

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

A Report on the Quality of Education in

**St Winefride's Catholic Primary School
Whitford Street
Holywell
Flintshire
CH8 7NJ**

School Number: 6643307

Date of Inspection: 09 February 2009

by

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

The inspection of St Winefride's Catholic Primary School took place between 09/02/09 and 12/02/09. An independent team of inspectors, led by Merfyn Douglas Jones 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 **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St Winefride's Catholic Primary School is a voluntary aided school, catering for pupils aged three to eleven years. It is situated in the small town of Holywell in Flintshire. The majority of pupils comes from the immediate parish of St Winefride, with a few from the nearby parish of Pantasaph.
2. The locality includes commercial and residential areas with a wide variety of owner-occupied and rented accommodation. The school states that about half the pupils are neither advantaged nor disadvantaged, while about a quarter is disadvantaged and the remainder being advantaged.
3. There are 169 pupils on roll, including 26 nursery children who attend on a part-time basis. There are currently four pupils with a statement of special educational needs (SEN). Sixteen pupils are on 'school action' and 17 on 'school action plus'. This is 22 per cent which is just above the national average of 20 per cent. Approximately, 16 per cent of pupils are entitled to free school meals. This is below the national average. Two pupils receive support teaching in English as an additional language.
4. Nearly all pupils (97per cent) come from homes where English is the main language. No pupil comes from a Welsh-speaking home and 3 per cent come from a minority ethnic group.
5. There are six full-time and one part-time teachers, including the acting head teacher, and four classroom assistants. The acting head teacher was appointed in September 2008.
6. The school was last inspected in January 2003 and this was followed by an Estyn HMI inspection the following year.
7. Although the school received a full inspection, Religious Education was inspected separately by section 50 Inspectors.

The school's priorities and targets

8. **The school's Mission Statement is:**
'Learn and Grow Together in the Love of Christ'
9. **Main Aims of the School:**
To make St Winefride's an outstanding school.
10. The school's current priorities and targets are:
 1. To continue to develop the rigorous monitoring of standards across the whole school.

2. To further raise standards in maths through an investigational approach.
3. To implement the Foundation Phase, monitor, evaluate and review its impact.
4. To implement the Revised Curriculum as part of the skills-based framework agenda.
5. To further develop bilingualism as part of Welsh in readiness for future Welsh assessment.
6. To further enhance the provision of Information and Communications Technology (ICT) as a key skill through the purchase of whiteboard/s.
7. To prepare to develop guided reading across the school as a tool for learning.

Summary

11. There are important shortcomings in many aspects of the schools provision. Although there have been some recent improvements, the newly appointed acting head teacher has not been in post long enough to make a significant impact on raising standards and improving the quality of provision in the school.

Table of grades awarded

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

12. The inspection team awarded a lower grade than the school in its self-evaluation report in all of the key questions. The evidence gathered in the inspection did not match the grades awarded by the school.
13. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.

Standards

14. Analysis of end of key stage teacher assessments over the last three years indicates that key stages 1 and 2 pupils attained above both local and national averages.
15. In 2008, the core subject indicator for key stage 1, i.e. the percentage of pupils attaining level 2 and above in all three subjects combined, is 94 per cent compared with 81 per cent nationally.
16. In 2008, the core subject indicator results for key stage 2, i.e. the percentage of pupils attaining level 4 and above in all three subjects combined, is 88 per cent compared with 75 per cent nationally.
17. The 2008 teacher assessments place both key stage 1 and 2 results in the top 50 per cent when compared with similar schools, i.e. schools with similar numbers of pupils entitled to free school meals.

18. However, first-hand inspection evidence, including the scrutiny of pupils' current and previous work, confirms widely variable progress across the key stages and standards of attainment that do not match these assessments.
19. Standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	35%	62%	3%	0%

20. These figures do not compare favourably with the national picture as reported in HMCI's Annual Report 2007-2008, where 84 per cent standards were grade 2 or better, of which 12 per cent were grade 1.

Areas of learning for under-fives

Foundation Phase	Overall Grade 3
Personal and social development, well-being and cultural diversity	Grade 3
Language, literacy and communication	Grade 3
Mathematical development	Grade 3
Welsh Language development	Grade 2
Knowledge and understanding of the world	Grade 3
Physical development	Grade 2
Creative development	Grade 2

21. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.

Standards in the subjects inspected were as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Information and communications technology	Grade 3	Grade 3
Design and Technology	Grade 3	Grade 3
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 2

22. In contrast to the school's end of key stage teacher assessment results, the inspection reveals shortcomings in pupils' achievements in the basic skills of literacy, numeracy, ICT and in their knowledge and skills in most subjects. Their competence in bilingual skills is also limited.

23. The progress of pupils with special educational needs (SEN) is hampered by the quality of provision made for these pupils including the targets set in their individual educational programmes.
24. Pupils' awareness of learning targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve is underdeveloped.
25. Attendance figures for the last reporting year were 94.2 per cent. This is above both the local authority and latest all-Wales average. The overwhelming majority of pupils arrive at school on time.
26. The progress pupils make in their personal, spiritual, moral, social and wider development has good features that outweigh shortcomings. However, a minority shows a lack of respect for others and pupils' spiritual awareness is not well developed. Pupils' awareness of equal opportunities is good.
27. As they move through the school pupils develop a good understanding of their place in the community, but their understanding of the working world lacks depth.

The quality of education and training

28. In thirty-four lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	38%	53%	9%	0%

29. These figures are well below the national picture as reported in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.
30. The extent to which teaching stimulates and challenges pupils is variable.
31. Strengths outweigh shortcomings in the teaching of the under-fives. The quality of working relationships with children is good, but some of the teaching observed was over directed thus limiting children's curiosity and independence. There is no clear system established to track the activities that children choose for themselves and adults do not sufficiently intervene to take children's learning forward.
32. Where there are good features to the lessons; tasks are interesting and challenging, there are high expectations of pupils' behaviour and learning experiences are well planned and well matched to pupils' individual needs.
33. Where there are shortcomings, lesson objectives are unclear and tasks insufficiently challenging and not well matched to pupils' ability, behaviour management is ineffective, the noise level hinders learning and the lesson lacks pace and rigour. Where there are important shortcomings the plenary session does not reflect the learning objectives and there is no link between

the work for pupils with special needs and the targets set in the individual educational programmes.

34. The school's arrangements for assessing pupils' achievements and progress have important shortcomings. Assessment procedures for the under-fives are at a very early stage of development. This too is an important shortcoming.
35. There are important shortcomings in the extent to which assessment is used to help pupils make progress. The quality of teachers' marking is variable across the school.
36. The involvement of pupils in assessing their own work and that of their peers, and in planning their own progress is at a very early stage of development. There is little evidence to show that pupils set their own targets and where they do they are not individual to them.
37. Arrangements for reporting to parents are appropriate.
38. Overall, good features outweigh shortcomings in arrangements to meeting learners' needs and aspirations. The provision of a wide range of experiences which enrich the curriculum is a strong feature.
39. Planning for the development of children's skills in the Early Years across all seven areas of learning is at an embryonic stage.
40. The school bases many of its long and medium-term plans on published schemes, ensuring that the curriculum is broad and balanced. However, a minority of teachers' short-term plans do not differentiate sufficiently to cater for the differing abilities of all pupils.
41. The promotion of pupils' bilingual competence is inconsistent throughout the school. Provision for the development of pupils' key skills across the curriculum has important shortcomings.
42. The school's programme of personal and social education has good features. However, although provision for pupils' moral and cultural development is good, arrangements to promote pupils' spiritual development has some shortcomings.
43. There are positive links with parents and the local community and there are very strong transition links with the local secondary school.
44. Education for sustainable development and global citizenship are promoted well throughout the school. Arrangements to develop pupils' experiences of the working world, their entrepreneurial skills and the school's efforts to lay the foundation for life long learning have important shortcomings.
45. Most pupils say they feel happy and secure in school. Generally, they have good relationships with members of staff, but a small minority do not feel they can readily turn to staff for help, support and guidance.

46. There are important shortcomings in relation to the arrangements the school makes to ensure the well being of pupils whilst in its care, for example the very recently updated health and safety policy does not reflect the school's practice.
47. The provision for pupils with additional learning needs has some good features but shortcomings in important areas. In general, the school complies with the current Code of Practice; however its implementation is inconsistent.

Leadership and management

48. The very recently appointed acting head teacher provides clear direction for the school and has a clear-sighted vision of what is needed to improve the quality of education and strategic management of the school. However, the contribution of leadership roles within the school in promoting and managing initiatives is not yet securely established. This is an important shortcoming.
49. The acting head teacher has recently produced a comprehensive school development plan and self-evaluation report which identifies strengths and weaknesses in the school. However, it is too early for these to have had an impact on teaching and learning. Targets previously set were neither challenging nor realistic and many were not achieved. This is an important shortcoming.
50. The governing body is very supportive of the school and are kept well informed by the acting head teacher. Since the last inspection, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards and the quality of provision. This is an important shortcoming.
51. The governing body does not meet all its regulatory and statutory responsibilities.
52. Procedures for effective self-evaluation are at an early stage of development. Few opportunities for monitoring standards and quality of provision are taken; practice lacks consistency and rigour. The effectiveness of planning for improvement has been limited in the period since the last inspection. None of the key issues identified in the previous report has been fully addressed and progress since the last inspection is an important shortcoming.
53. Given the important shortcomings in standards and the quality of provision identified in this inspection and the limited evidence of improvements over time, the school does not provide adequate value for money.

Recommendations

54. In order to further improve, the school needs to:
- R1 Improve strategic leadership and management at all levels, which supports the acting head teachers vision for improvement. Ensure clear, robust direction is provided in order to improve standards and provision.
 - R2 Raise pupils' standards of achievement in the subjects and areas of learning graded 3 in the report.
 - R3 Ensure that planning for the development of pupils' key skills is consistent and progressive throughout the school and raise pupils' standards of achievement in key skills, including their bilingual competence.
 - R4 Improve the quality of teaching in order to improve pupils' learning and progress and ensure behaviour management is consistent across the school.
 - R5 Improve the rigour and accuracy of assessment procedures so that judgements are secure and used effectively to improve pupils learning.
 - R6 Establish rigorous arrangements to monitor standards and the quality of provision and continue to develop a robust whole school self-evaluation process.
 - R7 Continue to develop clear systems that successfully plan for the development of children's skills and track their individual progress in all areas of learning in the Early Years.
 - R8 Improve whole school procedures to ensure pupils' well being and the provision for pupils with additional learning needs.
 - R9 Develop the role of the governing body in monitoring standards and the quality of provision and ensure all statutory requirements are met.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

55. The findings of the inspection team differ from the judgements made by the school in its self-evaluation. The inspection team did not find sufficient evidence of good standards to support the grade 2 awarded by the school. The standards evident in pupils' current and previous work confirm widely variable progress across the key stages.

56. Standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	35%	62%	3%	0%

57. These figures do not compare favourably with the national picture as reported in HMCI's Annual Report 2007-2008, where 84 per cent standards were grade 2 or better, of which 12 per cent were grade 1.

Areas of learning for under-fives

Under-Fives	Overall Grade 3
Personal and social development, well-being and cultural diversity	Grade 3
Language, literacy and communication	Grade 3
Mathematical development	Grade 3
Welsh Language development	Grade 2
Knowledge and understanding of the world	Grade 3
Physical development	Grade 2
Creative development	Grade 2

58. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Baseline assessment indicates that children's attainment at the start of school is below the local averages.

59. The under-fives make a sound start in acquiring basic and key skills in their creative, physical, Welsh language and ICT development. However, there are shortcomings in the development of their communication and numeracy skills.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Welsh as a second language	Grade 2	Grade 3
Information and Communications Technology	Grade 3	Grade 3
Design and Technology	Grade 3	Grade 3
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3
Art and Design	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 2

60. Analysis of end of key stage assessment results over the last three years indicates that key stage 1 and 2 pupils attained above the local and national averages.
61. In 2008, the core subject indicator for key stage 1, i.e. the percentage of pupils attaining level 2 and above in all three subjects combined, is 94 per cent compared with 81 per cent nationally.
62. In 2008, the core subject indicator results for key stage 2, i.e. the percentage of pupils attaining level 4 and above in all three subjects combined, is 88 per cent compared with 75 per cent nationally.
63. These 2008 results place both key stage 1 and 2 in the top 50 per cent when compared with similar schools, i.e. schools with similar numbers of pupils entitled to free school meals.
64. However, inspection first-hand evidence, including the scrutiny of pupils' current and previous work, confirms widely variable progress across the key stages and standards of attainment that do not match these assessments.
65. Similar to national figures, girls generally outperform boys. This is recognised by the school and appropriate steps have been taken to address the differences.
66. In both key stage 1 and key stage 2, there are shortcomings in pupils' standards and progress in the key skills of communication, numeracy and ICT. Pupils' bi-lingual, creative and problem-solving skills in different subjects are also underdeveloped, and their achievement is often hampered by these limited skills. Overall, pupils' knowledge of the heritage and culture of Wales is good.
67. The progress of pupils with SEN is hampered by the quality of the provision made for them, as well as the quality of the targets set in their individual educational programmes.

68. Pupils' awareness of learning targets and assessment strategies as a means of helping them to understand how they are progressing and what they need to do to improve is underdeveloped.
69. Whilst most pupils enjoy lessons and work well with others, a minority do not have good attitudes towards learning nor do they co-operate and collaborate well with other pupils. They are often off task and lack concentration.
70. Most pupils are well behaved, polite and courteous to each other and visitors. However, throughout the school there is a significant minority who lack self-discipline. Their restless behaviour in some lessons interrupts the learning of others. During break and lunchtimes and when moving about the school a minority display silly and inconsiderate behaviour. These findings are similar to those of the previous inspection.
71. Attendance figures for the last reporting year were 94.2 per cent. This is above both the LA and latest all-Wales average. The overwhelming majority of pupils arrive at school on time.
72. The progress pupils make in their personal, spiritual, moral, social and wider development has good features that outweigh shortcomings. Most pupils successfully develop their personal values and show respect, care and concern for others. However, a minority show a lack of respect for others, including their personal belongings; for example, they throw coats on the floors and trample over them. Pupils' spiritual awareness is not well developed.
73. Pupils' awareness of equal opportunities is good. In discussion they say confidently that no one is excluded from their games and activities and they appreciate the need for racial tolerance and to treat everyone fairly.
74. As they move through the school pupils develop a good understanding of their place in the community, but their understanding of the working world is underdeveloped.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

75. The findings of the inspection team differ from the school's self-evaluation because there are shortcomings in the quality of teaching throughout the school and important shortcomings in the rigour of the schools assessment arrangements.

76. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	38%	53%	9%	0%

77. These figures are well below the national picture as reported in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.

78. Across the school, the extent to which teaching stimulates and challenges pupils is variable.

79. Strengths outweigh shortcomings in the teaching of the under-fives. The quality of working relationships with children is good, but some of the teaching observed was over directed thus limiting children's curiosity and independence. There is no clear system established to track the activities children choose for themselves and adults do not sufficiently intervene during these activities to take learning forward.

80. Where there are good features to the lessons, tasks are interesting and challenging and pupils respond well. There are good working relationships between teachers and pupils that foster learning. High expectations of pupils' behaviour are established and good classroom management skills are evident. Learning experiences are well planned and well matched to pupils' individual needs. Support staff used effectively to aid pupils learning. Teachers have good subject knowledge and are familiar with recent developments.

81. When there are shortcomings in teaching, there is a lack of planning to meet the individual needs of pupils in the class. Lesson objectives are unclear and tasks often insufficiently challenging. Introductions are over-long and the lesson lacks pace and rigour. Insufficient attention is given to ensuring progression in key skills. The management of pupils' behaviour is ineffective, and there is too much teacher direction and less opportunity for independent learning.

82. Where there are important shortcomings, learning experiences promote very little learning and often the plenary session does not reflect the learning

objectives. There is no link between the work for pupils with special needs and the targets set in their individual educational programmes.

83. Opportunities to develop pupils' bi-lingual skills are often missed in all classes.
84. The school's arrangements for assessing pupils' achievements and progress have important shortcomings. There is a suitable programme of testing throughout the school, and appropriate assessment materials are used at regular intervals to measure pupils' progress across the curriculum. However, the assessment procedures lack rigour, and the use made of the data is not sufficiently focussed on improving pupils' progress.
85. Assessment procedures for the under-fives are at a very early stage of development. Individual tracking of children's progress in just two of the seven areas of learning has been introduced very recently. Photographs of pupils engaged in activities are stored on the computer, but these are not annotated or saved in individual pupil files. Consequently it is very difficult to ascertain what each child has achieved and what should be their next steps in learning. This is an important shortcoming.
86. Teacher assessments at the end of key stages 1 and 2 are not subjected to robust external moderation. Comparison of standards of achievement in many pupils' books with mid-key stage and end-of-key stage teacher assessments does not reveal close correlation. Good levels of ability, as indicated by standardised assessments, are not fully reflected in the progress and achievement of pupils across their studies. This is an important shortcoming.
87. The school has recently begun to compile assessment portfolios which judge the quality of pupils' achievement using an agreed set of standards, but their usefulness at present is limited.
88. There are important shortcomings in the extent to which assessment is used in helping pupils make progress. In classes, in both key stages, the lack of clearly stated learning objectives in teachers' planning does not facilitate accurate judgement of pupils' progress towards achieving those objectives. Consequently, pupils' learning does not always progress effectively.
89. There is a recently introduced marking policy. However, the quality of teachers' marking is variable across the school. A few teachers give useful, constructive feedback to help pupils improve their learning, but in many cases books are not marked regularly and teachers' comments are not closely associated with the lesson objective and do not indicate how pupils can improve. The marking of poor quality work is insufficiently rigorous in a few classes.
90. The involvement of pupils in assessing their own work and that of their peers, and in planning their own progress is at a very early stage of development. Targets for improvement are not individual to pupils.

91. Arrangements for reporting to parents are appropriate. However, reports often concentrate on the work pupils have covered, rather than the standards they have achieved. In the majority of cases there is a lack of clarity as to targets or indications as to how pupils can improve. The comments relating to the personal development of pupils are good.

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

Grade 3: Good features outweigh shortcomings

92. The findings of the inspection team differ from the school's self-evaluation. This is because the inspection identified a number of shortcomings, in particular with regard to provision to develop pupil's key skills.
93. Overall, good features outweigh shortcomings in arrangements for meeting learners' needs and aspirations. The curriculum complies with statutory requirements.
94. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
95. Planning for children under-five is at an embryonic stage. Several planning formats have been trialled with varying degrees of success. There is a lack of clear systems that successfully plan for the development of children's skills and track their individual development in all areas of learning.
96. The school bases many of its long and medium-term plans on published schemes, ensuring that the curriculum is broad and balanced. Curriculum maps ensure that teachers take account of what has gone before. However, the school is aware that these plans are now in need of updating and has embarked on a two-year programme of revision. Many of teachers' short-term plans do not differentiate sufficiently to cater for the differing abilities of all pupils.
97. Provision to ensure the progressive development of pupils' key skills across the curriculum has important shortcomings. Although most teachers identify the key skills of communication, numeracy and ICT in their planning, their application across the subjects is inconsistent. In particular, opportunities for extended writing and using ICT are seldom developed fully. The promotion of the basic skills of literacy and numeracy has shortcomings and the promotion of pupils' bi-lingual competence is inconsistent.
98. The enrichment of the pupils' learning experiences is a strength of the school. Numerous relevant visits, for example to the Greenfield Valley and Basingwerk Abbey, make a positive contribution, especially to the *Cwricwlwm Cymreig*. In addition, visiting artists and theatre groups extend pupils' experiences. A good range of after-school clubs includes French, many sports and a choir. These are available to both boys and girls and are well

attended. Older pupils take part in residential visits that extend their learning and promote their personal and social development well.

99. Visiting music teachers provide tuition to sixty nine pupils on a wide range of instruments, including clarinet, drums and harp. This is a very good feature and has a positive impact on the self-esteem and confidence of those pupils who participate.
100. The school's programme of personal and social education has good features, but is not consistently implemented in all classes. Circle time sessions are used well to promote social and moral development and, in discussion, many pupils explain the importance of respect and consideration for others. Older pupils are encouraged to look after the younger ones.
101. The school's provision for pupils' moral development is good. Teachers and other adults provide good role models and promote positive attitudes, based on courtesy, honesty, consideration and a sense of fairness.
102. Pupils' cultural development is promoted well through studies of life in other countries across the developing world and through the study of Judaism and Islam. Pupils are eager to raise funds to support charities and are particularly proud of their links with a school in India where they have collected enough money for both a new school to be built and a school boat to be purchased for its pupils.
103. Provision to promote pupils' spiritual development has some shortcomings. Little emphasis is placed upon providing opportunities for pupils to experience awe and wonder within learning activities. Acts of collective worship, although meeting statutory requirements do not always provide time for reflection and contemplation for all.
104. There are positive links with parents. A home-school agreement is in place. Parents of younger children make a valuable contribution by overseeing the home-school reading books scheme. Several parents help out regularly in classes.
105. The school is proud of its participation in Diocesan activities which develop the children's sense of community. The school participates in community projects such as the *Cadi Ha* celebrations in the town centre. There are close links with both the Welsh-medium school, which occupies the adjoining site, and the main receiving Catholic secondary school.
106. Education for sustainable development and global citizenship are promoted well throughout the school. Good opportunities exist to raise awareness of environmental and sustainable issues and to prepare pupils for life as global citizens of the future. The school acts in a sustainable manner, with a number of recycling initiatives well established.

107. The development of pupils' experiences of the working world, their entrepreneurial skills and the school's efforts to lay the foundation for life long learning has important shortcomings.

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

Grade 4: Some good features, but shortcomings in important areas

108. The findings of the inspection team differ from the school's self-evaluation. This is because the inspection team identified a number of important shortcomings.
109. Most pupils say they feel happy and secure in school. Generally they have good relationships with members of staff and this contributes well to the development of pupils' self esteem and confidence. However, a small minority did not feel they could readily turn to staff for help, support and guidance.
110. Effective use is made of support services especially to provide guidance for those pupils who present challenging behaviour. The co-operation between the school and external agencies enhances the provision of support and guidance for pupils.
111. Overall the relationships between staff and parents are strong and constructive. The school has very recently established arrangements to seek out and take parental views into account.
112. The school council is democratically elected and effectively canvasses and represents the views of pupils. Pupil representatives feel their views are listened to and, where appropriate, acted upon.
113. There are appropriate arrangements to help children settle into the nursery class and to ensure pupils settle to school life at a later stage.
114. A programme to promote pupils' personal and social education is in place, this is supplemented by visits from external agencies that cover topics such as sex education and the dangers of substance misuse. The 'Rainbows' group provides effective help, support and guidance for pupils who have experienced difficulties or bereavement in their lives. However, there is no effective system established to enable the school to identify pupil's needs and to ensure that they are monitored by a known member of staff.
115. Pupils' attendance is carefully monitored. There are good links with the Inclusion Welfare Officer should attendance give cause for concern. Arrangements to monitor pupils' behaviour are inconsistent throughout the school. Systems to track pupils' performance have important shortcomings.
116. The school ensures that healthy lifestyles are promoted well though specific topics within the curriculum and additional sports activities. Healthy food choices are offered at lunchtime and appreciated by pupils.

117. Appropriate day-to-day systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves during the school day. There is a suitable number of staff who hold full first aid certificates.
118. There are, however, important shortcomings in relation to the schools health, safety and welfare arrangements. The very recently updated health and safety policy does not reflect the school's practice. Risk assessments for a number of subject areas, such as physical education and design and technology, have not been carried out. Risk assessments for educational visits are not routinely undertaken. A number of health and safety concerns were brought to the attention of the acting head teacher and staff during the inspection.
119. The acting head teacher is the designated person responsible for child protection; she has received suitable higher level training. All staff have undertaken basic training. However, arrangements to ensure that the school's written policy and practice meet current requirements are not fully met; this is an important shortcoming.
120. There is a very recently updated, appropriate policy to address any issues related to bullying, harassment or oppressive behaviour. The acting head teacher has established suitable procedures to deal with any incidents should they arise. Pupils express confidence in these and report that any such incidents brought to her attention are dealt with quickly and effectively. However, pupils are less confident about approaching other adults if they have concerns. There is no agreed whole-school system to record and monitor any incidents that occur.
121. The provision for pupils with additional learning needs has some good features but shortcomings in important areas. These include the quality and use of pupils' individual education programmes and the quality of provision for withdrawal groups. In general, the school complies with the current Code of Practice, however its implementation is inconsistent. The provision for the more-able and talented pupils is not fully established.
122. The school welcomes pupils with a range of learning needs and disabilities. They are appropriately integrated into their classes and the life and work of the school community.
123. The recently appointed special needs co-ordinator (SENCO), who also holds the position of both designated special needs teacher and the acting assistant head, has yet to monitor all aspects of the special educational needs provision, thus ensuring pupils receive a broad and relevant curriculum in this area; this is an important shortcoming.
124. Limited identification of additional learning needs takes place in the Early Years, with the main focus being in key stage 1. Withdrawal of groups of pupils from mainstream classes takes place mainly in key stage 2.

125. Individual education programmes lack precision. Many targets set are too broad, making the checking of progress redundant, for example, 'To read and spell 150 key words correctly.'
126. Close examination of individual targets set also reflect ongoing targets from previous years. This is not good practice. Reviews of targets take place yearly. The school works closely with pupils and parents to involve them in reviewing progress towards their targets during parent / teacher consultation meetings. However, notification to parents that their child is in need of additional support lacks a formalised approach.
127. During withdrawal sessions that involve groups for additional support, work undertaken is seldom linked directly to ongoing class work. The quality of teaching has some good features, but shortcomings in important areas. Detailed planning is not in place and regular assessment alongside individual pupils' education programmes is not a strong feature of teaching.
128. An important feature of additional provision is the valuable work undertaken by learning support staff and external support agencies. The school rightly values the input from the local authority in terms of provision provided by the Education Psychologist and speech and language therapists. The good levels of service clearly enhance the overall provision and guidance for pupils and their families.
129. The school's behaviour management programme is not consistently applied throughout the school. Support for those pupils, whose behaviour impedes their progress and the progress of others, is generally appropriate. However, individual targets lack precision.
130. Fairness and the inclusion of all underpin many aspects of the school's work. The majority of staff recognise the diversity of pupils' backgrounds and strive to support them equally whatever their social, academic, linguistic or ethnic need. The school promotes gender equality and takes appropriate opportunities to ensure that pupils have suitable role models.
131. The provision for equal opportunities has some good features but shortcomings in important areas. Withdrawal sessions to support pupils with additional learning needs or pupils receiving musical tuition is not closely monitored, therefore these pupils are missing the same subject teaching session that is taking place in their mainstream class each week. Catch up sessions, for example, that provide additional support in literacy, are fragmented and not closely monitored.
132. Although there are few pupils from ethnic minorities, the school does much to promote racial tolerance through its links with overseas schools. The school also encourages the discussion of sensitive issues that are taking place in the wider world beyond the school gates. This is usually undertaken well in assemblies and during personal and social education sessions.

133. There is a suitable disability inclusion policy. However, the development of access to the school's and provision for those with disabilities lacks any form of action plan, for example facilities for the disabled are unsuitable in terms of toilets and washing facilities; this is an important shortcoming.
134. Provision to develop pupils' knowledge of diversity within society is appropriate and all model policies are in place.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

135. The findings of the inspection team differ from the school's self-evaluation because there are important shortcomings in aspects of leadership and strategic management.
136. The grade awarded for this key question differs from that awarded to Key Question 1 because there are important shortcomings in the effectiveness of leadership and management and there is too little impact on the progress that pupils make.
137. The very recently appointed acting head teacher provides clear direction for the school and has a clear-sighted vision of what is needed to improve the quality of education and strategic management of the school.
138. One of her key priorities was to involve everyone in developing a common purpose and a clear sense of direction to the school's work. However, some staff do not fully support her in this vision. The contribution of leaders and managers within the school in promoting and managing initiatives is not yet securely established. This is an important shortcoming.
139. The present management structure does not have an equitable distribution of roles and responsibilities. Some members of staff with management or subject leader responsibilities are reluctant to embrace and contribute to changes which are being promoted by the acting head teacher and local authority advisers. This holds back school improvement.
140. St Winefride's Catholic Primary School has a clear mission statement, 'Learn and Grow Together in the Love of Christ', which was developed with the involvement of everyone in the school.
141. The school takes suitable account of local and national priorities such as healthy schools, sustainable development and global citizenship. However, aspects such as the development of pupils' bi-lingual skills and the implementation of the Foundation Phase are not yet securely established.
142. The very recent School Development Plan provides appropriate objectives and targets for improvement. However, it is too early for these to have an impact on teaching and learning. Previously set targets were neither challenging nor realistic and many were not achieved. This is an important shortcoming.
143. The acting head teacher, acting assistant head teacher and teachers are all involved in the performance management process and work towards annual

targets. Suitable arrangements are in place to monitor the performance of individuals and to review individual professional needs.

144. Appropriate training, linked to personal as well as whole-school priorities, have been arranged but, at present, there is limited evidence of improvements in the quality of education resulting from these arrangements.
145. The governing body is very supportive of the school and are kept well informed by the acting head teacher. Governors meet regularly and appropriate committees are in place. Since the appointment of the acting head teacher they are starting to become more involved in helping to set the school's strategic direction.
146. Since the last inspection, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards and the quality of provision. This is an important shortcoming.
147. The governing body does not meet all its regulatory and statutory responsibilities.

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

Grade 4: Some good features, but shortcomings in important areas

148. The findings of the inspection team differ from the school's self-evaluation because it has yet to establish an effective culture of self-evaluation and there is an important shortcoming in the progress made since the last inspection.
149. The role of subject leaders is underdeveloped. Members of staff have a limited understanding of standards across the school.
150. Procedures for effective self-evaluation are at an early stage of development. Few opportunities for monitoring standards and quality of provision are taken; practice lacks consistency and rigour. There is very little evidence of robust and well established arrangements to draw together the findings of self-evaluation systematically at a whole-school level.
151. The most recent self-evaluation report is comprehensive and detailed, but the grades given for the subject areas and for the key questions do not match the findings of the inspection team. It is not sufficiently linked to first hand evidence. On being appointed, the acting head teacher has worked hard to identify areas for improvement, but she has insufficient information and knowledge of the school to produce a fully accurate picture in the short space of time available.
152. In its most recent self-evaluation led by the acting head teacher, the school took appropriate account of the views of all stakeholders, including governors,

staff, parents and pupils. The acting head teacher was very dependent on information from the staff with responsibilities and from the LEA advisers.

153. The acting head teacher has recently produced a comprehensive School Development Plan. However, the effectiveness of planning for improvement has been limited in the period since the last inspection. This is an important shortcoming.
154. Currently, there is little evidence to indicate that actions have resulted in measurable improvements since the last inspection. There has been insufficient progress since the last inspection. None of the key issues identified in the previous report has been fully addressed. This is an important shortcoming.

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

Grade 4: Some good features, but shortcomings in important areas

155. The findings of the inspection team do not match with the school's judgement made in its self-evaluation. Important shortcomings remain since the last inspection, which restrict the school's ability to provide value for money.
156. There are sufficient qualified and experienced teachers and teaching assistants for the number of pupils on roll. Staff have received training in preparation for the new skills-based curriculum and several members of support staff have received training in literacy and numeracy programmes such as "Catch Up" and RM Maths.
157. All staff have received some training in Welsh, although its impact has yet to be sufficiently demonstrated.
158. The arrangements for compliance with workforce remodelling are organised appropriately. Arrangements for ensuring that teachers receive adequate time for planning, preparation and assessment are in place. The school is currently unable to demonstrate that these arrangements have contributed to improving standards.
159. The secretary and kitchen staff help to ensure that day-to-day routines run smoothly.
160. The range of learning resources has some good features but shortcomings in important areas. For example, the range and quality of reading books is insufficient, which impacts adversely on the progress many pupils make. The LA library service has improved the stock of non-fiction books available, but their usefulness is restricted by the lack of a suitable library area.
161. Each class has a stock of resources appropriate to learners' needs, while resources for the teaching of design technology and music, for example, are

held centrally. Overall the stock of resources is in good condition, although many musical instruments are in need of upgrading.

162. Many reading books across the school are in need of replacing and updating. There is a good supply of good quality non-fiction books sited outside the year 2 and year 6 classrooms. However, neither area is suitable for use as a library where pupils can undertake independent research. This is an important shortcoming.
163. Good use is made of an interactive whiteboard in one classroom. Another interactive whiteboard is sited centrally and is shared by all other classes; it is not consistently used by all staff. There are sufficient up-to-date classroom computers; all are networked and allow internet access.
164. There are important shortcomings in accommodation. The Diocese has made its portion of the building available for school use, and overall there is sufficient space for the number of pupils on roll. However, a number of the classrooms are small and awkwardly shaped, which limits the quality of teaching and learning.
165. Teachers and assistants try very hard to provide colourful, stimulating wall displays. The school hall is situated centrally; consequently physical education and music lessons are occasionally disturbed by classes moving to and from the playground.
166. There are suitable specialist teaching areas for the teaching of small withdrawal groups and musical tuition.
167. Despite the provision of a soft play area, the outside learning area for the Early Years does not yet provide a sufficiently stimulating learning environment. Although both key stage 1 and 2 pupils have their own play areas, these are very small and restrictive. The grassed play area provides a large and level area for outdoor games.
168. There are inappropriate toilet facilities for pupils in key stage 1. This is an important shortcoming.
169. In view of the uncertainty surrounding the school's senior management arrangements and because of the limited progress made in addressing the key issues of the last inspection, and the important shortcomings in the quality of provision and standards identified in this inspection, the school does not provide adequate value for money.

Standards achieved in subjects and areas of learning

Under - Fives

Grade 3: Good features outweigh shortcomings

170. The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.

Personal and social development, well-being and cultural diversity

Grade 3: Good features outweigh shortcomings

Good features

171. Younger children are beginning to form secure relationships with other children and with adults. Most are confident in asking for help when needed. The majority take turns and share equipment and materials well.
172. Older children show some affection for the younger ones and enjoy each other's company. They demonstrate that most can co-operate and work together, especially when supported by an adult. They all take responsibility for personal hygiene and safety. Many show care for their classroom and equipment and most of them tidy up quickly and effectively.
173. All children respond positively to a variety of cultural experiences, including celebrating festivals such as Saint David's Day. A few are aware that some children come from a variety of cultural backgrounds.
174. A minority of older children listen well and respond to stories from the Bible and learn about the local church through visits and meeting the local priest.
175. Most of the children are aware of the Welsh language and of a few famous Welsh characters.

Shortcomings

176. Many children have limited personal and social skills. They do not always listen; they interrupt their teacher or adult helper and often behave inappropriately.
177. Many children's awareness of cultural diversity, appropriate to their age, is underdeveloped.

Language, literacy and communication skills

Grade 3: Good features outweigh shortcomings

Good features

178. A few children confidently engage with adults, responding well to questions. A minority of the younger ones listen to and respond to instructions well, making a sound start in their communication skills. Most of the older children enjoy listening to stories and traditional tales and have a good recall of the main events and characters.
179. Younger children are beginning to identify the sound of letters and blends and the majority recognise their own names. Older children read 'Big Books' and story books together, understanding that text carries meaning, and identifying some words and the majority of sounds. A few are beginning to read simple books. They have a good knowledge of initial sounds to read key words.
180. A few younger children develop mark-making skills in a variety of contexts and a few older children use a suitable variety of mark-making implements. A few of the older children write their name correctly and write with independence phonetically.

Shortcomings

181. Many children have underdeveloped listening skills.
182. Many children vocabulary is limited and many have difficulty expressing themselves.
183. The majority of children have underdeveloped reading and writing skills.

Mathematical development

Grade 3: Good features outweigh shortcomings

Good features

184. The majority of younger children are beginning to understand the concept and use of number when counting. They enjoy counting and a few can identify numbers up to five and begin to link a number and amounts of objects with numbers up to ten. Most order toy pigs according to size correctly.
185. The majority of older children correctly match numbers to ten with sets of objects. The confidently count to ten and a few are able to play simple number games with some adult guidance.
186. Many of the older children are beginning to understand the purpose of money and a few recognise different coins. Most children identify and correctly name 2D shapes and the more-able recognise 3D shapes.

187. Older children continue a simple repeating pattern when designing wallpaper for the three little pigs' houses.

Shortcomings

188. A significant minority of children have insecure recall of simple mathematical terms and basic number facts.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

189. Most children of all ages have a good attitude to learning Welsh and follow simple classroom instructions correctly. They name and match colours, count to ten and make simple comments about the weather. The majority ask and answer questions about how they feel and the more-able confidently give simple instructions about putting an item in box.
190. For most children their pronunciation is developing well with the daily repetition of certain phrases and comments.
191. Most enthusiastically sing simple repetitive songs and rhymes with actions, which helps to promote their language skills well.
192. Around half of children are beginning to write with a degree of independence phonetically and their reading skills are developing.

Shortcomings

193. Although there are no important shortcomings a minority of children have underdeveloped reading and writing skills through the medium of Welsh, appropriate to their age.

Knowledge and understanding of the world

Grade 3: Good features outweigh shortcomings

Good features

194. The youngest children enthusiastically explore and experiment indoors and outdoors with a range of resources. A few are able to understand that flowers grow from seeds or bulbs. They are aware of the differences between the houses of the three little pigs.
195. Most children have a basic understanding of the seasons and know that the weather changes. Most children are beginning to understand the concept of time through talking about the routines of the day.

196. Older children have a good understanding of different materials and their use in everyday life. They create a simple map in 'small world' play and make a good attempt at physical features.
197. When making salt dough pigs, the more-able understand that the mixture has to be baked in an oven.
198. Most children are able to name some parts of the body and have a good knowledge of what plants and animals need to live.
199. Their information and technology skills are developing well and many can successfully programme movable floor turtles called 'beebots'.

Shortcomings

200. Many children's enquiry skills, within a wide range of contexts, and their understanding of, for example, time, non-living things and the world are underdeveloped.

Physical development

Grade 2: Good features and no important shortcomings

Good features

201. Most children develop good awareness of their bodies and the majority display good control of their body movements when moving across the apparatus.
202. Many successfully manipulate toys and construction blocks and make good progress in fine motor skills though regular use of small tools such as crayons and scissors.
203. Older children demonstrate good control of the mouse when creating art work or moving items on the computer screen.

Shortcomings

204. Although there are no important shortcomings, inappropriate dress for lessons sometimes hinders children's physical development.

Creative development

Grade 2: Good features and no important shortcomings

Good features

205. Younger children experiment with paint, glue, dough and a range of collage to good effect. The majority sing a variety of Welsh and English songs and rhymes.
206. In role-play areas, many of the younger and older children act out simple stories or use puppets creatively.

207. Most older children use different media confidently and mix paint effectively when creating pictures and collages. They roll and manipulate dough successfully and imaginatively to produce a pig, following the story of the three little pigs.
208. Most children sing a wide range of songs and rhymes. A minority can clap correctly to a rhythm of words and use their voices and instruments appropriately using 'Beat Baby' to assist.

Shortcomings

209. There are no important shortcomings.

English

Key Stage 1: Grade 3 - Good features outweigh shortcomings

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

210. Across the school, most pupils increase their vocabulary steadily. Their speaking skills develop progressively through the school so that, by the end of key stage 2 they can speak clearly and confidently in a range of contexts, for example when presenting information or in role play. A few listen well to their teachers and each other at both key stages.
211. In key stage 1, many pupils develop a love of reading. The minority listen attentively when following stories from big books. Their reading skills are developing well and some older pupils use a range of contextual cues and knowledge of phonics to decode unknown words.
212. Many pupils in key stage 1 begin to write short sentences, developing their spelling and basic punctuation. The more able pupils retell the events of a story accurately and give convincing reasons for their predictions of "what happens next?"
213. Most pupils in year 2 use capital letters and full stops correctly when writing sentences and correctly order sentences to re-tell a story. A few write longer pieces of work and show improving pencil control and the foundations of a neat handwriting style, although a minority do not always space their words appropriately.
214. A minority recognise rhyming couplets and describe some of the characteristic features of a poem. Many of these write interesting "acrostic" poems about a dragon, using well-chosen adjectives. A few make effective use of their word books to improve their vocabulary and spelling.
215. In lower key stage 2, younger pupils engage in lively discussion based on the fable "The Ant and the Grasshopper". The majority show a good understanding that reasoned arguments supporting different viewpoints can be marshalled and used to inform discussions.

216. Using similes, some pupils in lower key stage 2 write clear descriptions and interesting character sketches. They construct imaginative "shape poems".
217. A majority of pupils in upper key stage 2 write persuasively in the style of advertisements. Most know that proper nouns must begin with a capital letter. When writing letters, the majority of pupils in upper key stage 2 know the correct placement of the address, salutation and complimentary closing.
218. By the end of key stage 2, a minority of pupils write well in a range of genres. They use direct and indirect speech appropriately and show secure knowledge of many conventions of punctuation. The creative writing of these pupils at the end of key stage 2 is good. In response to Munch's painting of "The Scream", a few pupils produce powerful imagery such as "The dark, dank water screams at the setting sun."
219. The majority of pupils at the end of key stage 2 co-operate well using ICT to produce a school newspaper. They produce well-considered discursive writing for and against issues, such as world travel and the problems associated with fast food packaging.

Shortcomings

220. In both key stages, a minority of pupils do not make sufficient progress in learning to read fluently and in developing their writing skills.
221. The spelling of many pupils in key stage 2 is inconsistent, and they do not routinely use dictionaries to check their work.
222. Overall in both key stages, pupils' handwriting does not show sufficient improvement as they progress through the school.
223. Throughout the school a small minority of pupils do not develop their speaking skills sufficiently well.
224. Many pupils in both key stages do not always listen to the teacher or to their peers; this is an important shortcoming.

Welsh second language

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

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good Features

225. In key stage 1, most pupils successfully build on the good start in the reception class by developing new vocabulary and simple phrases. They respond well to oral stimuli and follow simple commands and instructions accurately.
226. They develop a range of vocabulary, including parts of the body, and ask for different items with good pronunciation.

- 227. Most pupils ask and answer questions about how they feel and about the weather, using a range of appropriate vocabulary.
- 228. Pupils in key stage 1 are starting to read and write simple words and phrases with clear understanding.
- 229. In key stage 2, pupils confidently ask or answer a variety of questions about how they feel and what they like or dislike. They make short statements about themselves and create short dialogues.
- 230. They follow a wide range of instructions and commands correctly and know a range of appropriate comments about the weather.
- 231. Most of the pupils have a good knowledge of numbers and name the days of the week and the months of the year. They know a few songs, hymns and prayers in Welsh.
- 232. A few read with reasonable pronunciation, expression and understanding.

Shortcomings

- 233. In key stage 2, pupils' recall of previously learnt sentence patterns and vocabulary is slow and insecure, often needing the support of the written word. Their ability to extend sentences using pronouns and adjectives is limited.
- 234. Pupils' reading and writing skills are underdeveloped in key stage 2.

Mathematics

Key Stage 1: Grade 3 - Good features outweigh shortcomings

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

- 235. Most pupils in key stage 1 quickly become familiar with number symbols and start to recognise sequences and patterns. They confidently undertake simple addition and subtraction sums and show a growing knowledge and recall of number bonds.
- 236. Many pupils count to 100 and beyond in ones, twos, fives and tens. They recognise, name and order numbers correctly, with older pupils managing up to a hundred, and they are developing a good understanding of place value.
- 237. In year 2, most pupils recognise the value of coins, and calculate simple change when making purchases.
- 238. Most identify a good range of two and three-dimensional shapes and make sensible use of standard and non-standard units of length and mass.

- 239. In key stage 2, most pupils develop a good understanding of place value to 1,000 and beyond. The majority have a good recall of mathematical tables and are confident in computation using the four rules of number.
- 240. A minority of pupils' knowledge and use of mental strategies and problem-solving skills are developing well.
- 241. The majority of pupils in Year 6 understand the relationship between fractions, decimals and percentages and can correctly state the equivalent values.
- 242. They find or fix a position using co-ordinates, measure accurately using standard units and find the area or perimeter of rectangles.
- 243. The majority of pupils are developing a good vocabulary of mathematical terms.

Shortcomings

- 244. In both key stages, pupils' ability to investigate, to use and apply their mathematical knowledge is underdeveloped.
- 245. In both key stages pupils' ability to interpret and present information in a variety of forms, such as graphs and tables, is limited.

Science

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

- 246. Most pupils develop their observational skills well throughout key stage 1, learning to examine objects carefully using all their senses. The majority confidently describe properties, similarities and differences with increasingly good use of the correct scientific language.
- 247. Most pupils recognise a range of different materials used in the home and are aware of the different properties, such as waterproofing and transparency, that are important to their use and function.
- 248. The majority in key stage 1 are aware of the importance of a healthy diet and exercise, name the major parts of the human body and correctly identify the difference between living and extinct animals.
- 249. In key stage 2, previous work indicates that the majority of pupils have a developing knowledge of materials and their properties including processes such as evaporation and electricity in the home.
- 250. Most pupils in lower key stage 2 have a good working knowledge of the relationship between the earth, the moon and the sun and their effect on night and day and their respective position in relation to Earth.

251. In upper key stage 2 most pupils successfully develop their understanding of friction when related to a sloping shelf and the selection of suitable materials to halt the slide when certain objects are placed on the shelf.

Shortcomings

252. In both key stages, pupils' understanding of the principles of fair testing is limited. They have insufficient knowledge of how to design their own investigations and recordings.
253. A significant number of more-able pupils in both key stages record known skills on teacher prepared work sheets, therefore their ability to extend, refine, record or evaluate their scientific ideas are limited.

Information and communications technology

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

254. It was not possible to observe any Information and communications technology lessons in key stage 1. Evidence was gained from discussions with pupils, scrutiny of past and current work and examination of teachers planning files.

Good features

255. Throughout key stage 1, most pupils confidently use the mouse and keyboard to control events on the computer screen. The majority enter simple text, change its appearance, log in and out of their computer, follow instructions and print their work confidently.
256. Many successfully produce a range of patterns and designs using appropriate art packages to accomplish their work. They enter information onto a simple database and generate appropriate programmes. Most pupils also experiment with a graphics program.
257. Most pupils use their developing information communication technology skills appropriately across the curriculum as they gather and retrieve information to support learning, for example the use of symbols to represent weather conditions, adding appropriate text in Welsh.
258. Most pupils have experience of sending E-mails to Father Christmas and received replies with a great deal of enthusiasm. The majority of pupils give detailed examples of various electrical devices that can be found in the home and at school. Most know about the action needed to operate a key pad as a means of security when entering buildings.
259. Skills are further developed in key stage 2. A portfolio of previous work and classroom displays indicates that most pupils acquire appropriate editing skills in word processing and use a range of tools to good effect when using a

graphics package and are beginning to develop appropriate skills in using simulations and databases.

260. By the end of year 6, most pupils plan and create interesting presentations using a range of text and graphics. For example, during an Eco-Committee titled 'To Make the World a Better Place' pupils' work reflects good skills in designing and sequencing slides, including the use of on-screen texts to enhance their presentation.
261. The production of a school magazine by pupils exemplifies the developing of appropriate skills in the subject. Most pupils successfully record types of birds observed during a given period, entering the information onto a database and creating appropriate graphs before interpreting the data.

Shortcomings

262. In both key stages most pupils do not develop sufficiently the skills of data handling, spreadsheets and control technology.
263. Pupils' ability to record the results of their work in a range of subjects or to do independent research using the internet, databases or spreadsheets are limited.

Design technology

Key Stage 1: Grade 3 - Good features outweigh shortcomings

Key Stage 2: Grade 3 - Good features outweigh shortcomings

264. It was not possible to observe any design technology lessons in key stage 2. Evidence was gained from discussions with pupils, scrutiny of past and current work and examination of teachers planning files.

Good features

265. In key stage 1, many pupils successfully begin to develop their designing and making skills. When making hand puppets, around half use scissors carefully to cut out shapes from felt, which they then join with glue. A few pupils use a needle and thread to stitch their work for increased strength.
266. Pupils in key stage 1 plan and produce shoebox "homes" for imaginary characters. Many plans are drawn colourfully. Most pupils then furnish the shoeboxes with appropriately selected items made from paper and card. When asked to evaluate their products, the majority of pupils describe the appearance of their models.
267. Many pupils in key stage 1 improve their designs and evaluations as they gain in experience, and make good progress in choosing and working with a range of hard and soft materials.

268. Previous work and discussion with pupils confirms that younger pupils in key stage 2 understand the importance of appearance and function when designing products.
269. Many pupils in lower key stage 2 show good imagination as they design and produce lights for a range of purposes. When asked to describe how the products came about, a majority of pupils show good understanding of design specifications and of choosing appropriate materials. Nearly all pupils incorporate a correctly wired circuit so that their lights will work when connected to a battery.
270. Many demonstrate a good awareness of hygiene when they make biscuits.
271. Many older key stage 2 pupils use their knowledge of how different cams function to produce interesting moving toys. A majority align cams and followers correctly so that when a shaft is rotated, figures will spin or rise and fall in an amusing way.

Shortcomings

272. In key stage 1, most pupils' skills in designing are underdeveloped.
273. In key stage 2, most pupils making skills are underdeveloped. In a majority of cases, imprecise measuring, cutting and joining detract from the quality of the finished products.
274. In both key stages, many pupils give insufficient attention to evaluating and improving their designs and products.

History

Key Stage 1: Grade 3 - Good features outweigh shortcomings

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

275. It was not possible to observe any history lessons in key stage 1. Evidence was gained from discussions with pupils, scrutiny of past and current work and examination of teachers planning files.

Good features

276. Pupils in key stage 1 begin to develop a sense of chronology by comparing ways of life in the past with those of today. Pupils wear smocks and use artefacts when they recreate a Victorian washday. Using a block of soap a washboard and washtub they simulate and empathise with the life of the servant in a large house.
277. The majority of pupils in key stage 1 correctly sequence historical events and successfully convey and organise their historical knowledge.

278. Previous work, and discussion with pupils in key stage 2 shows that, in their study of Celts and Romans, many pupils use storyboards to tell the story of Caradog well.
279. In their study of life in Tudor times, many pupils confidently summarise the differences between life in a manor house and a hovel. Most pupils in upper key stage 2 correctly describe the fate of Henry VIII's wives.
280. Pupils at the end of key stage 2 successfully study aspects of the 1960s. They make good use of primary and secondary sources of information to compare aspects of life then and now. The majority of pupils describe some of the changes that have occurred in and around Holywell. Many use Venn diagrams correctly to sort which aspects have changed and which have remained constant.

Shortcomings

281. The ability of a minority of pupils in key stage 1 to sequence historical events is underdeveloped.
282. A minority of pupils in key stage 1 do not organise and communicate their historical knowledge in a variety of ways.

Geography

Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

283. It was not possible to observe any geography lessons in key stage 1. Evidence was gained from discussions with pupils, scrutiny of past and current work and examination of teachers planning files.

Good features

284. In key stage 1, most pupils develop a good geographical knowledge. They know the four countries of the United Kingdom and the majority of pupils are familiar with key facts about their local area and accurately describe how to get to school in the mornings and certain features they see on the way.
285. Most pupils in upper key stage 1 make clear comparisons between natural and man made features when related to features on the Island of Struary, using a 'key' successfully to link features with symbols.
286. In both key stages, most pupils have a good understanding of how people affect the environment. Most understand how and why places change and the need for conservation. Most pupils have a good grasp of sustainable development and make good progress in their understanding of world citizenship and the important part each country has to play.
287. In lower key stage 2, most pupils, using aerial photographs confidently, identify a range of features related to the local Greenfield Valley site, for

example lakes, houses, church buildings and major roads. Higher-attaining pupils create a map linking and adding pictures of human and physical features in relative positions.

288. Most pupils in upper key stage 2 make effective comparisons between an area located close to Cardiff and their locality in terms of geographical and cultural features.
289. Pupils make good use of local and world news to generate their geographical arguments, for example the growing number of countries in the European Union and their physical relationship to each other.

Shortcomings

290. In both key stages, the majority of pupils do not develop adequate knowledge of the processes or skills of geographical enquiry.
291. In both key stages pupils' skills in collecting and recording geographical information in field work and in using secondary resources are limited.

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

292. It was not possible to observe any art and design lessons in key stage 2. Evidence was gained from discussions with pupils, scrutiny of past and current work and examination of teachers planning files.

Good features

293. In key stage 1, pupils experiment with a wide range of materials and techniques in their artwork. They begin to use their pencils effectively in shading and line making techniques and are beginning to be aware of contrast within the pictures they make.
294. Most pupils observe the shape and form of objects and produce their own observational drawings. Their use of line and form to draw a snowdrop and a cross-section of fruit and vegetables is good, demonstrating good observational and fine motor skills.
295. They reflect upon the different qualities of marks that they make with oil crayons, coloured pencils and pastels. With this knowledge they make appropriate choices of media for the work they wish to carry out.
296. Most pupils in key stage 2 evaluate the work of famous artists such as Picasso and Paul Klee and appreciate the different techniques they use in their work. They attempt to use some of these techniques in their pictures with success.
297. Most pupils develop their art skills and techniques progressively, building upon what has gone before. This has a direct impact upon the quality and

standards of their finished work and the choices they make in the media they use.

298. Their still-life compositions demonstrate well developed observational skills and sensitivity in the use of colour and form.

Shortcomings

299. There are no important shortcomings.

Music

Key Stage 1: Grade 3 - Good features outweigh shortcomings

Key Stage 2: Grade 3 - Good features outweigh shortcomings

Good features

300. In lower key stage 1, all pupils explore a range of tuned and untuned percussion instruments confidently and match their sounds to a story. Most sing with enjoyment, keeping broadly in tune.
301. In key stage 1, most pupils begin to use simple non-standard notation to help them perform their own compositions.
302. In key stage 2, most pupils sing with enthusiasm and good diction and they follow the beat accurately.
303. Many pupils learn to play the recorder to a good standard in key stage 1. A very large proportion of pupils receive instrumental tuition in a wide range of woodwind, brass, string and percussion instruments. This is a strength of the school.
304. In their 'Junior Voices' class, most year 6 pupils show good knowledge of such musical elements as pitch, duration and timbre. They sing with enjoyment and good breath control.

Shortcomings

305. A few pupils in key stage 1 do not show good control and restraint when playing percussion instruments.
306. When singing during collective worship, many pupils in key stage 2 do not maintain good posture. Consequently their breath control is hampered, which detracts from their phrasing and voice production.

Physical education

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

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

Good features

307. Many pupils in both key stages make good progress in improving their skills and control in all areas of the subject. In all classes pupils perform warm up exercises before exercise and cool down appropriately afterwards.
308. As they move through the school, most pupils give increasingly detailed explanations of the effects of exercise on the body and the benefits that accrue from a healthy lifestyle. The majority of pupils change into appropriate kit and work barefooted when indoors.
309. The majority of pupils in key stage 1 listen well and follow instructions carefully. When practising ball skills, most pupils in upper key stage 1 demonstrate good hand/eye co-ordination when throwing and catching. They show good awareness of space as they move around the hall and most demonstrate good body control.
310. In lower key stage 2, many pupils show imagination and creativity when devising and practising sequenced, symmetrical balances. In gymnastics, most pupils in key stage 2 maintain a steady, balanced position for several seconds. Many pupils adopt a good finishing position after each sequence.
311. Pupils in key stage 2 compose and perform a creative dance based on the notion of a deck of cards. Most explain sensibly why different movements should show appropriate qualities.
312. In upper key stage 2, pupils explore the notion of freeze frame, reproducing scenes from a rugby game in the form of *tableaux vivants*. Many pupils make sensible assumptions as to the sequences of movements, which preceded and followed the scene.
313. The majority of pupils make well-considered and constructive evaluations of other pupils' work.
314. Outdoor physical education sessions are used well by year 6 pupils to explore problem-solving situations. Many pupils communicate well when co-operating in helping a blindfolded member of their team to cross a "swamp" safely using limited props.

Shortcomings

315. Although there are no important shortcomings a few pupils in both key stages do not evaluate the performance of others.

School's response to the inspection

The School wishes to acknowledge the thorough, professional and courteous approach of the Inspection team.

The School was pleased that the report acknowledged the positive links we have with parents, the local community and St Richard Gwynn Secondary School and that the Governing Body is very supportive of the school. It also acknowledges the fact that the children say they feel happy and secure at our school.

The governing body recognises the shortcomings highlighted in this report but would advise that the acting head, now appointed as head teacher, has, with the governing body and staff, already responded to a number of the issues raised during the Inspection. An Action Plan for improvement is already being prepared with the support of the Local Authority and will be reviewed regularly to address the recommendations in the report. The school plans to address the key recommendations over the course of coming year.

We confidently believe that we can address the issues raised. Raising our pupils' achievement and standards in all areas is a priority. The school will make greater use of assessment data to assist it in this aim. We will ensure that opportunities are provided for staff to further develop. Inspectors have identified a number of elements and procedures within the school that will assist us in addressing shortcomings by the sharing of good practice both inside and out of school.

A copy of the school's action plan in response to the inspection recommendations will be sent shortly to all parents and updates will be given by the new head teacher on a termly basis. 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 Winefride's Catholic Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Whitford Street, Holywell Flintshire
Postcode	CH8 7NJ
Telephone number	01352 713182
Acting Head teacher	Mrs Catherine Roberts
Date of appointment	September 2008
Chair of governors/ Appropriate authority	Mr John Griffiths Flintshire LEA
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	9 th – 12 th February 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	13	24	16	20	15	19	18	31	169

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.25 : 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	22.3
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	89.4	92.4	94.98
Spring 2008	91.4	95.8	95.68
Summer 2008	89.7	94.5	93.73

Percentage of pupils entitled to free school meals	22%
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:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	6	75	19
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	0	1	75	19
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	25	75	0
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	6	56	38
		National	0	2	11	63	24
Mathematics	Teacher assessment	School	0	0	0	8	13
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	75	25
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94	In Wales	81

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		24						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	4	0	13	63	21
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	71	13
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	4	8	63	25
		National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment.			
In the school	88	In Wales	75

- 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

A team of four inspectors, including a lay inspector, inspected the school over eleven inspector days. A peer assessor also played a full part as a team member.

The acting head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Sixteen questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the acting head teacher, teachers, support staff and pupils about their work and the life of the school. Discussions were also held with representatives from the Local Authority.

Thirty-four lessons were observed during the inspection.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily collective worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Subjects: Welsh as a second language, mathematics, art and design and Early Years
Mrs Denise Shields Lay Inspector	Supporting Key Questions 1, 3, 4 and 5
Mr Chris Dolby Team Inspector	Key Questions 3 and 7 Subjects: English, DT, history, music and PE
Mr Peter Clarke Team Inspector	Key Question 4 and supporting key question 2 Subjects: Science, ICT and geography,
Ms Julia Buckley Jones Peer Assessor	Contribution to all subjects and Key Questions
Mrs Catherine Roberts Nominee	Providing evidence and support

Contractor

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Acknowledgement

The inspectors wish to thank the management group, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.