

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

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

**Venerable Edward Morgan R.C. Primary  
Caernarfon Close  
Shotton  
Flintshire  
CH5 1EB**

**School Number: 6643312**

**Date of Inspection: 27 April 2009**

**by**

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Venerable Edward Morgan R.C. Primary 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 Venerable Edward Morgan R.C. Primary took place between 27/04/09 and 30/04/09. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Venerable Edward Morgan Catholic Voluntary Aided Primary School is situated in the small town of Shotton close to the A548 road from Queensferry to Rhyl and is administered by Flintshire Local Authority. The school draws pupils from the Catholic parishes of Connah's Quay, Queensferry and Hawarden. In general terms, roughly half of the area served by the school can be described as economically disadvantaged whilst the remainder is neither disadvantaged nor economically prosperous. English is the first language spoken in the vast majority of homes. No pupils speak Welsh as their first language. Thirteen per cent of the pupils are registered as entitled to receive free school meals. This is higher than the local authority's (LA) average of 11.8 per cent but lower than the all-Wales average of 17.5 per cent. Pupils represent the full ability range. Information from baseline assessments indicates that pupils' attainment on entry to school is slightly below the LA average. A special feature of the school is the high proportion of Traveller children who are registered. The figure currently stands at just over 14 per cent of pupil numbers.
- 2 The school caters for pupils aged three to eleven years. There are currently 220 pupils on the school register from reception to Year 6. In addition, 40 pupils attend the nursery part-time. Nursery pupils are admitted to school in the academic year in which they are four years old. Fifty-one pupils have been identified as having special educational needs (SEN), including 18 on school action plus and three pupils with a statement of special educational need. One pupil is 'looked after' by the local authority. Seven pupils receive support in English as an additional language.
- 3 In addition to the head teacher, there are ten full-time teachers and one teacher who works part-time at the school. Pupils are arranged into ten classes including nursery. Pupil numbers have declined since the school was last inspected in March 2003.

### The school's priorities and targets

- 4 The school seeks to provide a sound and high academic education within a Catholic ethos of love, care and concern.
- 5 The school's main priorities and targets are outlined in the school development plan for 2008-2011. Priorities identified for 2008-09 include:
  - 1 Raising standards of writing.
  - 2 Raising standards in using and applying maths.
  - 3 Raising standards of scientific enquiry.
  - 4 Developing RE assessment.
  - 5 Improving attendance.

## Summary

- 6 The Venerable Edward Morgan RC Primary School is a good school with many strengths. There are outstanding features in the way in which learners are cared for, guided and supported. Pupils benefit from the staff's dedication and commitment to provide high quality learning experiences. The school is well led and relationships throughout the school are very good. This is reflected in the warm and friendly atmosphere, which is immediately apparent to visitors. Pupils' behaviour is outstanding. As a result pupils make good progress and achieve well. Good progress has been made since the last inspection.

### Table of grades awarded

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

- 7 The findings of the inspection team concur with the opinion of the school in its self-evaluation report in all seven of the key questions.
- 8 Statutory teacher assessments in 2008 indicate that 65.8 per cent of pupils in key stage 1 achieved the core subject indicator i.e. the expected level 2 in the three subjects of English, mathematics and science. This is significantly below the national average of 80.7 per cent. In the same year in key stage 2, 76.2 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 75.5 per cent.
- 9 Consideration of the data over the past three years indicates that outcomes at key stage 2 data when compared with key stage 1 data four years previously compares very favourably with local and national measures of improvement. The data indicates that girls consistently outperform the boys and that this difference is similar to the national average.
- 10 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	86%	8%	0%	0%

- 11 These figures are a significant improvement on the previous inspection. They also compare favourably with the national picture reported by HMCI in his latest Annual Report for 2007-2008 where overall standards in primary schools in Wales is Grade 1 and 2 in 84 per cent of lessons of which 12 per cent is Grade 1.
- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. They make good progress in their communication skills, in their personal and social skills and in their bilingual skills.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 13 Most pupils succeed whatever their social, ethnic or linguistic background and achieve agreed learning targets and goals.
- 14 Overall standards in the key skills of speaking, listening, reading, writing and numeracy and ICT in both key stage 1 and 2 are good. Pupils' problem solving and creative and bilingual skills develop well throughout the school.
- 15 Pupils' make outstanding progress in their personal, social, moral and wider development throughout the school. Their behaviour is outstanding and has a significant impact on standards. They understand the importance of keeping healthy.
- 16 The average level of attendance over the last three full terms was 85.3 per cent. This is significantly below the national averages. With a few exceptions, punctuality is good.
- 17 Although most pupils work well on given tasks their capacity for working independently is underdeveloped.
- 18 Pupils' awareness of equal opportunities is outstanding. They display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. Pupils play an active role in the life and work of the local community. This has a significant impact on their knowledge and understanding of the world of work.

## The quality of education and training

### Grades for teaching

19 In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
13%	79%	8%	0%	0%

- 20 These figures are a significant improvement on the previous inspection. They also compare favourably with the national picture reported by HMCI in his latest Annual Report for 2007-2008 where the quality of teaching in primary schools in Wales is Grade 1 and 2 in 83 per cent of lessons of which 16 per cent is Grade 1.
- 21 Teachers' relationships with pupils are very good and there are outstanding features in the way teachers seek to develop pupils' bilingual competency.
- 22 Where lessons have outstanding features, they include opportunities for pupils to develop their independent learning skills. The vast majority of lessons are well paced and feature meticulous planning, clear learning objectives for all pupils and appropriate teacher interventions for the age and ability of all pupils. Where shortcomings were noted there is an element of over direction and pupils are not sufficiently focused on improving their own learning.
- 23 Arrangements for assessing and recording pupils' achievements are good. Pupils' work is marked regularly and in the best practice, comments provide guidance as to how work can be improved. Generally, however, pupils are not sufficiently involved in assessing their own work and agreeing how they can improve. Arrangements for informing parents about their child's achievement are effective.
- 24 The curriculum meets legal and statutory requirements and responds well to pupils' learning needs. There are outstanding features in the way in which pupils' personal development including their spiritual, moral, social and cultural development is promoted. Another outstanding aspect is the provision for out of school hours and off site learning. Pupils' learning experiences are enriched by a range of productive partnerships. Learning experiences to promote education for sustainable development and global citizenship are outstanding.
- 25 The quality of care, guidance and support provided for pupils is an outstanding feature of the school and makes an excellent contribution to pupils well being whilst in the school's care. Whilst the school's procedures for monitoring pupils attendance are generally effective they do not currently enable those specific circumstances that adversely affect the schools' levels of attendance to be readily and accurately recorded and monitored.
- 26 The overall provision for additional learning is good and complies fully with the Code of Practice. Early, well focused intervention that serves pupils well is an

exceptional area of overall provision. The school is particularly successful in providing for pupils from disadvantaged backgrounds and those with medical or special educational needs. This is an outstanding feature of the school's provision.

- 27 The school promotes equal opportunities and there is outstanding respect and recognition for diversity. Pupils are given a very good grounding in the skills and attitudes required to successfully progress in a lifetime of learning.

### **Leadership and management**

- 28 The school is well led by the head teacher. Staff are hard working and very committed to the school and the pupils in their care. The school has a supportive and inclusive ethos and takes full advantage of local and national initiatives to promote high standards.
- 29 The governing body complies with all its legal duties and relevant policies are in place. Governors are very supportive and are becoming increasingly knowledgeable about the educational provision. The school is aware of the need to further develop their role with regard to monitoring the standards that pupils achieve.
- 30 Generally leaders and managers are well informed about performance in their areas of responsibility. The school's procedures for self-evaluation are inclusive. Planning for improvement is appropriately focused on raising standards. The school recognises the need to develop a greater focus on pupil achievement rather than provision, in order to come to a firm conclusion on whole school standards.
- 31 The school is well resourced. The school has sufficient qualified, specialist teachers. Teaching assistants, support and administrative staff make a significant contribution to pupils' learning. Accommodation and learning resources are utilised well. Financial management is systematic and methodical. The school provides good value for money.

## Recommendations

- 32 In order to improve the school further, the head teacher, governors and members of staff need to:
- R1 improve pupils' capacity to work independently so that they become increasingly responsible for their own learning;
  - R2 ensure that the outstanding features identified in teaching are shared across the school;
  - R3 continue to work with parents and the LA to improve attendance levels across the school;
  - R4 further refine the process of self evaluation and school improvement so that it is sharply focused on raising standards for all groups of pupils.

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

## Standards

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

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

- 33 The findings of the inspection team match the judgement made by the school in its self-evaluation report
- 34 Statutory teacher assessments in 2008 indicate that 65.8 per cent of pupils in key stage 1 achieved the core subject indicator i.e. the expected level 2 in the three subjects of English, mathematics and science. This is significantly below the national average of 80.7 per cent. In the same year in key stage 2, 76.2 per cent of pupils attained the core subject indicator at level 4 or above compared to the national average of 75.5 per cent. National benchmarking data indicates that pupil performance in key stage 2 is in the top 50 per cent when compared with similar schools (i.e. schools with similar numbers of pupils entitled to free school meals).
- 35 Consideration of the data over the past three years indicates that pupil performance in key stage 1 is consistently below local and national averages and generally in the bottom 25 per cent when compared with similar schools. Whilst key stage 2 data fluctuates, comparison of pupil outcomes with key stage 1 data four years previously indicates that pupil progress compares very favourably with local and national measures of improvement. The data indicates that girls consistently outperform the boys and that this difference is similar to the national average.
- 36 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	86%	8%	0%	0%

- 37 These figures are a significant improvement on the previous inspection. They also compare favourably with the national picture reported by HMCI in his latest Annual Report for 2007-2008 where overall standards in primary schools in Wales is Grade 1 and 2 in 84 per cent of lessons of which 12 per cent is Grade 1.
- 38 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. They show positive attitudes to learning, co-operate well together and engage enthusiastically in activities that strengthen and develop their learning. They make good progress in their communication skills, in their personal and social skills and in their bilingual skills.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

- 39 Regardless of their social, ethnic or linguistic background, most pupils make good progress towards fulfilling their potential, attaining agreed learning goals and moving on to the next stage of their education. Nearly all Traveller Children, pupils with English as an additional language and pupils with SEN make good progress in every phase of school life and more able pupils are suitably challenged and make good progress in key stage 2.
- 40 Standards in the key skills of speaking, listening, reading and writing in both key stage 1 and key stage 2 are good. Most pupils listen attentively, speak confidently in discussion and offer contributions freely. Their reading skills progress well across the age range. Most have a very positive attitude to reading and read for pleasure as well as for information. They read with appropriate fluency and expression relative to their ages. Generally pupils' written work shows good imaginative and creative ability. However, there are limited examples of extended writing across the curriculum.
- 41 Pupils' numeracy, ICT, problem solving and creative skills develop well throughout the school. They apply their mathematical skills well to solve problems in a variety of contexts. Pupils in both key stages make effective use of ICT to develop their literacy and numeracy skills. Older pupils produce good quality presentations which enhance their learning in a number of subjects and manipulate data effectively for example to support their work in science.
- 42 Most pupils demonstrate very positive attitudes towards Welsh and use their bilingual skills very effectively in a number of situations for example during physical education lessons. Most pupils have a good understanding of everyday Welsh commands and greetings.
- 43 Most pupils make good progress in acquiring new skills and developing their understanding and knowledge. However, they are only beginning to develop an understanding of their strengths and what they need to do to improve their work. They are yet to develop the confidence to set their own targets for improvement.
- 44 Pupils are generally well motivated and show enthusiasm for their work. Most have positive attitudes to learning and show good levels of concentration and perseverance. Although most pupils work well on given tasks their capacity for working independently is underdeveloped.

- 45 Pupil behaviour is outstanding and has a significant impact on standards. Pupils move around school in a very orderly and extremely courteous manner. They are extremely respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions. Their manners and attitudes at playtime and at lunch-time are exemplary. They appear happy and participate with great interest in lessons and activities. The vast majority of pupils demonstrate a developing self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour. There have been no exclusions since the last inspection.
- 46 The average level of attendance over the last three full terms was 85.3 per cent. This is significantly below the national average for schools with similar free school meals entitlement and also below the local authority and national averages for all schools. However, there are specific circumstances, which significantly and adversely affect these attendance figures. With a few exceptions, punctuality is good at the start of, and throughout, the school day allowing sessions to start promptly without interruption.
- 47 Pupils' progress in their personal, social, moral and wider development is outstanding throughout the school. All pupils are fully involved in the life and work of the school. They take great pride in being polite to others, particularly visitors to their school. They have a good understanding of the importance of keeping healthy. Pupils have a very good understanding of their own culture and all pupils respond positively to the daily acts of collective worship, taking part with enthusiasm.
- 48 The school is a highly inclusive community and the quality of provision for equal opportunities is outstanding and is a strength of the school. Pupils know that all individuals, regardless of their gender, colour or background should be treated with equal dignity and respect. All pupils demonstrate high levels of care and concern for each other, for adults and for their school environment.
- 49 Overall, pupils' knowledge and understanding of the workplace and the local community is good. In lessons and assemblies they discuss the different work people do and the ways in which people look after and care for their community. Their involvement in numerous community activities is actively and enthusiastically encouraged and makes a significant impact on their knowledge and understanding of the world of work.

## The quality of education and training

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

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

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

51 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	79%	8%	0%	0%

52 These figures are a significant improvement on the previous inspection. They also compare favourably with the national picture reported by HMCI in his latest Annual Report for 2007-2008 where the quality of teaching in primary schools in Wales is Grade 1 and 2 in 83 per cent of lessons of which 16 per cent is Grade 1.

53 Where lessons have outstanding features, they include:

- interesting and lively presentations and tasks that stimulate pupils' interest and motivation including opportunities for them to develop their independent learning skills; and
- exceptionally good questioning skills which means that pupils make good progress in developing their ability to communicate.

54 In the vast majority of lessons where teaching is good, good features include:

- meticulous shared planning and clear learning objectives for all pupils;
- good subject knowledge and suitable tasks which correspond to individuals' needs;
- well paced lessons in which teachers use resources purposefully and pupils are actively involved in their learning;
- high expectations of all pupils; and
- appropriate teacher interventions for the age and ability of all pupils.

55 Where shortcomings were noted:

- introductions are overlong, lessons lack pace and there is an element of over direction;
- learning tasks are insufficiently differentiated other than by outcome to meet the range of pupil abilities; and
- pupils are not sufficiently focused on improving their own learning.

56 Teachers' relationships with pupils are very good, which promotes successfully a sense of partnership and shared commitment. Pupils invariably wish to please their teachers because they feel valued as individuals. Equality of opportunity is well promoted in all classes irrespective of pupils' gender, background or ability.

- 57 Pupils with special educational needs and with English as an additional language are all made to feel that they are important members of the school community and have a major part to play in their lessons. They know that their contributions are equally valued by their teachers, their assistant and all other pupils.
- 58 There are outstanding features in the way teachers seek to develop pupils' bilingual competency. The commitment of staff in using Welsh as a medium of communication in all aspects of school life has a very positive impact. This is particularly effective during physical education lessons. As Welsh learners themselves, staff provide very good role models in the way they are developing their bilingual skills.
- 59 The school has a clear and useful assessment, recording and reporting policy, which explains the principles of assessment procedures and outlines the timetable for the assessment programme throughout the year appropriately.
- 60 Pupils' progress is assessed regularly through the use of teacher's assessments, standardised tests and day-to-day assessment. The assessment information is used to help teachers to set pupils for the core subjects.
- 61 A detailed tracking system gives a clear picture of pupils' achievements and attainments as they move from class to class. The school meets statutory requirements for assessing and reporting pupils' achievements in full. Discussions have begun with other local schools to moderate and strengthen assessment at key stage 2.
- 62 Pupils' understanding of the purpose and nature of assessment is underdeveloped. In both key stages pupils' work is marked regularly. Teachers, on the whole, offer positive guidance to pupils, although comments are sometimes descriptive rather than being evaluative. Marking also does not always show pupils where and how they need to improve their work.
- 63 Through the use of 'traffic light' and '2 stars and a wish' system, a small number of pupils across the school are beginning to evaluate their learning. However, pupils are not yet fully involved in planning their own progress and improvement. They do not play a sufficiently active part in identifying their own targets, formulating their own success criteria and do not use peer assessment effectively.
- 64 Annual reports to parents meet statutory requirements and provide helpful information about pupils' progress and what they have studied. Parents and pupils respond to the reports and are encouraged to discuss them together.

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

#### **Grade 1: Good with outstanding features**

- 65 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 66 The school's curriculum is broad, balanced and relevant to the pupils of the school community. The learning experiences that are offered meet the pupils' wide ability needs, promote equality of opportunity and challenge stereotyping. The curriculum meets statutory requirements. Teachers have worked hard to update and adapt schemes of work to meet the requirements of the revised curriculum and assessment arrangements in Wales.
- 67 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. Planning is thorough, with clear integration of areas of learning. The school is making good progress in implementing the Foundation Phase. Schemes of Work in key stages 1 and 2 are detailed and provide a good basis for planning. Staff work particularly effectively in teams to provide high quality learning experiences
- 68 Pupils' key and basic skills are developed effectively. Opportunities for developing pupils' literacy, numeracy and ICT skills are clearly identified in all subjects. The promotion of pupils' creativity is good. Music is developed well within the school. Pupils benefit from tuition in a good range of musical instruments and some of these pupils are members of the Flintshire Youth Choir and Orchestra. From the early years onwards, pupils take part in presentations in assemblies, which are much appreciated by parents and other adults.
- 69 A particularly outstanding aspect of the school's curriculum is the provision for out of school hours and off site provision. An extensive range of educational visits including residential stays for year 6 pupils bring particular relevance to all pupils' learning in both their academic and social development. A wide range of initiatives such as visits to Clwyd Theatr Cymru, Museums and Techniquest effectively promote learning. Many pupils, of all ages and abilities, benefit from the very wide range of clubs and sporting activities.
- 70 There are outstanding features in the way in which the school promotes pupils' personal development including their spiritual, moral, social and cultural development. Discussion time is used very effectively to develop these issues; opportunities occur in many subject areas. Pupils are given time to reflect on important issues and feelings. This has a positive influence on pupils' spiritual awareness and understanding. Teachers successfully encourage positive moral values and there are frequent opportunities for pupils to show kindness and thoughtfulness to others. Pupils are encouraged to behave as responsible members of their community and the wider world.

- 71 Topics contained in the schools' personal and social education programme, the range of visitors to the school and pupil visits to local industrial and commercial sites provide opportunities to broaden and enrich pupils' work related education. Links with local industry/businesses are well established and effective.
- 72 Collective Worship meets statutory requirements and they are special times when the school community comes together to reflect sensitively on the needs of others and on improving their own attitudes and behaviour. There is an appropriate emphasis on Christian values and personal responsibility. Assemblies help foster pupils' personal development and recognise achievements most effectively.
- 73 Pupils' learning experiences are enriched by a range of very productive partnerships. The school works hard to maintain and improve these links. The school has very positive relationships with parents and works in partnership with them on a daily basis. Community links are very strong particularly with local Catholic parishes. The school also works well in partnership with other local schools, attending and hosting meetings and sharing curriculum projects. Transition arrangements are thorough and effective, ensuring continuity and progression. There are very effective links with local colleges.
- 74 There are outstanding features in the way in which the school promotes learners' bilingual skills. The commitment by staff, who are all Welsh learners, to promote the Welsh language is excellent. Teachers provide very good role models and increasingly encourage the use of Welsh. Requirements of *Y Cwricwlwm Cymraeg* feature prominently in the school. The school has very good arrangements to ensure that pupils appreciate their Welsh identity through visits, celebrations, and the study of Welsh artists. They are given good opportunities to study a range of other cultures and traditions, helping them to become good global citizens.
- 75 The school has very high expectations of all its pupils and actively, positively and most enthusiastically promotes all aspects of equality. This is a strong feature of the school. Policies for equal opportunity and racial equality are consistently and sensitively implemented and fully meet statutory requirements. Every pupil is treated as an individual and is encouraged to participate fully in all activities and no pupil is barred from any of them.
- 76 Learning experiences to promote education for sustainable development and global citizenship are outstanding. The school has achieved the Eco Schools' Green Flag Award and the International School's Award for its work in these areas. Both local and global issues are effectively integrated into pupils' learning experiences.
- 77 Pupils' entrepreneurial skills are steadily developing, particularly with pupils in years 5 and 6. Many pupils are involved with raising funds for the school and charities.

- 78 As they progress through the school all pupils are encouraged to be actively involved with a range of community based activities. In discussion, most pupils indicate they understand and appreciate the importance of adaptability and tolerance. Nearly all pupils respect and appreciate their surroundings, both locally and further a field.

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

##### **Grade 1: Good with outstanding features**

- 79 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 80 The manner in which the school cares for, guides and supports its pupils is outstanding. The school provides a very happy, safe, caring environment for its pupils and works closely in partnership with a range of agencies and support services. There are effective links with a range of support agencies.
- 81 The very close, effective relationships and partnerships between pupils, staff, parents and the local community are an outstanding feature of the school. The school operates an 'open door' policy and parents are invited to attend three parents' meetings per year. These meetings are well attended.
- 82 The very active and dedicated group of parents that form the Friends of the School association organise and hold fund-raising and social events throughout the year. A commendable number of volunteers regularly help in school every week.
- 83 Parents are kept very well informed and their views are frequently sought on a range of topics. A good home/school agreement is in place. Overall, parental and community support for school events and activities is outstanding.
- 84 The School Council is well established and all classes, from year 2 to year 6, are each represented by two democratically elected pupils. Members are enthusiastic and proud of their involvement in decision making.
- 85 The weekly parent and toddler group sessions are very well attended. In conjunction with these sessions 'number and play' and 'language and play' learning opportunities are provided for parents.
- 86 The positive and caring ethos within the school, together with the family atmosphere, creates an effective learning environment that gives all pupils good opportunities to develop and progress. The well developed induction arrangements for pupils help them settle into school life and routines quickly and happily. The effective 'buddy' system helps the shy and more reserved pupils to settle into school. The transition arrangements for pupils moving to the high school follow examples of best practice.

- 87 Pupils are particularly well cared for, guided and supported by a dedicated staff team. This is a very significant feature of the school. Regardless of ability, race, gender or home background, the school provides a very happy, welcoming and friendly environment for pupils to learn and play. Adults know pupils well and, in discussion, pupils confirm they feel safe and able to seek any adult for help. High quality personal and social education underpins the life of the school and pupils benefit from many rich experiences.
- 88 The school expects pupils to attend regularly and punctually and the system for recording overall attendance is generally effective. However, the recording system does not currently enable those specific circumstances that adversely affect the schools' levels of attendance to be readily and accurately recorded and monitored. Nevertheless good attendance, punctuality and behaviour are recognised and celebrated during assembly each week.
- 89 The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Bullying is not seen as a problem and both parents and pupils have confidence that, should instances arise, they will be dealt with effectively. Pupils who display challenging behaviour are well supported. All behaviour related policies are consistently applied throughout the school.
- 90 The school has clear, well documented arrangements which appropriately contribute to pupils' safety and well-being when in its care. Risk assessments, in particular those associated with off-site visits, are undertaken and appropriately documented.
- 91 Many members of the school staff are trained in emergency first aid. Pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
- 92 Child protection arrangements meet recommended good practice with designated named and trained persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Complaint and appeal procedures are in place.
- 93 The overall provision for additional learning needs is good with no important shortcomings. This provision complies fully with the Code of Practice. Early, well focused intervention that serves pupils well is clearly an exceptional area of overall provision. Staff organise appropriate teaching strategies and, through individual education plans, work is clearly adapted to meet individual needs. They ensure that pupils with additional learning needs are fully integrated into the life of the school.
- 94 Group and individual support effectively meets the needs of most pupils with special educational needs. Support for those whose behaviour impedes their progress is also good. They quickly become adjusted to the school's very high expectations.

- 95 The Special Education Needs Co-ordinator (SENCO) is ably supported by a recently appointed part time special education needs teacher. In partnership, they monitor all aspects of the special needs provision, ensuring all pupils receive a broad and relevant curriculum. The majority of targets for improvement in individual education plans match most pupils' needs. These are systematically reviewed and evaluated according to each individual pupil's progress. Assessment, recording and reporting procedures meet statutory requirements. Parents are fully informed and they support their children's learning at home. An important feature of the additional provision is the valuable work undertaken by efficient learning support staff and external support agencies. The school values the input of the local authority that clearly enhances the overall provision and guidance for pupils and their families.
- 96 The school recognises and respects diversity. It promotes good race relations and pupils from different ethnic backgrounds feel valued. The school provides an excellent example of total inclusion and respect for diversity. The school complies with its specific duties in relation to identifying and addressing racial discrimination and promoting racial equality.
- 97 The school actively seeks support for pupils whose first language is not English or Welsh. Traveller Pupils and pupils with English as an additional language integrate well into school life and achieve at appropriate levels.
- 98 The school is totally committed to ensuring that all pupils are treated equally and is highly effective in promoting gender equality and actively addresses the issue of stereotyping. All activities are open to boys and girls and the school actively encourages non-stereotypical choices of free choice activities or sport.
- 99 Through their knowledge of pupils' interests, needs and abilities, all staff effectively differentiate their questioning to ensure that the less able and most able have the opportunity to make good progress in their learning. The school is particularly successful in providing for pupils from disadvantaged backgrounds and those with medical or special educational needs. This is an outstanding feature of the school's provision.
- 100 Sensitive support is provided for those pupils whose behaviour may affect their own learning and that of other pupils. Individual plans and targets help pupils learn to be responsible and, over time, they take much more control of their own behaviour. Pupils who may need this type of support are identified from an early age. The manner in which these pupils are integrated into mainstream classes and the progress they make are outstanding features.
- 101 Support for permanently or temporarily disabled pupils is good. Appropriate adjustments have been made for pupils with hearing and walking difficulties. An Accessibility Plan and Disability Equality Scheme are in place and operate very successfully to ensure that any disabled pupil is not disadvantaged in any way.

## Leadership and management

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

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

- 102 The findings of the inspection team match the judgement made by the school in the self-evaluation report
- 103 Leaders and managers give a clear direction to the school's work. The head teacher has a clear vision, based on sound values which focus on care, concern and equality of opportunity. She provides calm and sensitive leadership and is highly respected by the school community. She receives very good support from the deputy head teacher and from all staff. They are hard working and very committed to the school and the pupils in their care. Subject leaders carry out their responsibilities conscientiously. Administrative, support and caretaking staff all make a positive contribution to the effective daily routines.
- 104 The school has a very supportive and inclusive ethos based on the school's mission statement 'Love and support in all we are taught'. Pupils of all ages are valued and respected. Relationships between members of staff and pupils are very positive and impact very effectively on pupils' personal, social and educational development. The school is a happy community that encourages civility, courtesy and equality for all.
- 105 The school takes full advantage of local and national initiatives gaining accreditation through the International Schools award, Investors in People, the Basic Skills Agency Quality Mark, the Healthy and Eco Schools initiatives. The school is actively involved in local initiatives and collaborates well with other schools within the cluster. The Physical Education in School Sports (PESS) programme and collectively moderating pupils' work have a positive effect on pupil achievement.
- 106 Whole-school targets set for pupils at the end of key stages are realistic and are appropriately based on prior assessment and the likely performance of each pupil. The school recognises the need to make better use of benchmarked predictive information to provide additional challenge.
- 107 Effective Performance Management arrangements are in place based on agreed job descriptions. All staff are appraised annually and performance objectives agreed. Classroom observations by the head teacher and team leaders are supportive. Procedures for identifying staff development needs are effective ensuring improvement of provision.
- 108 The governing body is very supportive of the school. Governors help set the school's strategic direction each year and contribute in discussion to whole school self-evaluation and school development planning. They visit school

regularly and are provided with a wide range of general information about the work of the school.

- 109 The governing body's role with regard to monitoring standards achieved by pupils has not been sufficiently developed. Currently governors are not effectively involved in evaluating the standards pupils achieve. This is acknowledged by the school.
- 110 The Governing Body fully satisfies all statutory, legal and regulatory requirements. All statutory policies, documents and procedures have been adopted and implemented.

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

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

- 111 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 112 Generally, leaders and managers have a good understanding about the school's strengths and areas for development.
- 113 Evaluation involves staff at all levels. Subject leaders complete end of year evaluations. In the best examples they draw on lesson observation, discussion with colleagues, analysis of assessment data to identify underachievement and moderation of examples of pupils' work. The school recognises the need to ensure greater consistency and to develop a greater focus on pupil achievement rather than provision in order to come to a firm conclusion on whole school standards.
- 114 The school's self-evaluation procedures are inclusive. The process takes account of the views of learners, staff and other interested parties. Governor visits to school are increasingly enabling them to share their views on current provision. Parents' views are sought via questionnaires. The School Council provides valuable opportunities for pupils to make their views known on a number of issues. External assessments by LA advisory staff are supportive.
- 115 The self-evaluation report produced by the school before the inspection is comprehensive and carefully considers strengths and areas for development in relation to each of the elements of the seven key questions of the inspection framework. The grades awarded by the school match the grades awarded by the inspection team in each of the seven key questions.
- 116 The school is committed to continuous improvement. The School Development Plan is comprehensive and detailed. It reviews previous priorities and includes targets for further improvements in the core subjects in both key stages. The priorities identified for 2008-2011 are generally appropriate to the school's development. Success criteria, however, are not

sufficiently focused on pupil achievement and what needs to be improved. Good account is taken of the range of resources necessary to fund the various school improvement initiatives.

- 117 Good progress has been made in addressing the key issues for improvement identified during the last inspection. Actions have led to measurable improvement in English and science in key stage 1. Classroom assistants are now deployed effectively and monitoring arrangements have continued to develop.

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

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

- 118 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 119 The school employs an appropriate number of qualified and experienced teachers who deliver a rich and balanced curriculum.
- 120 There is a good blend of youth and experience in the staff team and teachers share their knowledge openly and willingly. The sharing of expertise, together with the use of external specialists in such areas as support for Traveller Children, is particularly effective in achieving good progress throughout the school.
- 121 Teaching and learning are strengthened by a team of dedicated, well qualified teaching assistants who, with the teaching staff, provide a valuable input with planning, teaching and recording pupils' progress.
- 122 Appraisal and performance management systems are effective in identifying and meeting the future professional development needs of all staff. Management responsibilities are appropriately allocated and workforce remodelling including resources allocated have been well used. Teachers are given time away from their pupils to plan and prepare for their lessons. Arrangements for complying with workload arrangements are in place. New staff are well supported and mentored.
- 123 The school secretary assists in the smooth running of the school day. The draft report of the very recent internal audit report contains a number of recommendations. The school is in the process of compiling its action plan to address these recommendations.
- 124 The caretaker and cleaners maintain a good level of cleanliness within the building. Other staff oversee a breakfast club and a healthy nutritious lunch. Their role, together with the After-school club and Playgroup Plus are clearly recognised as an important aspect of the daily life of the school, contributing to the school functioning as a highly effective and caring community.

- 125 The quality and quantity of resources for teaching and learning are good in all areas with the exception ICT. The school recognises the need to improve the number of computers available to pupils with additional needs. Curriculum audits are undertaken to identify and address any additional resource needs.
- 126 The accommodation is appropriate for the number of pupils on roll. The majority of classrooms are comfortably furnished to create a pleasant learning environment. Stimulating displays in most classrooms and corridors celebrate pupils' work and achievements. A few classrooms are in need of redecoration. Storage space for learning resources is generally adequate.
- 127 The school has extensive grounds which are used very effectively to benefit pupils. The foundation stage classrooms including the outside play areas are well stocked with age appropriate materials, books, large play equipment and a newly created school garden to enhance and support all the dedicated areas of learning. Good use is made of the local environment, the community and various educational centres such as museums and galleries to support pupils' learning.
- 128 The head teacher, governing body and LA ensure efficient and effective use of available monies through careful budgeting and proactively seeking additional funding from various sources. The school ensures that spending is effectively prioritised whilst ensuring it has sufficient funds to meet unexpected contingencies. The budget supports a low teacher / pupil ratio in the foundation phase of learning. Funds raised by parents are used to enhance learning opportunities for all pupils.
- 129 The finance committee meets regularly. Priorities for spending are carefully linked to the School Development Plan and value for money is continually sought.
- 130 Taking into account the pupils' achievements together with how well learners are guided and supported, the richness and coherence of subjects offered and the effective contribution made by teaching and support staff, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

#### Good features

- 131 Most pupils in both key stages listen well and make good progress in their speaking and listening skills. They follow instructions carefully, competently and express their views clearly. Pupils with SEN make good progress in relation to individual starting points with language and literacy.
- 132 Most pupils in key stage 1 listen carefully to their teachers' explanations and to each other. The majority speak clearly and with increasing confidence. They enjoy talking to visitors.
- 133 Pupils in key stage 1 make good progress in reading. The majority of younger pupils use their knowledge of letters and sound symbols successfully to establish meaning when reading aloud. By the end of the key stage most read fluently at the level they have been assessed. More able pupils read unfamiliar texts with confidence and fluency. When reading an unfamiliar word, they use their knowledge of letter and sound correspondence well.
- 134 By the end of key stage 1, most pupils' writing skills are developing well. They make good progress in sentence building as they progress from emergent to independent writing. The majority make good progress in spelling simple words. Most present their work neatly.
- 135 In key stage 2 pupils interact well with other pupils and teachers. Most communicate clearly and confidently and respect the contribution of others. More able pupils are very articulate varying their expression and vocabulary effectively.
- 136 Standards in reading in key stage 2 are good. Many pupils read with accuracy, fluency and good expression. They demonstrate good word attack skills when they encounter difficult words. Most show a good understanding of structure, setting and characters. They enjoy reading to visitors and express their likes and dislikes of different books. Many older pupils are developing an appropriate awareness of advanced reading strategies and decode complex words with increasing confidence. Higher achievers read stimulating and challenging books from a range of genre.
- 137 Most older pupils have a good understanding of the difference between fiction and non-fiction. They use inference and deduction to categorise various texts. They effectively select relevant information from the texts to support their views. They use dictionaries effectively and indicate the use that can be made of contents, indexes and glossaries when searching for information.

- 138 In key stage 2 most pupils develop good writing skills. Younger pupils' writing is generally well organised and imaginative. Many use adjectives effectively to add interest to their writing. Spelling of common words is increasingly accurate and most pupils use full stops and capital letters appropriately. More able pupils use similes effectively to add interest to their writing. By the end of the key stage many pupils write effectively for a range of purposes and in a variety of forms. Opinions are often stated and well supported using a range of appropriate vocabulary. The majority use the full range of punctuation appropriately and spelling is generally accurate. Most pupils present their work neatly and legibly.

### **Shortcomings**

- 139 There are no important shortcomings.

## **Welsh second language**

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

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

#### **Good Features**

- 140 Pupils in key stage 1 express themselves effectively for various purposes and with increasing confidence and accuracy, responding to questions and showing interest and understanding. Many can identify colours, food and objects when discussing their preparations to go on a journey.
- 141 Pupils in key stage 2 listen well and respond with equal effect to closed and open ended questions. A number of pupils are able to speak expressively and can perform before an audience, modifying their speaking styles for differing situations.
- 142 Pupils in key stage 1 are able to master their reading skills according to age and ability and the more able can use punctuation to read expressively. Their ability to respond to and discuss the contents of their books is appropriate.
- 143 In key stage 2, pupils reading skills continue to develop well. The majority read fluently and correctly. They can tell a story in order, predict events, and express opinions and feelings to very good effect.
- 144 In key stage 1 many pupils successfully construct basic sentences. They use a word bank to good effect to identify relevant words they need. Some pupils can write simple phrases to express their likes and dislikes of pets.
- 145 In lower key stage 2 pupils are able to write descriptive passages about themselves and other people. The more able pupils are able to write lengthy passages using correct tenses. They use suitable vocabulary and phrases with some awareness of punctuation. Many older pupils at key stage 2 are able to write basic postcards to members of their family. Most describe the features of a person, using pronouns correctly and appropriately.

### **Shortcomings**

- 146 There are no important shortcomings.

## Science

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

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

### Good features

- 147 In both key stages pupils undertake a good range of practical work and make good progress in the development of scientific enquiry skills including some well developed investigational skills.
- 148 A significant number of key stage 1 pupils demonstrate confidence in planning systematic enquiry and carrying out experimental work purposefully and enthusiastically. Most pupils have a good understanding of sorting, fair testing and predicting outcomes. They communicate ideas in a variety of ways. When undertaking practical work on forces they make suitable suggestions about how to organise data and record their work. Most pupils confidently record the distance travelled clearly and accurately.
- 149 Older pupils in key stage 1 recall their work well on materials used in the kitchen. Pupils investigate the outside classroom environment to find out about plants, trees and butterflies and their habitats.
- 150 Most older pupils in key stage 1 confidently use key science vocabulary when talking about the use of electricity and the construction of simple circuits. All pupils understand the dangers of electricity and safety issues at home.
- 151 Throughout key stage 2 most pupils make good progress in developing their practical skills and carry out a range of independent investigations confidently. The majority make good use of ICT to record their work. Most make predictions, explain fair testing and share findings confidently with fellow peers.
- 152 All key stage 2 pupils have a good understanding of general health matters when related to exercise and diet. Most confidently recall an investigation involving the use of light sensors. Pupils accurately describe the difference between conductors and insulators.
- 153 Overall, the majority of pupils make very good use of the school environment for example, a bird watching investigation and a recent visit to look at wildlife habitats in the nearby salt marsh.
- 154 Older key stage 2 pupils show a good understanding of sound, devising a range of investigations.
- 155 Most pupils present their work in a variety of creative ways which successfully reinforce their understanding of key scientific concepts.

### Shortcomings

- 156 There are no important shortcomings.

## Information and communication technology

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

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

### Good features

- 157 In key stage 1 the majority of pupils' basic computer skills are developing well. As they progress through the key stage, pupils work with increasing independence on computers developing good mouse control.
- 158 Most pupils confidently enter simple text, change its appearance, log on and off the computer as they record and retrieve information to support their learning. Many successfully produce detailed patterns and designs using a range of art packages to accomplish their work.
- 159 All pupils use their developing ICT skills confidently across the curriculum, for example in mathematics where appropriate data recording related to modes of travel is successfully integrated. Pupils are beginning to make good use of the internet to research for specific information. Pupils make good use of the interactive whiteboard in classrooms to consolidate their ICT skills.
- 160 Skills are further developed throughout key stage 2. Most pupils confidently copy and paste images independently, insert borders and rotate images on screen to create different effects. Nearly all pupils confidently change text, font size and colour using a range of art packages demonstrating independence in saving, editing and printing documents. Pupils increasingly become more discerning users of information technology and can select the most appropriate software and equipment to suit their needs.
- 161 In upper key stage 2 most pupils confidently access the internet when searching for specific information on a range of websites and show good problem solving skills. By the end of the key stage most pupils are adept at comprising multi-media presentations. They import images from different locations and add sound to their presentations related to a recent field trip visit. A particularly strong feature is pupils' use of databases which they compile themselves. Most pupils create their own formulae and accurately predict outcomes of different decisions.

### Shortcomings

- 162 There are no important shortcomings.

## Art

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

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

### Good Features

- 163 All pupils use sketch books well throughout the school. They make good attempts at observational drawings, increasingly understanding line, tone,

colour, pattern and texture. Most pupils achieve a good balance between imaginative work and work based on direct observation. Finished pieces of pupils' art work show consistent progress in the development of skills as they move through the school.

- 164 Pupils in key stage 1 when creating observational drawings based on Morgen Hall's tea sets were able to distinguish between the different shapes and patterns.
- 165 In key stage 2, most pupils deal with a wide range of artistic experiences effectively. They experiment confidently with different media. They are able to select resources that are appropriate for specific tasks and use a range of techniques skilfully.
- 166 Older key stage 2 pupils make good progress with their artistic skills. They use charcoal successfully to sketch images of body shapes.
- 167 Most pupils are able to discuss famous artists' art and style maturely and confidently using technical vocabulary correctly and sensibly.

### **Shortcomings**

- 168 There are no important shortcomings.

## **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**

- 169 In both key stages, most pupils are aware of the effects of physical exercise on their bodies. They know that warming up and cooling down is very important. Throughout the sessions pupils maintain a high level of physical activity.
- 170 Most pupils in key stage 1 make good use of the space around them whilst moving around the hall. They listen and respond readily to instructions, show increasing control of their bodies and demonstrate the ability to balance and change direction when swivelling, walking and jogging.
- 171 Most pupils demonstrate good throwing, aiming and catching skills when using small balls. They co-operate easily with each other and concentrate and persevere well in order to improve their skills. They talk about what they have done and make simple suggestions about how to improve performance.
- 172 Evidence prepared by the school indicates that pupils in key stage 1 use very good sequencing of movement as they choreograph and sequence in response to music.

- 173 In key stage 2, most pupils demonstrate their knowledge and understanding of the principles of exercising their body in the context of healthy living. They are mindful of their own and other's safety.
- 174 They consolidate, adapt and refine their skills when running, jumping and landing. Most show imaginative ways of moving as they establish and consolidate a range of balances and movements with increasing skill. The more able demonstrate control, fluency and accuracy in linking their movements.
- 175 Most pupils co-operate well with partners and in groups. They evaluate the progress in their performances sensibly and make appropriate suggestions for improvement.
- 176 Most pupils in key stage 2 demonstrate good ball handling skills when directing, batting and catching. They successfully direct and catch large balls at different heights and speeds. They co-operate readily, observe the conventions of fair play and use their communication and problem solving skills effectively.
- 177 All key stage 2 pupils make good progress during the swimming session with most swimming 25 metres unaided by age 11.
- 178 Many pupils participate in a variety of after school sports clubs. These opportunities impact positively on standards in physical education.

### **Shortcomings**

- 179 There are no important shortcomings.

## School's response to the inspection

The staff, governors and pupils of Venerable Edward Morgan School wish to thank the Inspection Team for the professional way in which they carried out the inspection of our school. We are very pleased with our report and very proud of our school

In particular, we are delighted that the school's Self-Evaluation of the Seven Key Questions was confirmed as accurate. We are also pleased that good progress has been maintained since the last inspection

The report highlights our many strengths and our outstanding features. These include the way in which learners are cared for, guided and supported, outstanding pupil behaviour, the personal development of pupils which includes their spiritual, social, moral, cultural and wider development, pupils' awareness of equal opportunities, the way in which teachers develop pupils' bilingualism and the provision for out of school hours and off site learning. We are pleased that pupils make good progress and achieve well. The inspection report makes clear the elements that make our school what it is. It confirms our inclusive nature and the fact that we are committed to continuous improvement.

Whilst celebrating our very positive report, we recognise that there is always opportunity for further improvement. An Action Plan will be put in place to address the recommendations of the report. Our school priorities are now to improve pupils' capacity to work independently, to share the features of outstanding teaching, to improve attendance and to sharpen the focus in our Self-Evaluation on raising standards for all pupils. We believe that we can confidently address these aspects.

A copy of the schools' Action Plan in response to the recommendations will be sent to all parents. The Governors' Annual Report to Parents will report on the progress we are making.

We welcome the report as it reflects the dedication and commitment of all our staff and governors and reflects the hard work and progress we continue to make.

## Appendix 1

### Basic information about the school

Name of school	Venerable Edward Morgan R.C. Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Caernarfon Close Shotton Queensferry Flintshire
Postcode	CH5 1EB
Telephone number	01244 830408

Head teacher	Mrs Moira Catherall
Date of appointment	September 1994
Chair of governors/ Appropriate authority	Mr Jack Cawley
Registered inspector	Mr Goronwy Morris
Dates of inspection	27-30 <sup>th</sup> April 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	20	27	28	36	32	37	30	30	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2009	75.4	88.2	81.4
Autumn 2008	77.9	93.6	84.5
Spring 2009	80.7	85.7	87.4

Percentage of pupils entitled to free school meals	13%
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:					38
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	18.4	15.8	50	15.8	
		National	0.2	3.5	13.8	63.0	19.4	
En: reading	Teacher assessment	School	0	18.4	13.2	44.7	23.8	
		National	0.2	4.8	14.9	55.2	25.5	
En: writing	Teacher assessment	School	0	18.4	36.8	39.5	5.3	
		National	0.2	4.8	15.9	67.8	11.3	
En: speaking and listening	Teacher assessment	School	0	15.8	13.2	52.6	18.6	
		National	0.2	2.4	10.7	62.8	23.8	
Mathematics	Teacher assessment	School	0	18.4	5.3	57.9	18.4	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0	18.4	7.9	65.8	7.9	
		National	0.2	1.6	8.5	66.3	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	65.8%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1 per cent of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:					42	
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	2.4	0	0	9.5	11.9	52.4	23.8
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	2.4	0	0	2.4	14.3	64.3	16.7
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	2.4	0	0	9.5	7.1	57.1	23.8
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.2%	In Wales	75.5%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent 12 inspection days at the school. Additionally, a peer assessor took a full part in the process over the inspection period. The head teacher attended team meetings and acted as nominee on the inspection team.

The inspectors visited:

- 47 lessons or parts of lessons;
- every class; and
- daily acts of collective worship.

Members of the team met as a team at the start of the inspection and with:

- members of staff, governors and parents prior to the inspection; and
- the head teacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 69 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection; and
- a wide range of pupils' previous and present work.

After the inspection, meetings were held with members of staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr.Goronwy Morris Registered Inspector	Context Summary and Recommendations Key questions 1, 5 and 6	English Physical Education
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mr Peter Clark Team Member	Key question 4 and 7; and contributions to Key Question 1	Science Information and Communications technology
Mrs Lowri Evans Team Inspector	Key question 2 and 3; and contributions to Key Question 1	Welsh second language Art
Mrs Helen Vernon Peer Assessor	Contributions to all aspects	
Mrs Moira Catherall Nominee	Contributions to all questions by providing information.	

#### Contractor

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#### Acknowledgement

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