

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

**St Anthony's Roman Catholic Primary School
High Street
Saltney
Chester
CH4 8SF**

School Number: 6643311

Date of Inspection: 06th – 08th February 2007

by

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St Anthony's Roman Catholic 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 St Anthony's Roman Catholic Primary took place between 06/02/07 and 08/02/07. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Anthony's School is a Catholic voluntary aided primary school catering for children aged three to eleven years. The school is situated in Saltney, about half a mile from the border with England, on the outskirts of Chester. The locality is predominantly urban with a mixture of industrial, small business and residential properties. There is a wide diversity of housing in the locality with most families neither prosperous nor economically disadvantaged. The school serves the Parish of St. Anthony's although children are admitted from other parishes and from non-Catholic families. The governing body controls admissions to the school. The majority of children start school at nursery age.
2. There are currently 161 pupils on roll (151.5 full time equivalent) including 19 nursery age children who attend on a part time basis. Baseline assessments undertaken within the first term in the reception year group indicate that attainment on entry is at, or slightly below, the Local Education Authority (LEA) average. All pupils, except for nursery-aged children, are taught in classes of mixed age groups.
3. English is the home language for 98 per cent of the pupils. Two per cent of pupils are learning English as an additional language, and the first language for these pupils is Polish. No pupils speak Welsh as a first language.
4. Twenty four per cent of pupils are identified as having special educational needs (SEN) including two pupils who have a formal statement of SEN. Approximately 18 per cent of pupils are entitled to free school meals, which is above the county average and slightly below the national average. Three pupils are 'looked after' by the local authority.
5. The head teacher was appointed in 1995 and the school was last inspected in 2001. Since that time a designated outdoor play area has been provided for children under five.
6. The school successfully gained Investors in People in 2005, Basic Skills Quality Mark in 2006 and has completed the first year of the Healthy School's accreditation.

The school's priorities and targets

7. The school's mission statement is:- 'Dysgu a tyfu gyda'r Iesu' 'Learning and growing together with Jesus'.
8. The school's aims state:-
 - The ethos of the school should be such that the love of God and the dignity of each individual is cherished.
 - That the opportunities for each child is given for him or her to develop their God given talents to the best of his/her ability.
 - The example of love, concern and commitment of the whole school should be a constant.
 - Children should be encouraged to grow in self-esteem and be encouraged to see that they have much to contribute to the ethos of the school by basing their conduct and responses on Gospel values.
9. The school's major priorities and targets included in the school development plan for 2006-2007 include:
 - To continue development of the Foundation Phase
 - To review and revise the Welsh scheme of work.
 - To review, revise and rewrite policy for physical education.
 - To review and revise the music scheme of work.
 - To address aspects of the Accessibility Plan.

Summary

10. St. Anthony's Roman Catholic Primary School is a good school with many good features. The school provides a safe, secure, welcoming and happy environment for all pupils. It has outstanding procedures for the way it manages its resources.
11. The school has achieved significant and measurable improvement in many areas since the last inspection. All the key issues have been diligently addressed in line with the action plan and, as a result, standards have risen in many areas of the school's work.

Table of grades awarded

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

Standards

12. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

13. Pupils, regardless of their background, achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability. English as an additional language pupils and pupils who are 'looked after' by the Local Authority are supported well and also achieve good standards. Overall, pupils make good progress as they move through the school and are effectively prepared for their next steps in learning.
14. Baseline assessments, undertaken within the first term of entry to the reception year group, indicate that attainment on entry is at, or slightly below, the LEA average. However, a considerable number of children are admitted to the school at times other than the normal admission period. In some years this significantly impacts on the standards achieved by the school in the end of key stage assessments and leads to fluctuations from year to year. The

number of pupils involved in the end of key stage assessments varies from year to year. In years when only a small number of pupils are involved for example, the results of individual pupils can have a significant impact on the percentage results.

15. National Curriculum assessment results at the end of key stage 1 (2005) show that 100 per cent of pupils achieved level 2 or above in English and science, with 96 per cent achieving level 2 or above in mathematics. The results in 2006 show the percentage achieving level 2 or above in the core subjects of English, mathematics and science were below the national average. However, the percentage of pupils reaching the higher level 3 was above both national and county averages in each of the core subjects.
16. At the end of key stage 2 National Curriculum assessment the figures for pupils achieving Level 4 and above in the core subjects has been above both the LEA and national averages for the past three years. In 2006 however the number of pupils achieving Level 5 at the end of key stage 2 was below the LEA and national figures in all three subjects.
17. When the school's results at the end of key stage 1 are compared with similar schools (on the basis of free school meal entitlement) the school was in the top 25 per cent for English and science and the second 25 per cent for mathematics in 2005. In 2006, the school was in the lowest 25 per cent for English and mathematics and the lower 50 per cent in science.
18. Results at the end of key stage 2 when compared to similar schools show that in 2005 the school was in the upper 50 per cent for English and science and the lower 50 per cent for mathematics. In 2006, the school was in the lower 50 per cent for English and mathematics and the lowest 25 per cent for science.
19. Scrutiny of the results over the past few years show that boys achieve well compared to the girls particularly in English, which is against the national trend.
20. The majority of pupils achieve well against the individual targets which are set for them but pupils' understanding of how to improve their work is variable.

Areas of learning for under-fives

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	2
Physical development	1

21. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for

Children's Learning. Standards achieved by the under fives are an outstanding feature of the school.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Design technology	3	2
History	2	2
Physical education	2	2

22. Pupils achieve good standards overall in their use of the key and basic skills. Pupils' use of information and communications technology (ICT) is a good feature of the school. Pupils' bilingual and numeracy skills are also well developed.
23. Behaviour in lessons is good. Pupils behave well as they move around the school and when outside at play. They are friendly towards visitors. Their relationship with each other and with their teachers is good.
24. In all classes, pupils make good progress in their personal, social, moral and wider development. They show genuine respect, care and concern for others; they are considerate to adults and their peers. Both in school and as part of the local community, including the church, pupils actively participate in a range of different community activities and interests. This is a strong feature.
25. Attendance and punctuality have good features that outweigh shortcomings. Attendance for the last reporting year 2005-06 was 92 per cent. This is below the last published all Wales figure and well below the average for the LEA and other similar schools. Most pupils attend regularly and are only absent because they are unwell. However, despite the school's efforts, a small minority of families take their holiday in term time and this reduces overall figures.

The quality of education and training

26. The quality of teaching observed in lessons is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	56%	20%	0%	0%

27. The overall quality of teaching is good in the school. However, it is at its best in the under-fives class where the outstanding features in teaching include very good relationships which exist between staff and pupils who ensure that pupils are attentive, motivated and encouraged to achieve as well as they can.
28. In lessons where teaching is good, the work is carefully planned with clear learning objectives and high expectations shared with the pupils. The key skills are clearly identified and a variety of methods are employed to meet the

needs of all pupils. Lessons end with a meaningful plenary session, which gives pupils a good opportunity to check if they have achieved the agreed Learning Outcome.

29. Shortcomings in teaching include too much talk by the teacher during whole class sessions. Consequently, this does not allow pupils sufficient opportunities to offer their own ideas and solutions to problems or to be engaged in the main activity of the lesson. At times the work is too easy for higher attaining pupils.
30. Planning for the inclusion of *Y Cwricwlwm Cymreig* is very thorough and positively reinforces knowledge and understanding of Welsh culture and heritage.
31. The quality of assessment, recording and reporting for the under-fives is comprehensive and thorough. The quality of assessment across the rest of the school fully meets requirements. Pupils' work is marked consistently and positively but marking is not always used to involve pupils in evaluating their own progress and planning for improvement. Reports to parents are informative and provide a detailed picture on their children's academic progress, their social skills and attitudes to learning.
32. The curriculum delivered in key stage 1 and key stage 2 is good. The curriculum is well organised and full of rich and exciting opportunities that interest and motivate pupils, who say they enjoy their learning. Children in the nursery and reception classes get a very good start to their school life and are already well prepared for the new Foundation Phase. Their experiences are rich and creative and are an outstanding feature of the school.
33. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. Provision for the development of spiritual development is outstanding.
34. The school provides a safe, secure, welcoming and happy environment for all pupils. They are well cared for, guided and supported. Individual pupils receive timely and effective support.
35. The school considers that pupil and staff welfare, including health and safety issues, are important. Risk assessments have been undertaken for various aspects of school life. Health and safety procedures are well documented and effectively support the well-being of all pupils. A minor health and safety issue was brought to the attention of the head teacher and chair of the governing body during the inspection.
36. The quality of provision for pupils with additional learning needs is an outstanding feature of the school. Pupils SEN with are offered access to all areas of the curriculum and are provided for through appropriate teaching and resources. They make good progress considering their individual need and circumstance.

37. The quality of provision for equal opportunities is good across the school. The school recognises the diversity of pupils' backgrounds and acts appropriately and effectively on this information.

Leadership and management

38. The head teacher provides positive leadership that gives a clear sense of direction to the school. She leads and manages the school very well. She is well supported by a committed team of teachers who work closely together. The quality of subject leadership is good. Subject leaders are knowledgeable about their areas of responsibility. They manage and lead their subjects well.
39. The school has taken good account of national priorities. It has achieved the Basic Skills Quality Mark and the Investor in People Award. It is currently involved in the Healthy Schools Initiative and the Eco School Award. The school is successfully working towards introducing the Foundation Phase.
40. The governing body is a very supportive body and is regularly provided with good quality information about the school's performance and work. Governors have good knowledge of the aims and vision of the school. The governing body's role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is developing well.
41. In almost every area of their work the governing body fulfils its legal and statutory requirements. However there are a few minor omissions in the provision of information for parents through the prospectus and annual governors' report.
42. All staff and governors are fully involved in the process of self-evaluation. The views of pupils and other interested parties are taken into account. The views of parents have been sought both informally and formally, through the use of questionnaires, and have been taken into account as part of the self-review process.
43. The school's self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. It is based on first hand evidence of the quality of teaching and learning but lacks detailed reference to performance data and trends over time.
44. The school uses the outcomes of self-evaluation well to inform the priorities in its School Development Plan. The plan is a three-year strategic document, which identifies actions, responsibilities, time schedules, costs and success criteria for each target. However, targets are insufficiently linked to raising standards and do not make adequate use of performance related data.
45. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. The head teacher is experienced, and there is a good balance of new and experienced staff.

46. Learning resources are of a good quality. They stimulate imaginative play in the under-fives classes and support the development of skills with older children. The use of the interactive whiteboard in classes is significantly impacting on the development of ICT skills across key stage 1 and key stage 2.
47. The school uses its available finances in a farsighted manner with the head teacher providing excellent stringent budgetary control. Resources, including staffing, are kept under constant review by the head teacher and governors. The resources purchased and used have maximum effect on maintaining high standards at the school. This is strength of the school. The school provides very good value for money.

Recommendations

- R1 Raise standards in design and technology throughout key stage 1;
- R2 Ensure that teachers' plans/planning cater for the full range of pupils' ability in each class;
- R3 Ensure greater consistency in the way that teachers involve pupils in the process of self assessment and target setting for improvement;
- R4 Develop the school's self evaluation and school improvement planning through the inclusion of performance related data;
- R5 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 2: Good features and no important shortcomings

48. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
49. St. Anthony's Roman Catholic Primary School is an effective school with many good features. Standards have risen significantly since the last inspection.
50. Pupils, regardless of their background, achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability. English as an additional language pupils and pupils who are 'looked after' by the Local Authority are supported well and also achieve good standards. Overall, pupils make good progress as they move through the school and are effectively prepared for their next steps in learning.
51. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	70%	15%	0%	0%

52. The high percentage of good standards exceeds the Welsh Assembly Government's target for at least 65 per cent of lessons to achieve standards that are grade 2 or better by 2007, and represents good progress since the last inspection.

Areas of learning for under-fives

Area of learning	Grade
Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	2
Physical development	1

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Design technology	3	2
History	2	2
Physical education	2	2

53. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards achieved by the under fives are an outstanding feature of the school.
54. Baseline assessments, undertaken within the first term of entry to the reception year group, indicate that attainment on entry is at, or slightly below, the LEA average. However, a considerable number of children are admitted to the school at times other than the normal admission period. In some years this significantly impacts on the standards achieved by the school in the end of key stage assessments and leads to fluctuations from year to year. The number of pupils involved in the end of key stage assessments varies from year to year. In years when only a small number of pupils are involved for example, the results of individual pupils can have a significant impact on the percentage results.
55. National Curriculum assessment results at the end of key stage 1 (2005) show that 100 per cent of pupils achieved level 2 or above in English and science, with 96 per cent achieving level 2 or above in mathematics. This was above national averages. The results in 2006 show the percentage achieving level 2 or above in the core subjects of English, mathematics and science were below the national average. However, the percentage of pupils reaching the higher level 3 was above both national and LEA averages in each of the core subjects.
56. At the end of key stage 2 National Curriculum assessment the figures for pupils achieving Level 4 and above in the core subjects has been above both the LEA and national averages for the past three years. In 2006 however the number of pupils achieving Level 5 at the end of key stage 2 was below the LEA and national figures in all three subjects.
57. When the school's results at the end of key stage 1 are compared with similar schools (on the basis of free school meal entitlement) the school was in the top 25 per cent for English and science and the second 25 per cent for mathematics in 2005. In 2006, the school was in the lowest 25 per cent for English and mathematics and the lower 50 per cent in science.
58. Results at the end of key stage 2 when compared to similar schools show that in 2005 the school was in the upper 50 per cent for English and science and the lower 50 per cent for mathematics. In 2006, the school was in the lower 50 per cent for English and mathematics and the lowest 25 per cent for science.
59. Scrutiny of the results over the past few years show that boys achieve well compared to the girls particularly in English, which is against the national trend.
60. Pupils successfully achieve and frequently exceed their learning targets and goals that have been agreed with the LEA. The majority of pupils achieve well

against the individual targets, which are set for them but pupils' understanding of how to improve their work is variable.

61. Children under five confidently talk about activities they enjoy and with which they succeed. Discussion with pupils in key stage 1 and key stage 2 indicates that their understanding of how to improve their work is variable. A minority are able to identify weaknesses in their work and areas where they need to improve. Pupils achieve good standards overall in their use of the key and basic skills. Although many pupils start school with limited communication skills, they progress very well. By the end of year 6, pupils achieve good standards in their listening, speaking, reading and writing skills.
62. Pupils' use of ICT is also a good feature of the school. They are confident using a range of programmes for the computer as well as the interactive whiteboard. They use their skills well for a variety of purposes in different subjects and aspects such as recording the weather as a *Helpwr Heddiw* and finding information for a historical topic.
63. Pupils' bilingual skills and numeracy skills are also well developed. They use Welsh words and phrases regularly when carrying out their normal routines. They apply their numerical understanding well in subjects such as physical education.
64. Children in the under fives classes become very involved in their tasks and concentrate for long periods of time. Pupils in key stage 1 and key stage 2 show positive attitudes to their learning and work productively. When engaged in stimulating, practical activities, pupils are fully engaged with the task in hand. However, on occasions a few pupils are slow to settle down to their work resulting in a low level of restlessness when teachers are talking.
65. Behaviour is good. Pupils behave well in lessons and as they move around the school and when outside at play. They are friendly towards visitors. Their relationship with each other and with their teachers is good. Neither the pupils nor their parents view bullying or oppressive behaviour as an issue within the school.
66. Attendance and punctuality have good features that outweigh shortcomings. Attendance for the last reporting year 2005-06 was 92 per cent. This is below the last published all Wales figure and well below the average for the LEA and other similar schools. Most pupils attend regularly and are only absent because they are unwell. However, despite the school's efforts, a small minority of families take their holiday in term time and this reduces overall figures. A small minority of pupils often arrive late at the start of the school day.
67. Pupils show good skills in organising their work. They work effectively in groups when writing puzzles during the Welsh lesson. They discuss issues sensibly and share responsibilities logically when undertaking tasks such as discussing characteristics of Welsh characters from a given story.

68. Children under five show particularly good skills when persevering in role-play activities connected with Fairy Tales. Pupils generally concentrate well on given tasks and are developing appropriate skills to help them maintain a lifelong interest in learning. Pupils' creative and problem solving skills develop well as they move through the school.
69. In all classes, pupils make good progress in their personal, social, moral and wider development. They show genuine respect, care and concern for others; they are considerate to adults and their peers. In talking with pupils, they are honest and fair in their opinions. They appreciate the need for school and society to have rules and they understand that there are consequences when rules are broken. They are instrumental in producing their class rules. Both in school and as part of the local community, including the church, pupils actively participate in a range of different community activities and interests. This is a strong feature.
70. In all aspects of school life, pupils show a good awareness of equal opportunities issues. Boys and girls play well together. They have no stereotypical views about what girls and boys should do. For example, all pupils play football and netball and enjoy dance activities.
71. Pupils are developing a good understanding about diversity in society through their links with peers at the school from other countries. Also their work in geography and religious education further enhances their understanding. Parents state that teachers willingly help pupils to become increasingly more sensitive to the needs of others and care for those that are less fortunate. Pupils respect the views of others and accept that people from all groups have a right to express their opinions.
72. Pupil's knowledge and understanding of the workplace is good. Through well-planned visits, pupils are familiar with local places of work such as the library. Pupils' strong involvement in the local community makes a valuable contribution towards their good development and understanding of the community and 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

73. The findings of the inspection team do not match the judgements made by the school in the self-evaluation report. Although some outstanding features were identified, their weight was insufficient to award a grade 1 to the whole key question.

74. The quality of teaching observed in lessons during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	56%	20%	0%	0%

75. The overall quality of teaching is good in the school and compares well with the national figures published in Her Majesty's Chief Inspector's annual report for 2005 – 2006. Teaching is at its best in the under-fives class where the outstanding features include:

- Very good relationships between staff and children which ensures that pupils are attentive, motivated and encouraged to achieve as well as they can.
- Teachers have very good subject knowledge and there is very good teamwork between all adults in the classroom helping to ensure that children remain motivated.
- Frequent use of praise to encourage all children, particularly those with additional learning needs.
- Considerable emphasis on ensuring equality of opportunity for all children.
- The use of a wide range of stimulating, interesting resources ensuring children's active involvement.

76. In lessons where teaching is good, the work is carefully planned with clear learning objectives that are shared with pupils and high expectations. The key skills are clearly identified and a variety of methods are employed to meet the needs of all pupils. Lessons end with a meaningful plenary session, which gives pupils a good opportunity to check if they have achieved the shared Learning Outcome.

77. Shortcomings in teaching include too much talk by the teacher during whole class sessions. Consequently, this does not allow pupils sufficient opportunities to offer their own ideas and solutions to problems or to be engaged in the main activity of the lesson. At times the work is too easy for higher attaining pupils.

78. Teachers show good subject knowledge overall although some lack confidence in Welsh. They are very aware of recent and planned developments such as the forthcoming Foundation Phase for the younger

- pupils. The use of specialist teaching for dance has a positive effect on standards and the teacher uses her obvious expertise well.
79. Teachers ensure that pupils have equality of access to the whole curriculum. They generally adapt work to meet the needs of different groups of pupils, including English as an additional language, children and looked after children but more variation is required.
 80. Good features outweigh shortcomings in the way in which teachers meet pupils' bilingual needs. Despite some teachers limited knowledge of the language, they are continuously striving to improve standards. The work of the *Athrawes Fro* is valued and she models lessons well; teachers' confidence in the subject is growing. In classes, teachers are sometimes too quick to translate an instruction or question first given in Welsh into English.
 81. The quality of assessment, recording and reporting for the under-fives is comprehensive and thorough and has outstanding features. On entry to school, children in both nursery and reception classes are assessed very carefully. Information gathered is used very well to prepare rich and meaningful experiences and to identify and plan for those children with SEN.
 82. The quality of assessment across the rest of the school fully meets requirements. There has been considerable improvement in assessment and recording since the last inspection in the core subjects, which is now good.
 83. The teachers competently track pupils' progress right across the school in the core subjects. They accurately pinpoint weaknesses in the development of individual pupils in order to plan work that is at the appropriate level for them. The individual education plans of pupils, who have been identified as having SEN, have clearly defined targets, which are shared with parents. These targets are detailed and achievable and help the teachers plan suitable class work and to focus the support given by support staff.
 84. In the foundation subjects, teachers do not review targets frequently enough and as a result they do not provide sufficient challenge.
 85. The school has developed moderated portfolios of work in a range of subjects. They illustrate levels of achievement that are matched to the levels of the National Curriculum and provide valuable evidence for moderation. However these are at an early stage of development.
 86. Pupils' work is marked consistently and positively but marking is not always used to involve pupils in evaluating their own progress and planning for improvement. Not all teachers use constructive comments that give pupils ideas about how to improve the quality of their work.
 87. Reports to parents are informative and provide a detailed picture on their children's academic progress, their social skills and attitudes to learning. There are many formal and informal opportunities for parents to visit and discuss their children's progress.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
89. The curriculum delivered in key stage 1 and key stage 2 is good. The overall quality of the educational provision for under fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
90. Children in the nursery and reception class get a very good start to their school life and are already well prepared for the new Foundation Phase. Their experiences are rich and creative and are an outstanding feature of the school.
91. The school has a strong policy to provide the very best learning opportunities for all its pupils, including English as an additional language pupils, looked after children, SEN and gifted pupils. Much time and considerable effort has been devoted to developing and promoting an effective broad, balanced and effective curriculum that meets the learners' needs and aspirations. However, on occasions more able pupils are not sufficiently involved in evaluating their own work and are not sufficiently challenged.
92. The curriculum is well organised and full of rich and exciting opportunities that interest and motivate pupils, who say they enjoy their learning.
93. The school's curriculum is planned for subjects and topics to be taught on a two-year cycle. Good quality schemes of work are available in all subjects. Teachers take account of what has been taught before and what needs to follow, resulting in a good balance in subject teaching.
94. Pupils' basic and key skills are well developed and are effectively and consistently planned in all aspect. The development of pupils' listening skills is particularly good.
95. The wide range of extra – curricular activities that pupils enjoy is good. Visits and participation in community events with visitors to school enhance learning well. A good example is when an artist over time created large-scale murals with the pupils depicting historical events.
96. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. Provision for the development of spiritual development is outstanding. An excellent whole school act of collective worship based on the theme of memories and led by the head teacher, encouraged the pupils to think deeply about many aspects of issues sad and happy in their own lives. This helps them to become self-aware and mature.

97. Social and moral provision is good because pupils are taught right from wrong, along with honesty and care for those less fortunate than themselves. All staff are very good role models. They value their pupils' contributions, and have developed a warm, supportive, inclusive ethos in the school.
98. Pupils' cultural experiences are interesting. Planning for the inclusion of *Y Cwricwlwm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage.
99. Partnerships with parents, the local community and other schools are good. Communication with parents is good with regular letters and newsletters. The prospectus is informative and welcoming. Parents are invited to work within the school in a variety of ways including helping with fundraising.
100. The school has a very strong link with its feeder high school and is an active member of a cluster of primary and diocesan schools. The school works well with other schools on various projects such as music and drama.
101. The school meets all legal and course requirements.
102. Provision for work related education has good features that outweigh shortcomings. Overall there is a suitable range of experiences provided appropriate to the age range of the pupils. However, these are not systematically planned for to allow pupils to develop a progressive understanding of the working world. Because of generous sponsorship by local and national business, areas of the curriculum have been developed for example, music and dance. Teacher placements to industry or business are not established as part of their continual professional development.
103. The development of the pupils' bilingual skills is good as a result of the efforts of all staff to provide enough opportunities to speak the language throughout the day.
104. The school has good arrangements to tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life whatever their ability or background.
105. The school successfully promotes the awareness of sustainable development and Global Citizenship. The school has policies and planned activities, which impact on these areas. They are working towards both Healthy School and Eco school status and alongside the School Council are developing an Eco Council.
106. The school has rightly identified the need to develop pupil's entrepreneurial skills; the current provision has good features that outweigh shortcomings. The school council provides a good opportunity for pupils to be involved in decision making within the school and to learn about democratic processes. However, other than for the oldest pupils there are, as yet, no enterprise activities or initiatives underway.

107. Pupils' experiences that reflect the priorities for life long learning, are good with no important shortcomings. Pupils are starting to take more responsibility for improving their own learning. By the time they leave the school at the end of year 6, these opportunities equip pupils well for their next stage of learning.
108. On a pastoral level, transition links with the local secondary schools are good.

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

Grade 2: Good features and no important shortcomings

109. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
110. The school provides a safe, secure, welcoming and happy environment for all pupils. They are well cared for, guided and supported. Individual pupils receive timely and effective support.
111. The pastoral support and guidance for pupils is an outstanding feature of the school. Teachers identify and react constructively to individual pupils' needs, including pupils with SEN. The school ensures that all available specialist services are involved in supporting individual pupils whenever necessary. For example, the Educational Welfare Officer, the Educational Psychologist, the Health Visitor, the School Nurse and the Speech Therapy Service are involved, as appropriate. Excellent relationships exist between all staff and pupils.
112. Parents consider pupils are very happy in school, and they are very satisfied with the help and guidance provided for their children. They feel comfortable in approaching the school with any concerns which they may have and report that the school takes their views into account.
113. The induction arrangements for pupils being admitted to the school are good. Parents report that the arrangements made for children under five joining the school ensure they settle in a very short time.
114. A number of pupils join the school at times other than normal admission periods. For these pupils, the buddy system, which operates within the school, provides good support and helps them to settle into the school quickly and happily. The 'moving up' session for pupils changing class at the end of each year is effective. Transition to the high school is carefully planned and supported through visits by pupils to their new school.
115. The school takes full account of the Personal and Social Education Framework and has a carefully structured and co-ordinated programme that includes health education.
116. Attendance and punctuality are monitored closely, and appropriate action taken if there are any concerns. Pupils' performance is also monitored well.

Clear systems have been established to monitor and address any concerns related to pupils' behaviour. As a result a consistent approach is taken by all staff to encourage pupils' good behaviour and to manage any inappropriate incidents.

117. The school considers that pupil and staff welfare, including health and safety issues, are important. Risk assessments have been undertaken for various aspects of school life. Health and safety procedures are well documented and effectively support the well-being of all pupils. A minor health and safety issue was brought to the attention of the head teacher and chair of the governing body during the inspection.
118. Child protection procedures are well documented and known to all that work in the school; training for all staff is up to date. There are good procedures to ensure pupils are safe and well cared for.
119. The quality of provision for pupils with additional learning needs is an outstanding feature of the school. Early identification of pupils with additional needs is developed and encouraged throughout the school. The school's policy complies with the Code of Practice for SEN.
120. The school systematically identifies the needs of pupils with SEN and the records maintained for pupils are exemplary. Individual education plans, have appropriate targets, and are reviewed regularly. Assessment, recording and reporting requirements exceed statutory requirements.
121. Pupils with SEN are offered access to all areas of the curriculum and are provided for through appropriate teaching and resources. Arrangements to support pupils with SEN are outstanding and include periods when small groups are withdrawn to work on specific literacy based programmes. This support is very effectively delivered by staff who are well trained and confident in their role. All pupils with SEN make good progress considering their individual need and circumstance.
122. Parents of pupils with SEN are consulted regularly and kept fully informed of their child's progress. Work is sent home regularly to allow parents to support their child at home.
123. The school provides good support for pupils with behavioural difficulties. Positive management of behaviour is effective and well supported by a whole school strategy, which includes the use of *'Golden Time'*.
124. The quality of provision for equal opportunities is good across the school. The school recognises the diversity of pupils' backgrounds and acts appropriately and effectively on this information. However, able pupils are given insufficient challenge in their learning.
125. The school has policies and practices which actively promote gender equality and is effective in challenging stereotypes particularly through the use of activities in dance lessons and extra-curricular activities.

126. The school is an inclusive community. Tolerance and respect for different views and values are clearly promoted. Pupils, whatever their gender, social or ethnic backgrounds are given equal opportunity to take part in all activities. The school has an appropriate race equality and diversity policy and action plan.
127. The school's procedures to eliminate oppressive behaviour, bullying and harassment are good with no important shortcomings. The school has effective arrangements to teach pupils about the steps to follow if they are concerned that they might be being bullied or are facing any form of oppressive behaviour. Pupils say that they understand these and know who to turn to if they need help.
128. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school has systematically worked to address the issues raised.
129. The diversity policy of the school is supported by appropriate activities planned within the curriculum. Opportunities are provided to ensure that pupils value the contributions of others.

Leadership and management

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
131. There are clear values, aims, objectives and targets, which are promoted by all staff, including non-teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities and racial equality, which is evident in the life of the school.
132. The head teacher provides positive leadership that gives a clear sense of direction to the school. She leads and manages the school very well. She is well supported by a committed team of teachers who work closely together.
133. Leadership of the early years classes is outstanding and ensures that a clear sense of vision and purpose exists in all that is undertaken. The special educational needs co-ordinator also provides strong support and co-ordinates provision for SEN pupils very effectively.
134. The quality of subject leadership is good. Subject leaders are knowledgeable about their areas of responsibility. They manage and lead their subjects well. They are closely involved in monitoring and evaluating standards in their subject. Subject leaders are involved in collating very useful portfolios of pupils' work. The good work of subject co-ordinators is reflected in the good standards achieved by the school.
135. The management of the school sets realistic yet challenging targets. Many whole school targets have been achieved and exceeded.
136. The clear commitment of the school to support the continuous professional development of staff is an outstanding feature. The procedures in place for undertaking the performance management of teaching staff are well established and very successful. The clear links between targets for teaching staff and the school development plan ensures that teachers' professional development has a significant impact across the school.
137. The school has very effective procedures for undertaking the appraisal of support staff. The procedures include on going monitoring of performance targets with constructive and regular feedback to staff. The impact of training is evident in many aspects of school life, particularly the outstanding support for pupils with SEN. The school has achieved Investor in People status in recognition of the work undertaken in this area.
138. The school has taken good account of national priorities. It has achieved the Basic Skills Quality Mark and is currently involved in the Health Schools

Initiative and the Eco School Award. The school is successfully working towards introducing the Foundation Phase.

139. The governing body has several new members. It is a very supportive body and is regularly provided with good quality information about the school's performance and work. Governors have good knowledge of the aims and vision of the school. They meet regularly and have a well-established and effective committee structure.
140. The governing body's role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is developing well.
141. In almost every area of their work the governing body fulfils its legal and statutory requirements. However there are a few minor omissions in the provision of information for parents through the prospectus and annual governors' report.

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team did not match the judgements made by the school in the self-evaluation report. The inspection team identified many good features within this key question but were unable to identify any features which were outstanding.
143. The head teacher, governors and staff systematically monitor and evaluate the school's performance.
144. The process of self-evaluation within the school is comprehensive and systematic. It is based on extensive monitoring of teaching and learning by the head teacher and subject leaders. They are well informed about the performance in those areas for which they are responsible and make good use of the information to identify necessary improvements.
145. All staff and governors are fully involved in the process of self-evaluation. The views of pupils and other interested parties are taken into account. The views of parents have been sought both informally and formally, through the use of questionnaires, and have been taken into account as part of the self-review process. The School Council is effectively used to seek the views of pupils.
146. The school's self-evaluation report is concise, accurate and comprehensive. It clearly identifies strengths and areas where improvements are needed. It is based on first hand evidence of the quality of teaching and learning but lacks detailed reference to performance data and trends over time.

147. The inspection team agrees with the school's self-evaluation report and with the judgements made by the school for four of the seven key questions. Where the inspection team awarded a higher grade, the school had underestimated their efficiency in using resources. Where the inspection team awarded a lower grade, many good features were identified but there were insufficient outstanding features to award a grade 1 for the overall questions.
148. The school uses the outcomes of self-evaluation well to inform the priorities in its school development plan. The plan is a three-year strategic document, which identifies actions, responsibilities, time schedules, costs and success criteria for each target. However, targets are insufficiently linked to raising standards and do not make adequate use of performance related data. Appropriate resources are provided to ensure that targets set are achievable.
149. The school has achieved significant and measurable improvement in many areas since the last inspection. All the key issues have been diligently addressed in the line with the action plan prepared by the school and as a result standards have risen in many areas of the school's work.

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

Grade 1: Good with outstanding features

150. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report. The school had underestimated their efficiency in using resources.
151. There are a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. The head teacher is experienced, and there is a good balance of new and experienced staff.
152. The school is allocating and using resources provided for workforce remodelling very effectively. A music specialist has been appointed to deliver music during planning and preparation time and all staff appreciate and productively use the time made available to them. The school reports that the arrangements for planning and preparation time have had a positive impact on standards in music.
153. The school utilises a good range of support staff who make a positive contribution to the overall quality of teaching and the standards achieved. They work effectively under the guidance of teachers, however they are not fully involved in the planning and recording of pupils' progress in all classes.
154. All staff have appropriate job descriptions clearly defining their roles and responsibilities.
155. The school uses very competent administrative staff effectively. Canteen staff and lunchtime helpers form an integral part of the school team and contribute well to the development of the pupils.

156. Learning resources are of a good quality. They stimulate imaginative play in the under-fives classes and support the development of skills with older children. The use of the interactive whiteboard in classrooms is significantly impacting on the development of ICT skills across key stage 1 and key stage 2.
157. The accommodation is adequate for the number of pupils on roll. It provides a comfortable, safe and attractive learning environment. Good displays of pupils' work provide opportunities to celebrate success.
158. The playground areas are spacious and the under-fives make good use of their safe outside classroom. The school building and grounds are very well maintained by the caretaker and cleaning staff.
159. The school uses its available finances in a farsighted manner with the head teacher providing excellent stringent budgetary control. Spending in the school accords to the priorities set by the governing body in the development plan. The school has been successful in bids from outside funding bodies such as MBNA. In addition to money raised by the Parent Teacher Association, and funding from the Diocese, the school has sufficient funds to refurbish the cloakroom facilities for the pupils.
160. Resources, including staffing, are kept under constant review by the head teacher and governors. The resources purchased and used have maximum effect on maintaining high standards at the school. This is strength of the school. The school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

161. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards in language, literacy and communication; personal and social development; mathematical development; knowledge and understanding of the world and physical development are good with outstanding features in nursery and reception. Standards in creative development are good with no important shortcomings in nursery and reception.

Language, literacy and communication skills

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

162. The development of children's early reading skills is outstanding. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children continue to develop their skills and many are able to read a simple text accurately.
163. Children in nursery and reception use the mark-making table very confidently and are making outstanding progress in developing their early writing skills. They enjoy writing and do so for a range of purposes. They particularly enjoy making their own small books and take great pride in the presentation of their work.
164. Although many children enter nursery with poor skills in speaking and listening, they make outstanding progress in the development of these skills. All children speak as well as they are able to and by the end of reception most speak clearly and confidently, expressing opinions and re-telling their own experiences. Children's listening skills also develop very well. The children in reception listen carefully both to adults and to other children.

Good features

165. Nursery and reception children develop their phonic skills well as a result of carefully planned activities, which allow them to experiment with initial letter sounds and word building strategies.
166. In both year groups, children enjoy exploring the Welsh language. Nursery children listen attentively to a story read in Welsh and reception children confidently ask and answer questions in Welsh as part of their role as the *Helpwr Heddiw*.

Shortcomings

167. There are no important shortcomings.

Personal and social development

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

168. All children under-five relate very well to each other and to adults. They show care, respect and affection for their peers, playing well together and readily sharing their equipment.
169. Children's ability to concentrate for long periods of time is outstanding. They become very involved in the tasks, which are prepared for them. This supports their learning, enabling them to benefit in full from the activities in which they engage.
170. All children have a very good understanding of the routines in the early years area and have consequently developed an outstanding level of independence. They register themselves when they arrive at school and organise their own snack when they are ready to have a break.

Good features

171. Children under-five explore and experiment confidently when faced with new learning opportunities particularly in the outdoor area.
172. They are making good progress in learning to take responsibility for their own hygiene and understand for example the need to wash their hands before handling food.
173. Children in nursery and reception classes develop well in their ability to dress themselves, given time and encouragement. The younger children ask for help when they need it.

Shortcomings

174. There are no important shortcomings.

Mathematical development

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

175. All children under-five show an outstanding awareness of number when working independently. Nursery children count accurately and confidently to five. They are quick to match numbers together and enjoy writing numbers in the mark making area.

176. Reception children enjoy exploring higher numbers. They carefully arrange numbers to 10 on the washing line and count them. They correct themselves when they make an error. They count accurately to 20 and beyond when jumping as part of a game. They are beginning to understand the concept of 1 more and 1 less.
177. Children in nursery and reception classes are making outstanding progress in developing their early mathematical concepts when they play in the sand and water. Their understanding of full / empty, more / less etc. is very well developed.

Good features

178. Children in nursery and reception classes show good recall of number rhymes, songs and counting games, which they enjoy playing and singing.
179. They confidently recognise and are able to recreate basic patterns.
180. The older children in reception are beginning to develop a good understanding of the mathematics of money.

Shortcomings

181. There are no important shortcomings.

Knowledge and understanding of the world

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

182. Children under-five have an outstanding awareness of the seasons and their features as a result of the time they spend in the outdoor area. They confidently discuss the weather, reflecting on the effect it has on their own activities. They display a sense of awe and wonder when experimenting with ice and snow outside.
183. Children in the reception class demonstrate a very good understanding of information sources as they work on kitchen utensils from long ago. They name a range of sources of information about the past such as books, the library and information technology. They talk confidently about facts they have discovered.
184. Children's knowledge of a range of materials and their understanding of uses of materials are outstanding. While working on the houses for the *Three Little Pigs*, they talk confidently about why different materials are suitable for building a house and why other materials work less effectively.

Good features

185. Children in the nursery and reception classes talk confidently about their home and where they live. The older children are beginning to develop their understanding about different places, such as the countryside and the town.
186. Nursery children enjoy planting bulbs in the garden area and understand that they have to 'sleep' before they grow.

Shortcomings

187. There are no important shortcomings.

Physical development

Nursery Grade 1: Good with outstanding features

Reception Grade 1: Good with outstanding features

Outstanding features

188. Children in nursery and reception classes show a very good awareness of their own bodies when they run, walk, skip and jump. They move very confidently, with increasing control and awareness.
189. All children handle small tools such as pencils, paintbrushes and crayons with outstanding control.
190. During outdoor activities, they skilfully manoeuvre a range of wheeled vehicles, carefully following a chosen path to the *Little Pig's* house and avoiding other children.

Good features

191. Children in the reception class understand the need to warm up their bodies before exercise. They show good awareness of space when working with others. They name body parts correctly and describe how different parts of the body can be moved.
192. When performing short sequences as foxes or cats, they move imaginatively, performing to a good standard.

Shortcomings

193. There are no important shortcomings.

Creative development

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features with no important shortcomings

Good features

194. Children in nursery enjoy playing in the *Prince's Castle*. They confidently assume a role and the level of their imaginative play is good. They enjoy

dancing to music and show a good awareness of rhythm as they do so. Older pupils also demonstrate good imaginative skills when they build a house for the *Three Little Pigs*.

195. All children under-five make good use of equipment provided to complete creative projects such as masks for *Cinderella's Ball* and magic wands. They position material with care, giving consideration to how the finished product will look.
196. Children in nursery and reception classes enjoy using a range of materials to create their pictures. The oldest children handle paint skilfully when creating the shades of a daffodil.
197. Nursery children use a construction kit confidently to build a castle. They discuss work in progress and organise small play figures with great care.

Shortcomings

198. Children's ability to work independently and imaginatively on art related activities is limited as a result of projects which are over prescriptive.

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

199. Pupils' standards of speaking and listening are good in key stage 1 and key stage 2. Throughout the school, pupils listen attentively, show interest in what they are being taught by their teachers and what their peers have to say.
200. In all classes, the vast majority of pupils are articulate. They express themselves well using appropriate vocabulary and the more-able key stage 2 pupils use complex sentence structures.
201. In key stage 1, pupils fully recount stories and books they have read, keeping to the correct sequence. Pupils adapt their language very effectively to suit different occasions. The majority of pupils listen thoughtfully and follow instructions accurately.
202. Pupils in key stage 1 make good progress in their reading and standards are good. They are familiar with the way books are organised and their level of difficulty. They read for different purposes and know that books are both sources of information and an enjoyable pastime. They tackle new text very well using a range of strategies to read unfamiliar words.
203. By the end of key stage 1, pupils read accurately and many read with very good expression to convey emphasis. They clearly understand what they have read and make sensible predictions about what is likely to happen in the remainder of the story.

204. In key stage 2, pupils read very well to find information. More-able pupils in year 6 talk knowledgeably about their favourite author and books. Pupils support each other appropriately when taking part in reading activities. They follow text when others are reading.
205. Key stage 1 pupils recognise individual letters and sounds. They blend simple sounds together to make words. They create short pieces of writing, using familiar words displayed around the classroom to help them. A few more able pupils write imaginatively.
206. In key stage 2 the majority of pupils understand the purposes of punctuation and use it accurately. By the end of the key stage, pupils write in a variety of different styles. They make good use of descriptive language in writing interesting poems and persuasive pieces of work.
207. Pupils' understanding of the purpose of language develops well throughout the school. By the end of key stage 2, pupils use their communication skills for a good range of purpose in different subjects. For instance, they appreciate the difference between formal and informal writing and the type of language needed for writing investigations and experiments.

Shortcomings

208. There are no important shortcomings. However a minority of key stage 2 pupils do not consistently use punctuation correctly or present their work well.

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

209. In key stage 1, pupils successfully build on the good start in the nursery and reception years by developing new vocabulary and simple phrases. They listen well to oral stimuli and follow simple commands and instructions accurately. They ask each other questions such as names, colour of their hair or eyes, answering correctly. They know a range of vocabulary, including body parts, and ask for various items with good pronunciation.
210. 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. They listen and follow a wide range of instructions carefully and correctly.
211. Pupils in key stage 2 know a range of comments about the weather and describe the previous day's weather with correct terminology. Their ability to extend sentences using pronouns and adjectives is developing very well and they use positional vocabulary correctly to point out a character in a picture.

- 212. Pupils in key stage 1 identify simple words when reading. Pupils' reading skills develop well so that older key stage 2 pupils read with confidence and expression.
- 213. Key stage 1 pupils attempt to write simple sentences independently. They make good progress in developing their ability to write as they move through the school. Pupils in year 5 and year 6 write carefully in their workbooks and lapboards using appropriate vocabulary.
- 214. Most of the pupils use their knowledge of numbers to name the date of their birthday.

Shortcomings

- 215. There are no important shortcomings. However, pupils in key stage 2 make insufficient progress in their ability to write independently at length.

Design technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

- 216. When making products to enhance their work on fairytales, key stage 1 pupils demonstrate their understanding that materials behave in different ways. They make appropriate choices in selecting their own materials and confidently discuss what they like about their finished products.
- 217. Key stage 1 pupils correctly identify skills required in the making process and understand ways of joining different materials together. They understand that simple mechanisms can be used to allow movement.
- 218. Pupils in key stage 1 and key stage 2 make good use of ICT to record their design ideas. Key stage 2 pupils successfully use ICT as a source for generating ideas when planning a project.
- 219. Key stage 2 pupils show a good understanding of the stages to follow in the design process as they plan their own musical instruments. They plan the making of their instruments carefully and select materials suitable for the purpose to use when making the products.
- 220. Through their work on designing alarms, key stage 2 pupils understand how electrical circuits can be used to achieve functional results.
- 221. In the final construction stages of making slippers, key stage 2 pupils produce good quality work using strong sewing skills. The most able identify weaknesses in their designs and suggest appropriate solutions.
- 222. All pupils demonstrate a very clear awareness of health and safety issues as they work.

Shortcomings

223. Activities in key stage 1 often limit the opportunities for pupils to develop their own ideas. As a result pupils' designing and making skills are underdeveloped.
224. Pupils in key stage 1 and key stage 2 make insufficient progress in developing their ability to evaluate their designs and suggest improvements.

History

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

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

Good features

225. Pupils in key stage 1 talk confidently about kitchen objects from long ago. They successfully identify differences between kitchen items used today and those that were used in the past. They confidently ask and answer questions about the past when taking part in an '*Antiques Road Show*'. Pupils correctly name sources of information including diaries, photographs and information books.
226. When exploring aspects of the Great Fire of London, key stage 1 pupils are beginning to develop their awareness of chronology by sequencing pictorial evidence in the correct order. They understand why the Great Fire of London started and what happened as a result.
227. Pupils' awareness of chronology continues to develop well in key stage 2. Most key stage 2 pupils are able to place a sequence of events in the correct order to form a timeline and the majority, confidently recall dates of historical events they have studied.
228. Pupils in key stage 2 correctly define interpretation and understand how an interpretation can be created from evidence. They correctly name a range of primary and secondary sources and understand how and why interpretations differ. They make good use of their research in order to identify what a Celtic warrior looked like.
229. Key stage 2 pupils accurately recall facts ascertained through historical research. They successfully compare and contrast the lives of the rich and poor people in Tudor times showing a good understanding of the main characteristics of the period.
230. Pupils in key stage 1 and key stage 2 are developing a good knowledge of Welsh history and the history of the immediate area close to the school.
231. Key stage 1 pupils use computer programmes well to explore aspects of the Great Fire of London. Key stage 2 pupils competently carry out research tasks using the Internet and CD ROMS.

Shortcomings

232. 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

233. Key stage 1 and key stage 2 pupils are appropriately dressed for activities and understand the importance of this along with the need to show due regard for safety rules. They are aware that regular physical activities are important for a healthy life-style.

234. Pupils in both key stage 1 and key stage 2 undertake "warm up" activities enthusiastically and understand the purpose of it. They respond well to instructions, showing good sporting behaviours as individuals, in pairs and in groups.

235. In their dance lesson, key stage 1 pupils show control when exploring movements using the basic actions of travelling, turning and stillness as they create a 'Seasons' dance. They are aware that the right posture is required to perform successfully. They accurately evaluate their work and when asked to demonstrate to others do so with pride and enthusiasm.

236. In their gymnastics lessons, key stage 2 pupils again respond well to instructions during the warm up activities and link actions fluently to form a sequence. They demonstrate good control and imagination, varying their methods of travel around the hall. Pupils adapt and refine their movements as they transfer weight from free hands; balancing, rolling and turning as they do so. They are confident in exploring ways of travelling, under and over benches.

237. Pupils in year 6 show good progress when transferring the skills they have learnt individually and in small groups to a team situation. They understand the structures of games and participate within the rules well.

238. Pupils in key stage 2 show confidence in their swimming activities. They build on techniques and demonstrate good standards. The majority of pupils swim by the time they leave for the High School.

239. Pupils in the school are very successful in a number of competitive team games at local and county level. This contributes positively to the standards they achieve in their lessons.

Shortcomings

240. There are no important shortcomings although a small number of key stage 2 pupils do not always evaluate their performance or suggest ways about how their performance can be developed.

School's response to the inspection

The School warmly welcomes the findings of the Inspection Report, which recognises the significant and measurable improvements made by the school since the last Inspection, and the diligent way the Action Plan has been addressed by the Head teacher, staff and Governors of the school.

We are pleased that the team found so many areas of the school to be judged not just good but outstanding, and we will continue to be committed to the further development of the school.

The Head teacher, staff and Governors are proud that their hard work and dedication to the children has been acknowledged in the Inspection Report. We have great confidence in our school team and are pleased to note that both our standards of achievement in lessons observed and the quality of the teaching in lessons observed significantly surpass the targets set by Welsh Assembly Government.

The Head teacher, staff and Governors will now commence the Action Plan to address the recommendation in the Report. A copy of the Action response will be sent to all parents of the school, who will be notified of its progress through the Governor's Annual Report to parents.

The Head teacher, staff, Governors and children of the school wish to thank the Inspection team for the courteous, thorough and professional manner in which the Inspection was conducted.

Appendix 1

Basic information about the school

Name of school	St Anthony's Roman Catholic Primary
School type	Voluntary
Age-range of pupils	3-11 yrs
Address of school	High Street, Saltney Chester
Postcode	CH4 8SF
Telephone number	01244 680480

Head teacher	Mrs Cheryll Oliver
Date of appointment	September 1996
Chair of governors	Mrs Susan Franklin
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	6 th – 8 th February 2007

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	9.5	17	15	23	18	22	30	17	142

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24 : 1
Pupil: adult (fte) ratio in nursery classes	9.5 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	84.6	88.1	90.7
Summer 2006	82.7	93.4	92.2
Autumn 2006	86.3	92.1	95.8

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	25.0	50.0	25.0
		National	0	4.0	12.0	64.0	20.0
En: reading	Teacher assessment	School	0	0	25.0	37.5	37.5
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	0	18.8	81.2	0
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	25	50	25
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	18.8	56.3	25.0
		National	0	2.0	10.0	63.0	24.0
Science	Teacher assessment	School	0	0	6.3	62.5	31.3
		National	0	2.0	9.0	65.0	24.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	68.8	In Wales	80.9

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		22		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	22.7	63.6	13.6
		National	0	0	1.0	0	1.0	4.0	15.0	47.0	32.0
Welsh	Teacher assessment	School									
		National	1.0	0	0	0	1.0	4.0	17.0	50.0	26.0
Mathematics	Teacher assessment	School	0	0	0	0	0	13.6	4.5	63.6	18.2
		National	0	0	1.0	0	1.0	3.0	15.0	47.0	32.0
Science	Teacher assessment	School	0	0	0	0	0	0	18.2	63.6	18.2
		National	0	0	1.0	0	0	2.0	11.0	51.0	35.0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	77.3	In Wales	73.5

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

Appendix 4

Evidence base of the inspection

- The inspection was carried out by a team of four inspectors, including a lay inspector, over a period of three days.
- The head teacher was the nominee and played a supporting role during the inspection.
- A Peer Assessor appointed by Estyn supported the team.
- Pre-inspection meetings were held with the head teacher, parents, staff and governing body.
- Thirty-nine questionnaires were returned, analysed and summarised.
- Discussions including post inspection meetings, were held with the head teacher, teaching staff and support staff.
- Discussions were held with pupils and the members of the School Council about their work and the life of the school.
- All documentation submitted by the school, prior to and during the inspection, was analysed and discussed, including the school improvement plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from the school and during the mid-day and other breaks.
- Pupils' behaviour was observed at various times in the school day.
- Samples of pupils' work, practical and written, from across the ability range in each age group, were examined.
- Thirty-four lessons or parts of lessons were observed.
- Inspectors attended assemblies and observed extra-curricular activities.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1, 4, 5 and 6	Under-fives History Design technology
Mrs Carolyn Thomas Team Inspector	Key Questions 2, 3 and 7	English Welsh second language Physical education
Mrs Denise Shield Lay Inspector	Contributions to key questions 1, 3, 4 and 5	
Mr Dafydd Ifans	Peer Assessor	
Mrs Cheryl Oliver	Nominee	

The contractor was:

Evenlode Education Ltd
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Acknowledgement

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