

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**St Mary's Catholic Primary School  
Milford Road  
Newtown  
Powys  
SY16 2EH**

**School Number: 666/3320**

**Date of Inspection: 10-12 October 2005**

**by**

**Michael Best  
W207/10413**

**Date: 12 December 2005**

**Under Estyn contract number: T/033/05P**

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St Mary's Catholic Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St Mary's Catholic Primary School took place between 10-12 October 2005. An independent team of inspectors, led by Dr Michael Best 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 sections.

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 past performance. Most schools receive a standard inspection 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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. St Mary's Catholic Primary School is situated near the centre of Newtown in Powys. The school draws its pupils from both rented and private housing within the town and surrounding rural area. Although unemployment is low, the economic prosperity of the area is mixed. At 24 per cent, the proportion of pupils entitled to free school meals is higher than both the national and local averages, and significantly higher than at the time of the previous inspection in September 1999.
2. There are currently 76 boys and girls on roll aged between 4 and 11 years who attend full-time, including four children of nursery age. The local authority looks after a small number of pupils. The number of pupils who leave or join the school other than at the usual times is greater than that found in many other primary schools.
3. Most pupils are from a white background and English is their home language. Less than two per cent of pupils come from other ethnic groups or speak English as an additional language. Currently, none of these pupils are supported in learning English as an additional language. During the last academic year, there was one temporary exclusion.
4. Most children join the under-fives class on a full-time basis at the start of the term following their fourth birthday. The school runs an induction programme of part-time attendance to prepare children for starting school full-time. Teachers' assessments indicate that at the start of their reception year, children have a wide range of skills and experiences. Overall, however, their standards are above the local and all Wales averages.
5. The school currently identifies 19 pupils (25 per cent) of pupils as having special educational needs (SEN). This is above national and local education authority (LEA) averages. At present, there are three pupils with statements outlining their special educational needs. The National Curriculum is modified for one pupil but not disapplied for any others. All pupils participate in acts of collective worship and religious education lessons.
6. The number of pupils has remained relatively constant during the last six years. The head teacher joined the school in January 2004 following the retirement of the previous post holder.

## The school's priorities and targets

7. The school's mission statement is from St John's gospel, Chapter 13, verse 34: *"Love one another as I have loved you .... then everyone will know that you are my disciples"*.
8. The school's aims emphasise the recognition and celebration of pupils' efforts and successes in all aspects of the school's life and work.
9. The targets in the school development plan include:
  - improving standards in Welsh;
  - reviewing and revising schemes of work, particularly to include identifiable coverage of *Y Cwricwlwm Cymreig*;
  - implement performance management for teachers;
  - improve methods of assessment to assist planning;
  - revising the school's spiritual and moral policy;
  - developing information communications technology (ICT) throughout the school and across the curriculum.

## Summary

10. St Mary's is a good Catholic school that prepares its pupils well for the next stage of their education. Standards of achievement and the quality of teaching are both good, and have improved since the last inspection.
11. The inspection team agrees with the school's evaluation of its performance in five of the seven key questions. However, they do not agree with the school's evaluation of *How effective are leadership and strategic management?* (key question 5) and *How well do leaders and managers evaluate and improve quality and standards?* (key question 6). There are unresolved issues within the leadership team that are preventing the school from developing its capacity to reflect critically on what it is doing and how it can further improve.

### 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?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	2

### Standards

12. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh Second Language	2	2
Mathematics	2	2
Science	2	2
Geography	2	2
Music	2	2
Physical education	3	3

13. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
14. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	58%	31%	0%	0%

15. These figures exceed the Welsh Assembly Government's targets for 95 per cent of lessons to be Grade 3 or above, and 65 per cent of lessons to be Grade 2 or above.
16. In the subjects inspected, pupils in key stages 1 and 2 achieve good standards and the vast majority of pupils achieve the targets the school sets for them. Some pupils at the end of key stage 2 exceed these targets because they progress very well in response to high quality teaching in years 5 and 6. This applies to pupils of all abilities. Across the school, pupils with SEN achieve good standards relative to their age and ability.
17. Standards in the key skills in communication, mathematics, information technology and bilingual competence are good with no important shortcomings for pupils in key stages 1 and 2, and children under five. In both English and Welsh, pupils' skills in writing, although good, are not just as strong as those in reading, listening and speaking.
18. In the 2005 National Curriculum key stage 1 teacher assessments, the proportions of pupils attaining level 2 and above were below the national and local averages<sup>1</sup> in reading, writing, speaking and listening, mathematics and similar to both the national and local averages in science. These results in English and mathematics fall within the lowest 25 per cent band of similar schools, and in the top 25 per cent band of similar schools in science<sup>2</sup>.
19. In the National Curriculum teacher assessments end of key stage 2 in 2005, the proportions of pupils gaining level 4 and above in English, mathematics and science were above the national averages<sup>3</sup> and similar to the local averages. These results place the school in the top 50 per cent of similar schools in English and mathematics, and in the top 25 per cent of similar schools in science<sup>4</sup>.
20. Inspection evidence indicates that there are no significant differences between subjects, boys in relation to girls or in the performance of particular groups of pupils.
21. Although pupils make good progress overall in their acquisition of skills, knowledge and understanding regardless of their age, gender, ability or ethnicity, there are some shortcomings. Pupils do not progressively develop the capacity to work independently. The provision for the under-fives is not adapting sufficiently to meet the changing needs of the children entering the school. Children are too directed and have insufficient opportunities to make choices. This is reflected in their lack of confidence in applying problem-solving and decision-making skills in key stage 1 and the start of key stage 2. However, by the end of key stage 2, pupils demonstrate a strong grasp of the skills necessary to maintain lifelong learning.

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<sup>1</sup> The most recent comparative data relates to 2004.

<sup>2</sup> Compared with English medium schools with 16 to 24 per cent free school meals (2004).

<sup>3</sup> The most recent comparative data relates to 2004.

<sup>4</sup> Compared with English medium schools with 21 to 24 per cent free school meals (2004).

22. Whilst most pupils demonstrate a secure understanding of what they are doing in lessons, too few are aware of how well they are progressing or how they can improve their work. Teachers' marking of pupils' work, although regular and supportive, does not consistently identify the next steps in learning.
23. Pupils' behaviour in lessons and around the school is good with no important shortcomings. Pupils have positive attitudes to learning. They are well motivated and want to do well. Most listen carefully and concentrate well in lessons, behave responsibly and show good respect for those around them, property and the school building. Attendance is above the national and LEA averages, and the average for similar schools<sup>5</sup>. Most pupils arrive promptly at the start of the day and lessons start on time.
24. Children under five and pupils in both key stages make good progress in their personal, moral and social development. Their spiritual and cultural development is good. They have a good appreciation of equal opportunity issues, and a healthy respect for diversity within society. By the time they start their secondary education, pupils are well prepared for their effective participation in the workplace and the community.

### **The quality of education and training**

25. In the lessons seen during the inspection, the quality of teaching is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
17%	54%	25%	4%	0%

26. The proportion of lessons judged Grade 2 and above, and Grade 3 or above, exceeds the Welsh Assembly Government's targets.<sup>6</sup> Teaching has improved since the last inspection, particularly in the proportion of lessons with outstanding features.
27. Working relationships between staff and pupils are good and in some lessons, including those where support staff are working with individuals or small groups of pupils, they are outstanding. Staff have high expectations of pupils' behaviour and attitudes. In the best lessons, they successfully stimulate and challenge learners to achieve their best. At times, however, some teachers dwell too much on the negative aspects of pupils' attitudes and work.
28. In most lessons, teachers' planning builds effectively on pupils' prior knowledge and understanding. In the best practice, teachers identify learning objectives in their planning and share them with their pupils. Where lessons are less effective, there is too much emphasis on adult-led activities at the expense of opportunities for learners to make choices.

<sup>5</sup> Compared with English medium schools with over 16 and up to 24 per cent or more free school meals (2004).

<sup>6</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

29. Assessment procedures fully meet legal requirements and the quality of learners' end of year reports is good. Staff assess pupils' achievements fairly and regularly, but the school's analysis of National Curriculum and other standardised assessments is under-developed. Day-to-day assessment is manageable and meaningful for staff but learners are not sufficiently involved in planning their own progress and improvement.
30. The school provides a broad and balanced curriculum that meets statutory requirements at both key stages. The curriculum for the under fives reflects the areas of learning leading to the Desirable Learning Outcomes. There are effective schemes of work in place that provide for progression and continuity in learning. The curriculum is well enriched by a good range of learning experiences. The school gives good attention to the development of key skills, pupils' personal and social education and *Y Cwricwlwm Cymraeg*. The curriculum for pupils with SEN is good, and takes good account of the modifications made in statements.
31. The school's partnerships with other providers and the community is good. It successfully tackles social disadvantage and stereotyping, and provides a good standard of equal access and opportunity. Good features outweigh shortcomings in the school's provision for promoting national priorities for lifelong learning, promoting pupils' education for sustainable development and for developing their entrepreneurial skills.
32. The quality of the care, support and guidance provided by the school to its learners is good. Its partnership with parents and carers is good. The school monitors pupils' punctuality, attendance and behaviour well but there are shortcomings in its monitoring of their performance which, affects the quality of the guidance they receive. The school's day-to-day practice successfully promotes good equality of opportunity and pupils' respect for diversity.

### **Leadership and management**

33. The school's mission statement, aims and objectives are appropriate for the age of its pupils and successfully promote equality for all. They are generally well reflected in the daily life and work of the school.
34. The head teacher has a clear vision for the school's development. She has high expectations of pupils and staff, and is committed to pupils achieving their all-round best. The head teacher works closely with the governing body to develop their involvement in the strategic management of the school. The leadership and management of the school's provision for SEN is good.
35. Whilst there is much common purpose within the staff, there are some unresolved tensions within the senior leadership team. Thus far, the school's priorities for development have been addressed and, in the main, successfully achieved through the explicit involvement of the head teacher in leading and managing initiatives.

36. Staff have agreed their developmental needs and undertaken training. However, there is no systematic programme of lesson observations in place to monitor teaching and learning, share good practice and support improvement. This was a key issue at the time of the last inspection.
37. Standards have risen and the quality of teaching and learning improved since the last inspection. In all but one of the key issues from the previous report, the school has made good and measurable progress.
38. The governing body is successfully improving its knowledge of the school's strengths and shortcomings. New structures to help develop their strategic planning role are being successfully implemented. The governing body has not yet agreed a policy for promoting racial equality or its arrangements for meeting the needs of those with physical disabilities. The school is not meeting in full the statutory requirements for the performance management of teachers.
39. The quality of the school's self-evaluation and planning for improvement has good features that outweigh shortcomings. The school does not make sufficient use of first-hand evidence, particularly that drawn from the analysis of assessment data or the monitoring of teaching and learning. This impacts on the quality of the school's planning for improvement.
40. Staffing levels are good. Staff are well qualified, experienced and effectively deployed. Professional development activities effectively support the school's priorities. The accommodation is good and pupils have good access to suitable learning resources. The day-to-day administration of the school has many outstanding features.
41. The school has suitable regard for the principles of best value and regularly monitor the impact of spending decisions. The school has a licensed deficit budget which is reducing. In terms of the standards pupils achieve and the quality of education it provides, the school provides good value for money.

## Recommendations

42. In order to improve standards further, it is recommended that the school should:
- R1 Address shortcomings in the provision for the under-fives and standards in physical education at both key stages.
  - R2 Establish a cohesive leadership team with clearly defined roles and responsibilities to successfully enable school development and further improvement.
  - R3 Increase pupils' knowledge and understanding of their progress and what they need to do to improve their work.
  - R4 Develop and implement a systematic programme for monitoring teaching and learning in lessons, and sharing good practice between staff.
  - R5 Ensure that statutory requirements in relation to racial equality, the Disability Discrimination Act and the performance management of teachers are met in full.

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.

43. The inspection team agrees with the school's self-evaluation grade for this key question.

44. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh Second Language	2	2
Mathematics	2	2
Science	2	2
Geography	2	2
Music	2	2
Physical education	3	3

45. The inspection team was asked to report on the overall quality of the educational provision for children in the early years. Their judgement is that the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

46. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	58%	31%	0%	0%

47. These figures exceed the Welsh Assembly Government's targets for 95 per cent of lessons to be Grade 3 or above, and 65 per cent of lessons to be Grade 2 or above.

48. In the subjects inspected, pupils in key stages 1 and 2 achieve good standards and the vast majority of pupils achieve the targets the school sets for them. Some pupils at the end of key stage 2 exceed these targets because they progress very well in response to high quality teaching in years 5 and 6. This applies to pupils of all abilities. Across the school, pupils with SEN achieve good standards relative to their age and ability.

49. Standards in the key skills in communication, mathematics, information technology and bilingual competence are good with no important shortcomings for pupils in key stages 1 and 2, and children under five. In both English and Welsh, pupils' skills in writing, although good, are not just as strong as those in reading, listening and speaking.

50. In the 2005 National Curriculum key stage 1 teacher assessments, the proportions of pupils attaining level 2 and above were below the national and

local averages<sup>7</sup> in reading, writing, speaking and listening, and mathematics and similar to the both the national and local averages in science.

51. These results in English and mathematics fall within the lowest 25 per cent band of similar schools, and in the top 25 per cent band of similar schools in science<sup>8</sup>. The core subject indicator (CSI)<sup>9</sup> was below the national and local averages, and in the lowest 25 per cent band compared with similar schools. The proportions of pupils reaching the higher level 3 were below the national averages in each subject.
52. In the National Curriculum teacher assessments end of key stage 2 in 2005, the proportions of pupils gaining level 4 and above in English, mathematics and science were above the national averages<sup>10</sup> and similar to the local averages.
53. These results place the school in the top 50 per cent of similar schools in English and mathematics, and in the top 25 per cent of similar schools in science<sup>11</sup>. The core subject indicator (CSI)<sup>12</sup> was above the national and local averages, and in the top 25 per cent band compared with similar schools.
54. The proportions of pupils reaching the higher level 5 were above the national averages in English and mathematics. In science, the proportion of pupils reaching the higher level 5 was below the national average; the school attributes this to changes in the assessment requirements.
55. This is a small school where the number of pupils in each year group can vary from year to year. For example, there were 16 pupils in year 6 in 2004/5, compared with only six in the previous year. Consequently, direct year-on-year comparisons need to be made with some caution. Inspection evidence indicates that high standards are being maintained at the end of key stage 2 and that there are no significant differences between subjects, boys in relation to girls or in the performance of particular groups of pupils.
56. At the end of key stage 1, the school's results in recent years are not as high as at the time of the last inspection. The school identifies two contributory factors; firstly, there has been a marked increase in the number of pupils leaving and joining the school other than at the usual times; and, secondly, that the proportion of pupils with special educational needs has risen. Inspectors concur with the school but additionally identify that the provision for the under-fives is not adapting sufficiently to meet the changing needs of the children entering the school.
57. Although pupils make good progress overall in their acquisition of skills, knowledge and understanding regardless of their age, gender, ability or

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<sup>7</sup> The most recent comparative data relates to 2004.

<sup>8</sup> Compared with English medium schools with 16 to 24 per cent free school meals (2004).

<sup>9</sup> The core subject indicator is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination.

<sup>10</sup> The most recent comparative data relates to 2004.

<sup>11</sup> Compared with English medium schools with 21 to 24 per cent free school meals (2004).

<sup>12</sup> The core subject indicator is the percentage of pupils attaining at least level 4 in English, mathematics and science in combination.

ethnicity, there are some shortcomings. Pupils do not progressively develop the capacity to work independently. This is particularly the case in the under-fives where children are too directed and have insufficient opportunities to make choices. Consequently, when they start in key stage 1, many pupils find difficulty in completing their work within a realistic time scale, or in sustaining their interest when required to think for themselves. In key stage 1, and at the start of key stage 2, some pupils' apparently immature behaviour often reflects their lack of confidence in applying problem-solving and decision-making skills.

58. In contrast, pupils in years 5 and 6 demonstrate a strong grasp of the skills necessary to maintain lifelong learning. They plan and organise themselves well, support each other effectively in solving problems and work confidently with the minimum of supervision, engaging adults in meaningful and logical debate. By the end of year 6, pupils are successfully achieving their potential and are well prepared for the next stage of their education.
59. Whilst most pupils demonstrate a secure understanding of what they are doing in lessons, too few are aware of how well they are progressing or how they can improve their work. The school has yet to establish a whole-school system where pupils help to identify their individual goals for improvement and regularly review these with their teachers.
60. Behaviour is good with no important shortcomings. Pupils behave well as they move around the school, during assembly and when outside at play. Very occasionally in lessons, pupils' behaviour is immature. This is usually when teaching is not sufficiently challenging and tasks and activities are not well matched to pupils' abilities. In the last reporting year, there was one temporary exclusion. A successful strategy was implemented to support this pupil and they remain at the school.
61. Attendance levels are good with no important shortcomings. They are above the national average. Pupils are punctual at the start of the school day. The school takes suitable account of the Welsh Assembly Government Circular 3/99.
62. Pupils' progress in their personal, social, moral and wider development is good with no important shortcomings. Pupils' moral and social awareness has a positive impact on helping them develop self-discipline and confidence. The oldest pupils in particular are mature and responsible and set a very good example for those younger than themselves. Pupils are friendly. Their relationship with each other and with their teachers is usually good. Neither the pupils nor their parents view bullying or oppressive behaviour as an issue.
63. Pupils' spiritual awareness is good. They respect the views and values of others. Throughout the school, pupils demonstrate a good understanding of equal opportunities and the diversity of other faiths. But their understanding of life in a multi-cultural society is less well developed.
64. Pupils have a good knowledge of their place in the community and of community and parish related issues. Their awareness of the working world is also developing well.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings.

65. The inspection team agrees with the school's self-evaluation grade for this key question.

66. In the lessons seen during the inspection, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	54%	25%	4%	0%

67. The proportion of lessons judged Grade 2 and above, and Grade 3 or above, exceeds the Welsh Assembly Government's targets<sup>13</sup>. Teaching has improved since the last inspection, particularly in the proportion of lessons with outstanding features.

68. Staff have high expectations of pupils' behaviour and attitudes, and are keen for pupils to succeed. In the most effective lessons, they successfully stimulate and challenge learners to achieve their best. A common feature of the outstanding teaching seen was the way in which teachers inspired pupils' learning and then provided judicious support and guidance to enable them to succeed. At times, however, some teachers dwell too much on the negative aspects of pupils' attitudes and work. Occasionally, as they moved around the school, inspectors noted unnecessarily raised adult voices.

69. Teachers successfully establish good working relationships with their pupils. In some lessons, including those where support staff are working with individuals or small groups of pupils, these relationships are outstanding.

70. Teachers' subject knowledge is generally good. In most lessons, teachers build effectively on pupils' prior knowledge and understanding. Teachers do not habitually identify clear learning objectives in their planning and share them with their pupils. Where this practice is successfully established, lessons proceed at a good pace and effectively capture pupils' attention and interest. This is because pupils know exactly what is expected of them, and they are fully involved in the learning process. Where lessons are less effective, there is too much emphasis on adult-led activities at the expense of opportunities for learners to make choices. In these, the pace of learning is not fast enough.

71. In the majority of lessons, teachers make good use of questioning. Explanations are generally clear and resources well chosen. Support staff are effectively briefed and class routines are well established. Occasionally, some teachers do not adapt their teaching methods quickly enough when pupils are

<sup>13</sup> The grade descriptors changed with the introduction of the present Framework in September 2004.

starting to lose their concentration. Some lessons are too long, and the time allocated for pupils to work independently is disproportionate to the direct teaching element.

72. Throughout the school, staff effectively promote equal opportunities and challenge stereotypical images and views. They successfully promote pupils' bilingual understanding and development. Pupils with special educational needs are catered for effectively. Although the challenge offered to more able pupils is good overall, it varies from class to class. In the best practice, which is particularly evident in years 5 and 6, pupils of all abilities are stretched but the demands upon them are well measured and realistic. As a result, pupils are confident learners who are not afraid either to ask if they do not understand something or to politely challenge an adult's explanation or assertion.
73. Assessment procedures have good features, which outweigh shortcomings. A concise policy has been drawn up for assessing pupils' achievements and progress, but elements are not yet fully embedded into everyday practice. Statutory requirements are met but the use of pupil data to inform and guide the future planning of work, and to identify areas for further improvement, is underdeveloped.
74. Pupils' work is regularly marked. Although supportive, teachers' comments do not consistently identify the next steps in learning for pupils. They do not consistently apply the school's whole school policy for responding to pupils' work throughout both key stages. They give too little guidance on ways of raising standards and making further improvements. Although procedures are manageable, teachers do not always make full use of assessment to provide appropriate feedback for pupils and to agree new targets for attainment. There is too little emphasis on involving learners in planning their own progress and improvement. As a result, too few learners understand the purpose of assessment. This is a shortcoming.
75. Annual reports to parents comply with statutory requirements and provide appropriate information on pupils' progress and standards of achievement. Useful guidance is put forward in ways in which parents can help their children to make further 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.

76. The findings of the inspection team match the school's judgement in its self-evaluation report.
77. Learning experiences generally ensure that pupils acquire a suitable range of skills. Pupils receive a broad, balanced, relevant curriculum, with a wide range of interesting experiences enhancing the quality of learning.

78. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Children do not progressively develop the capacity to work independently because they are too directed and have insufficient opportunities to make choices.
79. Pupils with SEN receive appropriate help in class and in withdrawal sessions. However, the emphasis placed on challenging the more able, particularly in areas such as problem solving, is not consistent as pupils move through the school.
80. The recent revisions of the school's schemes of work have ensured that appropriate emphasis is placed on continuity and progression. The planned development of pupils' key skills and bilingualism is good with no important shortcomings. For the most part, teachers' planning identifies differentiated work to enable pupils to make progress in most areas of work but learning objectives are not always focussed enough to enable pupils to reach their maximum potential.
81. All pupils have equal opportunities and full access to each area of the curriculum. Overall, the school makes good provision for their personal and social education, but there are some inconsistencies in the way it is organised between classes. The gospel values taught by the school are well reflected in pupils' behaviour, attitudes and willingness to work and play harmoniously with each other. Pupils' approach tasks with confidence and collaborate successfully to ensure a positive outcome.
82. The school effectively helps the pupils to develop a good understanding of right and wrong, and sensibly discuss moral issues during assemblies and school council sessions. It successfully promotes moral and cultural development and great emphasis is placed on the pupils' spiritual development. Provision to promote the pupils' bilingual competence and their understanding of the culture of Wales is good with no important shortcomings. Overall, the school is a very caring community, which takes a keen interest in the welfare and development of its pupils and values each as a unique individual.
83. Pupils' learning experiences are successfully enriched by its partnerships with parents, other providers and links with the community. Parents are closely involved in the life and work of the school, and the effective home-school agreement is fully subscribed to. There are close links with the community, particularly with the Church, and the curriculum is effectively enhanced by a range of visits and visitors. The school maintains close links with receiving secondary schools and co-operates closely with year 7 staff to ensure a smooth transition for pupils. The school offers placements to students undertaking initial teacher training on a regular basis.
84. A wide range of extracurricular activities promotes skills in areas such as sport and music and provides opportunities for pupils to meet socially outside the classroom. Activities contribute significantly to pupils' self-esteem and confidence.

85. Provision for work related education has good features that outweigh shortcomings. Overall, there is a good range of experiences provided appropriate to the age range of the pupils, but these are not systematically planned for so that pupils' awareness and understanding of this aspect is developed progressively as they move through the school. No staff placements to business or industry have taken place.
86. The school's arrangements to develop pupils understanding of sustainable development and global citizenship are in the early stages of development. As yet, there is no policy or planned strategy in place, but the school is currently working towards the bronze 'Eco' school award and recycling initiatives are underway around the school. Aspects of global citizenship are suitably covered within the geography curriculum.
87. The development of pupils entrepreneurial and life long learning skills has good features that outweigh shortcomings. Membership of the recently formed school council and Eco committee provides pupils with a good opportunity to develop their decision-making skills.
88. The transition arrangements for pupils at the end of year 6 to their next stage of learning are good and reflect the priorities for lifelong learning well. The oldest pupils in particular are given a range of responsibilities that encourages them to make decisions and become flexible in their approach to school life. In years 5 and 6, pupils are successfully encouraged to become independent learners. However, this is not consistent practice across the school and there is often a lack of opportunity for pupils to make choices and to take responsibility for improving their own learning.
89. No pupil is disadvantaged because of his or her social background or ability. Equality of opportunity is clearly evident in the school and all pupils have the opportunity to access all aspects of the curriculum and extra-curricular school activities.

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

Grade 2: Good features and no important shortcomings.

90. The findings of the inspection team match the school's judgement in its self-evaluation report.
91. Pupils are well looked after. In discussion, pupils confirm this and state they feel safe and well supported by all adults who work in the school. The school works effectively with a wide range of professionals from external agencies, and this ensures that pupils with very specific needs are well looked after. The school fully involves parents and carers in discussions about the care of their children. Parents' confidence in the care that is provided for their children throughout the school is well founded.

92. Arrangements to help children settle into the nursery and reception class are well organised. Arrangements to ensure pupils who start school at other times of the year are equally good.
93. Pupils are well known to all adults within the school and the day-to-day care and support they give is good. Suitable attention is given to sex education and substance misuse, within the Catholic framework and appropriate to the age of the pupils. Good use is made of the expertise from visiting specialist agencies and speakers. '*Circle time*'<sup>14</sup> is well established in some classes but not all. Pupils have taken part in Dragon Sports initiatives but the school is not involved in any national or local initiatives for instance to develop healthy lifestyles.
94. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body's role in overseeing the schools health and safety arrangements is developing well as their experience and expertise in this area increases. However, no whole school health and safety risk assessment has been undertaken. Child protection arrangements are clear, secure and well documented and known to all that work in the school. Very good day-to-day systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves during the school day.
95. Attendance and punctuality are monitored closely. Swift and effective action is taken if there are any concerns. Suitable rewards exist for those pupils who behave well and who show positive attitudes to their work. However, there is little evidence of class or school rules on display to remind pupils of the school's behaviour expectations. Not all teachers implement the school's behaviour and discipline policy consistently. Pupils' performance is usually carefully tracked but the information gained from this monitoring is not used well enough in all classes to ensure pupils clearly know how to improve their work.
96. The quality of provision for pupils with additional learning needs is good. Pupils identified by the school as having SEN make good and often very good progress. This is because the school successfully identifies pupils with difficulties at an early age, and ensures that intervention to help them starts at this time. Although there is no policy for identifying more able, gifted and talented pupils, there is good practice evident in the school, notably in years 5 and 6.
97. Individual education plans contain suitable and effective targets for development. They are good quality working documents and challenge pupils with SEN through appropriate and well-structured tasks matched to their ability. Individual Education Plans (IEPs) are reviewed at regular intervals to ensure progress is carefully monitored and to ensure that the work is set at the right level. This is a key component in the planning and delivery of a broad curriculum for these pupils.

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<sup>14</sup> *Circle time* is a time when pupils and adults, sitting in a circle, share and discuss issues affecting them individually and as a group.

98. Appropriate levels of good quality, additional support is provided. There are effective, well-planned timetabled and targeted support sessions by classroom assistants, including behaviour support. In the best lessons, teachers' skills in using challenging, differentiated questions, enables them to provide for all groups. Parents are fully involved in their child's education and are regularly consulted. Links with outside agencies are good and parents play a full part in any decisions that are made about their children, contributing effectively to their learning.
99. The school is an inclusive community. Fairness, tolerance, equality and respect for different views and values are promoted well. Pupils, whatever their gender or social background, have equal opportunity to take part in all activities. However, the school does not have a race equality and diversity policy or action plan in place. The school's arrangements to eliminate oppressive behaviour, bullying and harassment are good in practical day-to-day terms, but a policy to support the school's practice has not yet been approved by the governing body. No one is disadvantaged because of disability. The school makes good practical arrangements to ensure access for pupils and adults who are disabled, but it does not have an appropriate accessibility plan in place.

## Leadership and management

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

Grade 3: Good features outweigh shortcomings

100. The inspection team does not agree with the school's evaluation of Grade 2 for this key question. Although there are many good features, unresolved issues within the leadership team are impeding whole school development and improvement. In addition, some statutory requirements are not met.
101. The school's mission statement, aims and objectives are appropriate for the age of its pupils and successfully promote equality for all. They are generally well reflected in the daily life and work of the school.
102. The head teacher has a clear vision for the school's development. She is committed to pupils achieving their all round best and is successfully leading and managing initiatives to bring about improvement. The head teacher has high expectations of pupils and staff. She works closely with the governing body to develop their involvement in the strategic management of the school. Whilst there is much common purpose within the staff, there are some unresolved tensions within the senior leadership team. These are preventing the school from developing its capacity to reflect critically on what is being done and how it can further improve.
103. The school takes good account of the Welsh Assembly Government's priorities, has effective partnerships with other providers of education and training, and collaborates with its local partners. The leadership and management of special educational needs are effective.
104. Many responsibilities for curriculum subjects have recently changed. There are effective arrangements for co-ordinators to look at teachers' planning and pupils work, and provide their colleagues with help and guidance in planning, delivering and assessing the curriculum. However, the school has yet to establish a systematic programme of lesson observations, involving all teaching staff, in order to monitor teaching and learning, recognise and share good practice, and support improvement. This was a key issue at the time of the last inspection and remains a shortcoming because at a strategic level, the school is unable to ensure that it meets the targets and goals it sets.
105. Performance management procedures have recently been implemented. Job descriptions have been reviewed and staff have agreed their developmental needs and undertaken training. However, the lack of a systematic program of lesson observations means that school does not meet in full its statutory obligations.
106. The governing body is successfully improving its knowledge of the school's strengths and shortcomings. New structures to improve governors' first-hand monitoring of the school's work to help develop their strategic planning role

are being successfully implemented. Most, but not all, statutory requirements are met. However, the governors have not formally adopted policies for racial equality and for meeting the needs of those with disabilities.

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

Grade 3: Good features outweigh shortcomings

107. The inspection team does not agree with the school's evaluation of Grade 2 for this key question. In evaluating its work, the school does not make sufficient use of first-hand evidence.
108. The school has recently adopted a suitable model for self-evaluation based on the seven key questions in the Estyn framework for the inspection of schools. The report produced for the inspection systematically addresses different aspects of the school's work. It identifies trends in pupils' achievements over time, and includes the outcomes of co-ordinator's subject evaluation is linked to performance management. Evaluations also draw on the contributions of outside agencies, including the LEA. The report does not, however, benefit from the first-hand monitoring of teaching and learning. This is a shortcoming.
109. Subject co-ordinators have effectively gathered information about their areas of responsibility from their scrutinies of teachers' planning and pupils' completed work. Governors are increasingly aware of how the school operates, and contribute suitably to discussions and debates. Parents and pupils also have formal and informal opportunities to contribute to the evaluation process.
110. The format of the school development plan is good. Timescales are realistic and priorities are suitably resourced. The priorities identified in last year's development plan have been effectively addressed. The targets the school set itself were achievable and the governing body was regularly kept aware of the progress being made by the head teacher who spearheaded the plan's implementation. The school's recent self-evaluation report is helping to shape the priorities for improvement in the new development plan, but its overall quality of planning is reduced by the absence of first-hand evidence on teaching and learning in the evaluation report.
111. Standards have risen and the quality of teaching and learning improved since the last inspection. This is particularly the case in Welsh second language and music, both of which were previously unsatisfactory. In all but one of the key issues from the previous report, the school has made good and measurable progress.

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

Grade 2: Good features and no important shortcomings.

112. The findings of the inspection team match the school's judgement in its self-evaluation report.
113. Teaching and support staff levels are good. Staff are well qualified, experienced and effectively deployed. Teaching staff have sufficient knowledge and expertise to deliver the curriculum. Classroom support staff work effectively with teachers, playing an important part in supporting pupils with particular needs. Professional development activities effectively support the school's priorities. The day-to-day administration of the school has many outstanding features. Lunchtime and caretaking staff make a good contribution to the life and work of the school.
114. The accommodation is good and well maintained. Pupils have good access to a wide range of suitable learning resources which are appropriate to their age and needs. The school makes good use of its facilities.
115. The school makes economic, efficient, and effective use of its resources. The school administrator manages the budget very carefully and keeps the head teacher and governors well informed. This, in turn, enables them to make considered decisions and address any unforeseen circumstances. Resources are effectively matched to the school's priorities. The head teacher and governing body have suitable regard for the principles of best value and regularly monitor the impact of spending decisions. The school has a licensed deficit budget which is reducing.
116. In terms of the standards pupils achieve and the quality of education it provides, the school provides good value for money.

## Standards achieved in subjects

### Subject 1: 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

117. Across the school, pupils' attitudes towards learning Welsh are positive and a number of pupils independently choose to use the language to greet adults.
118. Pupils' understanding and pronunciation of the language is good, they respond quickly to commands related to school arrangements and make good use of incidental language through the day.
119. In years 1 and 2, pupils use a number of key words and simple language patterns to describe the weather and their feelings. They name the primary colours and count up to twenty correctly.
120. Pupils recognise and decode words in print on the walls and on the computer. They also read simple sentences. Older pupils' writing skills at key stage 1 are beginning to develop as they form simple sentences describing every day items.
121. Pupils in years 3 and 4 recall a number of the names of clothes correctly and can indicate which ones should be worn during hot and cold weather. Pupils read texts from the interactive whiteboard and pupils in years 5 and 6 read a series of dialogues and stories correctly and with confidence.
122. In years 5 and 6 pupils develop very good oral skills, they use a variety of language patterns and expressions appropriately. Many pupils confidently hold a simple conversation about their lives at home and at school, and discuss their favourite things and interests. Across key stage 2, pupils develop good writing skills as they write simple descriptions, replace sentences and complete questionnaires. They display an increasing knowledge of written forms.

#### Shortcomings

123. There are no significant shortcomings.

## Subject 2: Mathematics

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

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

### Good features

124. Pupils accurately count forwards and backwards in sequence. They recall number bonds to 20 quickly and many confidently count up to 100 and back in tens. They are familiar with terms such as *add*, *take away* and *multiply*, and in discussion explain how they undertake each sort of calculation. Pupils explain their work clearly and demonstrate a good recall of previous learning.
125. Using a '*feely bag*', Year 1 pupils successfully recognise and name common three-dimensional shapes by touch. In confirming this by observation, they discuss particular features, using correct terminology, such as *side* and *corner*.
126. Year 2 pupils recognise and name a good range of three-dimensional shapes, making effective use of two-dimensional illustrations to help them. They correctly identify these in everyday objects, for example, that a pencil is a cylinder with a cone on the top.
127. Pupils with special educational needs make good progress because work is well matched to their abilities and they are effectively supported by staff.
128. Scrutiny of pupils' work from the last academic year indicates that most made good progress in number, shape and space, measures and in handling data.
129. Pupils in years 3 and 4 have a good understanding of tallying and work accurately with number bonds to 9 in a mental maths session. They are familiar with such terms as *odd*, *one more than*, and *single digit* and apply these effectively when answering questions.
130. They count forwards and back in fives to 60, and recognise that there are 60 minutes in an hour. Most pupils correctly sort and group a range of regular and irregular shapes into sets of quadrilaterals or other polygons.
131. Scrutiny of pupils' earlier work shows the effective development of number skills and the application of number in dealing with money problems, time and measures.
132. In years 5 and 6, pupils have a good practical understanding of *odd*, *double*, *even* and *multiple*. In mental maths, they speedily split numbers into halves, thirds and quarters and double, triple and quadruple others.
133. Pupils of all abilities are keen and willing to 'have a go' because teachers ask questions that individuals are able to answer. Pupils with special educational needs make good progress and hold their own well in discussions because their learning is well-planned in small, achievable steps. More able pupils are

confident, but not smug, when explaining their methods and workings. They challenge each other – and adults – to find alternative ways of solving problems. They are successfully developing their mathematical thinking and application of knowledge.

134. In using different pencil and paper methods for finding answers to long multiplication questions, pupils demonstrate a good grasp of estimating and place value. They make effective use of the interactive white board to help them check and display their successful methods.
135. Scrutiny of pupils' previous work demonstrates the progressive development of skills in handling fractions, standard and non-standard measures, graphs and charts, factors, symmetry and probability.

### **Shortcomings**

136. There are no significant shortcomings.

<b>Subject 3: Science</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good features**

137. Across both key stages, pupils make good progress in their skills, knowledge and understanding of science. Pupils are developing very good attitudes towards science.
138. Across the school, pupils are curious and eager to investigate and carry out activities. They work co-operatively and discuss their observations sensibly.
139. By the end of year 2, pupils show a good understanding of the concept of fair testing. They make predictions, a few with logical reasons, and enthusiastically carry out investigations with help. They include correct scientific vocabulary when presenting their findings in a variety of suitable ways, such as drawings, writing and tables, and sometimes using ICT.
140. Pupils' understanding of physical forces is developing well. At key stage 1, they describe different ways to move objects and are beginning to understand, for example, how factors may affect the speed and distance that a toy car may travel. Higher attaining pupils draw conclusions, such as 'the higher the ramp, the further the car travels'.
141. In years 3 and 4, younger pupils talk confidently about why some objects float and some sink. They are able to offer sound reasons for their hypotheses and work purposefully to test out their ideas. They record their findings accurately in diagrams, tables and charts.

142. In years 5 and 6, pupils have good recall of knowledge gained from previous science work to underpin their electricity investigations. In year 6, pupils use everyday problems to launch into scientific investigations. On such occasions, pupils use their problem solving skills effectively. Most pupils have good knowledge of series and parallel circuits. This enables them to design electrical circuits which ensure consistency in the strength of light emitted from two bulbs in separate bulb holders.

### **Shortcomings**

143. There are no important shortcomings.

<b>Subject 4: Geography</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good features**

144. Pupils in both key stages have a good knowledge and understanding of location and the character of different places.
145. Pupils in key stage 1 have a good awareness of the local area and make good comparisons between the human and physical features in contrasting localities in Wales. These pupils express their own views when considering the reasons why people are attracted to a holiday resort such as Aberystwyth. They also recognise simple coastal features on photographs.
146. Geographical enquiry skills of key stage 1 pupils are developing well. Pupils describe clearly the main features of their area using relevant geographical language. They make good use of pictorial maps when charting routes to school and express their ideas through detailed plans. They locate Newtown on a map of Wales and have a basic understanding of map symbols.
147. Key stage 2 pupils have good geographical enquiry skills. They describe their area's geographical features in detail, showing good awareness of relative distances to neighbouring villages as well as towns that are further away. They read a variety of maps and aerial photographs confidently and use simple grid references to denote specific locations. They show the main towns of Wales on a map, and have a good knowledge of the countries of the world and their capitals, main cities, continents and oceans.
148. Pupils in years 5 and 6 speak confidently about the problems facing third world countries. They offer very good ideas on how, with aid, people can improve their quality of life. In their studies of different localities, they debate articulately why such a large proportion of the worlds' population still live in poverty. They make very good links between topography, climate and lifestyle.

149. Pupils have a good understanding of the importance of energy conservation and recycling and of the need to care for the environment. Through the school, 'Eco' club pupils are actively involved in raising their awareness of sustainable development and global citizenship.

### Shortcomings

150. There are no significant shortcomings.

<b>Subject 5: Music</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### Good features

151. Pupils in key stage 1 make good use of body percussion to maintain and develop rhythms. They understand the distinction between sound and silence, and show creativity in shaping and developing sound patterns to represent, for example, rain and wind. They understand that *louder* and *softer* are not necessarily the same as *higher* and *lower*.
152. Pupils' singing is good. They keep in time and the majority maintain the melodic line effectively.
153. When listening to recorded music, pupils successfully identify how the composer works up to a climax. They move well to music, showing good progress in their response to changes of tempo and dynamics. They comment freely on what they hear and use their imaginations well, for example, '*That bit is really scary – it goes up and down very quickly.*'
154. In key stage 2, pupils are confident performers. They listen carefully, repeating and varying rhythmic patterns, adapting well to longer and more complex rhythms. Pupils comment maturely on each other's performances, and make sensible suggestions as to how it could be improved. They build well on basic rhythmic and melodic patterns, varying the speed and quality of the sound. They introduce, develop and refine their own ideas and readily incorporate suggestions others make to them.
155. Pupils sing well in both Welsh and English. They are developing a good repertoire of songs, which they sing tunefully. They successfully follow an accompaniment. Similarly, pupils are developing their appreciation of recorded music. They recognise, by name, music they have heard before. They are successfully developing a 'feel' for the mood of the music they hear; in listening to excerpts from *The Surprise Symphony*, they anticipate the next stage of the sound picture.
156. A number of pupils benefit from instrumental tuition. Starting as beginners, they make good progress, and successfully develop their performing skills in class assemblies and school concerts.

## Shortcomings

157. There are no significant shortcomings.

<b>Subject 6: Physical education</b>
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**Key Stage 1 – Grade 3:** Good features outweigh shortcomings

**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

### Good features

158. In key stage 1, pupils develop their performance of simple skills and most pupils readily respond to instructions. Pupils show an increasing awareness of space away from others in which to work safely. Pupils take responsibility for taking apparatus out and putting it away. Many pupils develop their performance with a partner.
159. Pupils explore different activities with increasing confidence and control; their work shows improved techniques and movement. Pupils work safely and most recognise and follow the rules of an activity. Pupils respond to different stimuli and refine their actions.
160. In games, pupils in years 5 and 6 apply their ball skills within small games and understand basic tactics. Pupils try hard to further develop their athletic skills through observation of performance and by applying skills to different situations.
161. Older pupils experience a wide range of physical activities through games, including netball, cricket, hockey, football and rugby, swimming skills are developed throughout key stage 2, with most pupils able to swim confidently by the end of key stage 2.
162. In year 6, pupils develop skills of movement and balance; they further develop their games skills in relation to marking an opponent and defending. Some pupils show good knowledge and understanding of the skills required to make simple judgements about their own and others' performance. Many pupils give reasons for the effects of exercise on the body and they understand the importance of exercise.

### Shortcomings

163. Some key stage 1 pupils do not demonstrate sufficient self-control or self-discipline when practising and performing tasks.
164. Pupils in key stage 2 do not use information about performance in an analytical way to improve their effectiveness, the quality of their own and others' performance or to refine their skills to improve their performance.

## **School's response to the inspection**

The Governors and staff have considered the outcomes of the inspection and are pleased that the inspectors found standards have improved and to be above the Welsh Assembly Government all-Wales targets.

We were pleased that many of the strengths of the school have been acknowledged and that the recommendations reflect the areas already identified by the school for improvement. We were also pleased that the inspectors recognised our pupils' positive attitudes to learning and their good behaviour.

An action plan is being put into place and will form a significant part of the school development plan which will address the issues highlighted in the recommendations. As much of the work has already begun, we are confident that these issues will be addressed within a year.

A summary of the school's action plan in response to the inspectors' recommendations will be sent to all parents. The Annual Governors' Report to parents will report on the progress we are making with regard to the recommendations.

The governors and staff of St Mary's Catholic Primary School would like to thank the Inspection team for the professional and courteous manner in which members of the team carried out their duties.

## Appendix A

### Basic information about the school

Name of School	St Mary's Catholic Primary School
School type	Voluntary Foundation
Age-range of pupils	4 to 11 years
Address of School	Milford Road Newtown Powys
Post-code	SY16 2EH
Telephone number	01686 625582
Head teacher	Mrs Barbara Legge
Date of appointment	1 <sup>st</sup> January 2004
Chair of governors	Fr Peter Wilkie
Registered inspector	Dr Michael Best
Dates of inspection	10-12 October 2005

## Appendix B

### 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	4	6	13	10	13	11	12	7	76

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	4.6

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil : adult (fte) ratio in nursery classes	N/a
Pupil : adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	19
Teacher (fte) : class ratio	1.15:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2005	95%	95%	95%
Spring 2005	95%	97%	95%
Autumn 2004	No intake	94%	94%

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005 (compared with National results for 2004)			Number of pupils in Y2		13			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	31	61	8	0
		National	0	3	12	64	21	0
En: reading	Teacher Assessment	School	0	0	31	54	15	0
		National	0	3	13	56	27	0
En: writing	Teacher Assessment	School	0	0	38	54	8	0
		National	0	4	14	69	13	0
En: speaking and listening	Teacher Assessment	School	0	0	31	61	8	0
		National	0	2	11	64	23	0
Mathematics	Teacher Assessment	School	0	0	31	61	8	0
		National	0	2	10	60	28	0
Science	Teacher Assessment	School	0	0	8	77	15	0
		National	0	2	9	61	28	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	62%	In Wales	80%

- 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 2005 (compared with National results for 2004)							Number of pupils in Y6			16		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	19	25	56	0
		National	1	0	0	0	1	5	16	46	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	19	43	38	0
		National	0	0	0	0	1	3	17	46	31	0
Science	Teacher Assessment	School	0	0	0	0	0	0	6	69	25	0
		National	0	0	0	0	0	1	11	50	37	0

Percentage of pupils attaining at least level 4 in mathematics, science and English according to teacher assessment			
In the school	81%	In Wales	72%

- 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 D

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

Three inspectors spent six inspection days in the school. They were joined by a peer assessor for the whole of the inspection period. The head teacher was the school's nominee. The team met before the start of the inspection.

Inspectors visited:

- twenty-four lessons were observed in whole or in part;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- thirty-one responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team help post inspection meetings were held with the staff and governors.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Michael Best <i>Registered Inspector</i>	Context, summary and recommendations. Mathematics and music. Key questions 1, 2, 5 and 6 and 7.
Denise Shields <i>Lay Inspector</i>	Key question 4. Contributions to key questions 1 and 3.
Jeffrey Beecher <i>Team inspector</i>	Welsh second language, science, geography and physical education. Special educational needs. Key question 3. Contributions to key question 2 and 4.

The contractor was:

Evenlode Education Ltd  
8 Fisher Close  
Duxford  
Cambridgeshire  
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### Acknowledgement

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