher consultations occur twice a year and at other times by arrangement. Parents feel valued and most are confident that their views are carefully considered. An open door policy operates at the school where parents are encouraged to meet with the head teachers and teachers to discuss any concerns and to act jointly with them.
106. Good quality personal support and guidance is provided at the school through its personal and social education programme. The school council is well

established and effective in giving pupils the opportunity to make changes in areas that are of concern to them.

107. The school benefits from its established links with visiting health workers, community representatives, various agencies and other support staff. .
108. Induction for children to the Nursery is effective. Children and their parents/carers are invited to school and opportunities are offered to parents to become involved in their children's learning through various activities.
109. Transition arrangements for Year 6 pupils transferring to the receiving comprehensive schools are well established. They include transition topics for pupils to work on, exchange visits by teachers and pupil visits.
110. Pupils' attendance, punctuality, behaviour and performance are appropriately monitored. Good links exist with the Education Welfare Officer should the non-attendance or behaviour of an individual pupil give cause for concern. Parents are advised of the procedures for notifying absences and of the detrimental effect of lateness and non-attendance on their children's education.
111. There are good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. The school promotes health and fitness for pupils through a wide range of extra-curricular activities. Regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for all excursions away from school.
112. The school has effective, comprehensive child protection policies and procedures, which ensure that pupils are closely monitored to ensure that they are safe, secure and happy in school. There are good arrangements for supporting 'looked after' and other vulnerable pupils. The two head teachers are the nominated persons. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
113. The provision for pupils with additional learning needs, including those with special educational needs, is good and fully meets the requirements of the Code of Practice for Wales. The wide-ranging provision for the number of pupils identified is a priority of the school and is well managed by the Special Educational Needs Co-ordinator (SENCo).
114. Pupils' needs are accurately identified and support is provided promptly. The system for identification and assessment is effective. Pupils' progress is enhanced by assessment that ensures a depth of knowledge and understanding of each individual child. Pupils benefit significantly from the productive teamwork of well-trained non-teaching staff.
115. Pupils make good progress towards targets set in their individual learning programmes. These plans are useful documents that measure pupils' progress and set clear, achievable targets for improvement. These are closely linked to pupils' needs. The school works well with pupils and parents to involve them in their individual learning programmes.

116. There is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these.
117. The school successfully implements effective policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunities and access to all aspects of school life are provided for all pupils.
118. The school promotes positive attitudes in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Members of staff and volunteers provide positive role models for pupils.
119. The school effectively implements a comprehensive behaviour policy based on respect and consideration for others. School and class rules are visibly displayed and staff consistently remind pupils of these and of the general expectation of tolerance towards all members of the school community. Strategies, such as reward systems and playground peace-makers, support the school's behaviour and anti-bullying procedures well.
120. The school promotes pupils' understanding of diversity and race extremely well through, for example, religious education, assemblies and personal and social education programmes. There are good race equality and multi-cultural policies and action plans in place. A prominent feature of the school's provision is the 'Diversity Week', which occurs in the spring term each year. Values such as mutual respect and tolerance are sensitively and consistently promoted throughout the school.
121. The school's disability action plan and Disability Equality Scheme are clear and well implemented. Every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. Currently, all pupils have full access to the school buildings and grounds.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features to award a grade 1.
123. The head teachers have a clear vision for the school and lead it with commitment and diligence. Both work well together and complement each other successfully. They have the trust and confidence of all members of staff.
124. A positive team spirit is clearly apparent and the school is a happy environment for staff and pupils alike. Members of staff share a common sense of purpose and are increasingly contributing to the achievement of shared goals.

125. The newly established senior management team is beginning to provide clear and purposeful direction to improve overall standards and provision further.
126. Central to the school's ethos is that pupils always come first. This is reflected in the positive relationships within the school. All required policies and guidelines are in place to direct its development. The views of those with an interest in the school, including pupils and parents, are seriously considered and equality of opportunity is evident in the school's work.
127. Full consideration is given to national priorities, local partnerships and developments within the cluster of schools, such as transition arrangements, sporting activities and promoting healthy schools. The school has made a good start in establishing the Foundation Phase and is enthusiastically spreading these approaches through key stage 1.
128. The School Development Plan (SDP) is an effective document, which takes good account of school and LA priorities. The links between development planning and the professional development of staff are clear.
129. All who work at the school are aware of school procedures and lines of communication are clear. Members of staff meet regularly to share information and discuss strategies and the school day proceeds in an efficient manner.
130. Systems to support, develop and improve the performance of staff are developing well. Performance management procedures are embedded in the life of the school and targets set have had a positive influence on school improvement. All members of the teaching and non-teaching staff have opportunities to discuss their performance and training requirements with the head teachers. This has impacted well on the quality and responsibilities given to support staff and the positive contribution they make to the quality of teaching and learning. There is good support and mentoring for newly qualified teachers.
131. The governing body (GB) is a knowledgeable, positive force for improvement. Many governors are experienced in their understanding of the traditions of the community served by the school. Governors are well informed on many aspects of school life and help the head teachers effectively in setting the school's strategic direction. The GB fulfils its statutory and legal requirements.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the team did not identify a sufficient number of outstanding features in this key question to award a grade 1.

133. The inspection team's findings do not match the grades awarded by the school in its self-evaluation report for five of the seven key questions. The team judged that, although the school has a good understanding of its strengths and areas for development, there is uncertainty as to what constitutes an outstanding feature in each of the key questions.
134. The self-evaluation report that the school produced prior to the inspection is a thorough, informative document, which the head teachers wrote and to which all relevant parties contributed
135. A positive culture of self-evaluation has been established and members of staff actively seek advice and value one another's expertise and strengths. The head teachers are increasingly developing the confidence of staff to take responsibility at all levels and to evaluate how well the school is doing. The school's self-evaluation process is comprehensive and, for the most part, accurately identifies its strengths and weaknesses.
136. There is a regular timetable for appraising the quality of planning and pupils' work and the monitoring programme is closely tied to priorities in the SDP. However, the focus on standards is not always sufficiently rigorous.
137. Subject leaders are playing an increasing part in managing the subjects and areas for which they are responsible. The overall results of subject leaders' monitoring activities are inserted as targets in the SDP in order to aid whole-school improvement. However, at present, subject leaders do not focus well enough on standards. Significant strategies have been implemented to improve pupils' performance in key areas, for example, language support programmes are used effectively to help those pupils who have additional learning needs.
138. Good account is taken of the views of everyone who has an interest in the school's work. Members of staff listen to pupils' suggestions informally, as well as through formal channels of communication, such as the school council, and respond with improvements such as the provision of more resources at play times.
139. The school has a good sense of where improvements are needed. Appropriate priorities are highlighted in the SDP and supported through adequate allocation of resources by the GB. The quality of planning for improvement is good and well focused and has already resulted in measurable improvements in key aspects of the school's provision.
140. The school has made good progress since the last inspection. All the key issues for improvement identified in the last inspection report have been effectively addressed.

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

Grade 2: Good features and no important shortcomings

141. The inspection team's findings match the school's self-evaluation of this key question.

142. There are sufficient teaching and support staff to meet the needs of the school. Members of staff are suitably qualified and their professional needs are well developed through appropriate training courses.
143. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
144. A range of training opportunities and visits ensures that teachers and classroom assistants' needs and school priorities are met. All staff benefit from appropriate training that improves their expertise in different curriculum areas and this has a positive impact on standards. In addition, whole-school training addresses priorities indicated in the SDP.
145. All members of staff have clear job descriptions and the induction of new staff is effectively provided by an experienced member of staff. The school secretary is very experienced and efficient and ensures that daily routines operate smoothly. The school caretaker takes great pride in his work and the school is well maintained and clean.
146. Periods for teachers to have time for planning, preparation and assessment are covered effectively by two Higher Level Teaching Assistants (HLTA). They liaise closely with class teachers to ensure that pupils benefit from their expertise and that there is continuity in the provision and maintenance of good standards. The school uses its resources for workforce remodelling well.
147. The school has appropriate resources to meet the needs of learners in all subjects and these are organised well in central storage areas, which are accessible to staff and pupils alike. The library area is small, but the school has established library resources in each classroom. Regular visits to the community library reinforce the school's provision.
148. The school makes good use of the available accommodation, which is generally in a good state of repair. However, there is very little storage space throughout the school. Recently, the school spent a considerable amount of money on producing a stimulating environment for the youngest children. The outdoor area is an ideal learning environment for children in the Foundation Phase.
149. The internal accommodation is adequate in terms of space and each classroom has an interactive whiteboard. Classrooms, hall and work areas are used well.
150. Financial management is rigorous. Priorities are set by the head teachers and the GB's finance committee. Sound financial protocols have enabled the school to manage the financial implications of maintaining a good level of staffing while updating equipment to meet the requirements of the Foundation Phase.
151. Recent difficulties, such as falling rolls and staff illnesses, have imposed strains on the school and the school is currently running a deficit budget. However, this is being resolved.

152. All available resources are effectively managed so that the school achieves good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

153. Most pupils throughout the school make good progress in number work, shape and space, and in data handling. They demonstrate positive attitudes towards mathematics.
154. In key stage 1, most pupils competently count forwards and backwards in steps of different sizes. They have good recall of the names of two-dimensional shapes, such as circle, triangle and rectangle and they confidently match a shape to its description.
155. Most pupils know the value of different coins and use this knowledge successfully when identifying those they need to match a given amount. They sort everyday items, using appropriate criteria, and record their findings pictorially in pictograms, interpreting these representations accurately.
156. In Year 1, most pupils competently count forwards and backwards to at least 20. They confidently use a good range of everyday language to describe position, direction and movement.
157. Many pupils in Year 2 accurately count in tens to at least 50 and a few pupils recall that the number ten is a given multiple of 10. More able pupils demonstrate their increasing understanding of place value by partitioning two-digit numbers and using appropriate mathematical software independently to practise this.
158. Pupils in key stage 2 use the four rules of mathematics with growing confidence. They read, write and arrange numbers with increasing accuracy and use the mathematical language related to number correctly. Across the key stage, most pupils construct different types of graphs to present the information they collect and use appropriate software when appropriate. They interpret and draw sensible conclusions from their work.
159. In Year 3, most pupils use a range of strategies to find multiples of numbers and apply them well in problem-solving situations. More able pupils develop a good understanding of the relationship between multiplication and division, and how to use the inverse operation to check their work.
160. In Year 4, most pupils read, write and arrange numbers of at least four digits confidently and demonstrate a good understanding of the place value of digits.

161. In Year 5, most pupils identify a wide range of three-dimensional shapes, describing their geometrical properties and using this information to classify them. They use 'thought showers' effectively to decide on the most appropriate methods of addressing mathematical tasks.
162. In Year 6, most pupils use a wide range of strategies to calculate answers quickly, for example, when multiplying two- and three-digit numbers. They have well-developed mental strategies for solving various tasks. They demonstrate a good understanding of place value and of the function of the decimal point.
163. When carrying out investigative work, most pupils proficiently explore and identify patterns, for example, in the products of odd and even numbers. They discuss their findings competently and collaboratively make sensible generalisations based on their evidence.

Shortcomings

164. A few pupils are insecure in their recall of multiplication facts which, in turn, slows their calculating ability.

Science

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

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

Good features

165. Most pupils in both key stages explore the school grounds and develop a good understanding of the natural habitats it contains. Many identify and classify plants and animals effectively, such as mini-beasts and butterflies, and they record their observations accurately.
166. Most pupils in key stage 1 participate successfully in investigations on light and nearly all identify light and non-light sources. Many identify materials that will reflect when light shines on them and they classify different materials effectively.
167. Many older pupils in key stage 1 have a good understanding of basic electrical items. They understand that power supplies come from batteries and they are aware of the dangers of electricity. Most make basic circuits, understand what a circuit needs to light a bulb and successfully use this knowledge in their class projects.
168. In key stage 2, most pupils continue to make good progress in their investigative skills. Nearly all understand the need for fair testing and plan their experiments well. Most develop a good knowledge and understanding of scientific equipment and measurements.
169. In key stage 2, younger pupils have a good understanding of absorbency and predict and identify those materials that are most absorbent. Many understand the basic properties of solids and liquids and how they separate and dissolve or sink or float.

170. Most older pupils in key stage 2 make good progress in their understanding of living things and of how plants and animals grow. They pose intelligent questions to investigate movement. Their knowledge of habitats develops well.
171. Most older pupils make good progress in their knowledge and understanding of the human body and good health. Nearly all have an effective, rudimentary knowledge of medicines and understand that drugs can be harmful as well as helpful.
172. Most pupils in key stage 2 successfully separate solids from liquids and correctly identify reversible and irreversible changes.
173. Nearly all older pupils successfully plan many investigations, and collect, collate and record their findings effectively. Most have a good recall of previous work and they use correct scientific vocabulary.

Shortcomings

174. There are no important shortcomings.

Information and communication technology

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

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

175. Pupils of all ages and abilities use information and communication technology competently and apply their knowledge and understanding across the curriculum. They demonstrate a high level of enthusiasm for the subject and develop a wide range of relevant skills.
176. In key stage 1, most pupils confidently use the mouse and keyboard to control events on the computer screen. They make good use of the interactive whiteboard to develop their learning in a range of subjects; for example, they competently drag and drop items displayed when using software to improve their understanding of partitioning numbers.
177. In Year 1, most pupils demonstrate good modelling skills as they control the movement of a 'Bee Bot', a programmable toy, around a photographic map of their village. They understand the need for accuracy when giving numerical and directional instructions.
178. In Year 2, most pupils select different colours and tools when using a paint programme to create effective, colourful pictures and patterns. Pupils enjoy using a range of programmes to develop their keyboard skills and they evaluate their work carefully.
179. In key stage 2, many pupils make successful use of databases to record, rearrange, search and present information across the curriculum. They use specific computer vocabulary well within a variety of contexts.

180. In key stage 2, most pupils skilfully change letter fonts, type sizes and colours to produce different effects, reorganise, edit and redraft texts on screen. They understand that information has to be adapted to different audiences.
181. In Year 3, most pupils confidently combine text and pictures to produce captions for digital photographs, and they cut and paste from a saved file of work on Cardiff Castle. They skilfully format these images in order to alter their size and position.
182. In Year 4, most pupils confidently cut and paste text on the computer screen, for example, when re-organising a set of instructions. Most confidently use a number of computer functions to edit presentations, including 'find and replace' and 'spell check'.
183. Nearly all key stage 2 pupils use computers effectively to support learning across the curriculum. They use the Internet effectively for research purposes. They download information, carefully analyse its contents and refine it to suit their specific tasks. Most understand the advantages and possible dangers of using the Internet
184. Year 6 pupils confidently insert mathematical formulae into spreadsheets and test the effects of changing their values. They sensibly evaluate the effectiveness of computers in supporting their work, for example, when comparing the use of a calculator and a spreadsheet.

Shortcomings

185. There are no important shortcomings.

History

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

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

Good features

186. In Year 1, most pupils use effective chronological vocabulary when talking and writing about events in the past. They make good use of family pictures as a starting point for discussion about changes through time. They confidently sequence pictures to illustrate the events. When creating a timeline of photographs, they demonstrate a good understanding of young and old by using everyday language, such as baby, toddler and mother
187. Most Year 2 pupils understand why people did things in the past, why events happened and what happened as a result. They use a good range of historical vocabulary, provide sensible reasons why they think life was different in the past and how they can find out about the past.
188. In Year 2, most pupils have a good knowledge of the Celts and they compare Celtic homes and religions with their own lifestyles.

189. In Year 3, most pupils produce good work on castles and knights. They research their topics carefully and create a successful timeline to illustrate castles through the ages.
190. In Year 4, most pupils have a thorough understanding of key events in the Stuart period and they undertake effective projects on Anthony van Dyke and the plague in seventeenth-century England.
191. In Year 5, nearly all pupils have a good understanding of social conditions in Victorian Britain and they successfully research the lives of workers in the cotton mills and coalmines. They ask pertinent questions and make useful comparisons.
192. Pupils in Years 5 and 6 display effective enquiry skills and use a wide variety of sources, including census material, to enhance their historical knowledge.
193. Most pupils have a good understanding of the main events in the history of their locality. They analyse various sources, such as the information provided by local historians, well.

Shortcomings

194. There are no important shortcomings.

Geography

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

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

Good features

195. Nearly all pupils in both key stages make good progress with their mapping skills. As they progress through the school, most pupils use photographs and maps effectively as sources of information. Most pupils in key stage 2 follow directions clearly, use compass directions well and estimate and calculate distances effectively.
196. In key stage 1, all pupils have a good knowledge and understanding of their local area and of the main human and natural features. They have a good understanding of geographical terms and communicate their ideas effectively. Most pupils develop a good understanding of a contrasting region. They know about the Sahara desert and describe basic rainfall and vegetation patterns.
197. In Year 3, many pupils know where to find several towns and cities on the map of Wales, and they locate many castles along the southern coastline.
198. In Year 5, most pupils have a good understanding of rocks and they explain the different categories clearly.
199. In Year 6, nearly all pupils have a good understanding of the distinctive natural and human features of Gweta in Botswana. They show a sensitive awareness of the differences between their own lives and those who live in the village. Nearly all progress well with their geographical skills and they analyse evidence, draw relevant conclusions and use computers confidently to

communicate their findings. They locate countries on a map, using six-figure references, and confidently use the sixteen-point compass to locate features on an Ordnance Survey map.

200. In key stage 2, most pupils successfully classify geographical features into natural and human-made groups. They successfully discuss land use in relation to the geographical features.
201. In both key stages most pupils have a good understanding of environmental issues and of the need to protect the environment through sustainable development.

Shortcomings

202. There are no important shortcomings.

Art and design

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

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

Good features

203. Most pupils in Year 1 draw and paint well. They construct effective picture compositions and draw well-proportioned objects and human figures.
204. Most pupils in Year 2 skilfully paint attractive landscape scenes, similar to the very cold climates they investigate. They mix suitable 'cold' colours and use these creatively in their work. Most successfully explore patterns through their investigations of Celtic knots.
205. Most pupils in key stage 2 use sketchbooks well to gather information for their subsequent artwork. They work well from direct experience, often out of doors. They make good attempts at observational drawings and use computer art programmes effectively to create imaginative, colourful work.
206. In Year 3, almost all pupils use their studies of Aztec art as an effective stimulus for their three-dimensional work. Using clay, they create attractive masks similar to those worn by the Aztecs.
207. In Year 4, many pupils successfully imitate the portrait work of Van Dyke. They apply different brush strokes and thicknesses of paint to create the texture and represent the detail of the elaborate costumes worn by Van Dyke's sitters.
208. Year 5 pupils generate effective patterns in the style of William Morris, while most pupils in Year 6 emulate the work of Van Gogh and produce effective copies of his picture 'Bedroom in Arles'.
209. Many pupils in Year 6 understand the basic features of Impressionist art and successfully use their knowledge of various impressionist painters to draw and paint sections of their more famous paintings

Shortcomings

210. There are no important shortcomings.

School's response to the inspection

The governors and staff were pleased to note that St. Robert's Catholic Primary School is recognised as a good school where pupils achieve well.

Attendance is 94% and above local and all-Wales targets

The staff and governors would like to thank Dr. Evans and the team for their courtesy, sensitivity and professionalism during the inspection period.

The governing body recognises that there are areas requiring action and, to this end, a detailed action plan will now be put in place to address the recommendations in the inspection report and this will form the basis of our School Development Plan for 2009/10.

A copy of the School's Action Plan, in response to the inspection recommendations, will be sent to all parents. The governors' annual reports to parents will report on the progress we make on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	St Robert's Primary Catholic School
School type	Primary
Age-range of pupils	4-11
Address of school	Danylan, Aberkenfig, Bridgend.
Postcode	CF32 9AB
Telephone number	01656 720336

Headteacher	Mrs Christine Took
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mrs Linda Townsend
Registered inspector	Dr David G Evans
Dates of inspection	2 nd -4 th March 2009.

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	6	19	22	19	27	14	32	20	159

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	7.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	92.9	93.9	94.6
Summer 2008	94.0	91.6	93.8
Spring 2008	95.6	95.1	94.5

Percentage of pupils entitled to free school meals	18%
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 2008			Number of pupils in Y2:		24		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	17	54	29
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	13	54	33
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	25	54	21
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	17	54	29
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	8	50	42
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	8	58	33
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	83.3	In Wales	80.7

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 2008			Number of pupils in Y6		29						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	17	55	28
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	59	34
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	10	59	31
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English			
by teacher assessment		by test	
In the school	82.8	In the school	N/A
In Wales	75.5	In Wales	N/A

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee and there was a peer assessor present for the duration of the inspection.

The team inspected:

- 33 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection to share the inspection findings.

The inspection team also considered:

- the school's self-evaluation report;
- 69 parents'/carers' questionnaires, of which 96 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, provided by the school before and during the inspection;
- a variety of current and past pupils' work;

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5 history, geography
Mr Ivor Petherick, Lay Inspector	Contributions to Key Questions 1, 3, 4, and 7
Mrs Jan Marsden, Team Inspector	Key Questions 6 and 7 science, art and design
Mrs Gaynor Murphy, Team Inspector	Key Questions 3 and 4 mathematics, information and communication technology
Ms Diane Moverley, Peer Assessor	Contributions to all the key questions
Mrs Christine Took, Nominee and head teacher	Attending meetings and supplying information

Acknowledgement:

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

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