

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

A Report on the Quality of Education in

**St David's Roman Catholic
Voluntary Aided Primary School
Park Crescent
Maesglas
Newport
NP20 3AQ**

School Number: 680/3300

Date of Inspection: 11/05/09

by

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

The inspection of St David's R.C. Primary School took place between 11th and 13th May 2009. An independent team of inspectors, led by Robert Alun Isaac 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 judgments in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St David's Roman Catholic Primary School is situated on the western outskirts of the city of Newport. The school serves a wider than average catchment area from the west of the city. This includes not only the council-built homes in Duffryn and Maesglas but also the owner-occupied areas of the Gaer, Celtic Horizons and Bassaleg. The school reports that the immediate catchment is generally economically disadvantaged and suffers from significant levels of unemployment.
2. Pupils' attainment on entry to the school is typical of that found nationally. The local education authority is Newport City Council. Currently, the school has a total roll of 206 pupils, aged four to eleven years. They are taught in single-age classes from Reception to Year 6, with one class in each year group. Numbers have remained very stable in recent years. Free school meals are received by 19 per cent of pupils, which is in line with the national average for Wales.
3. The annual intake covers the full ability range but is broadly average. Twenty-nine pupils (14 per cent) are considered to have some form of special educational need (SEN), including five (2.4 per cent) who are the subject of a formal statement of SEN. The total number of pupils with SEN is below the national average. Two pupils have been temporarily excluded in the last year.
4. English is the sole or predominant home language in most cases but 17.5 per cent have a minority ethnic background. The main languages spoken in their homes include Arabic, Tagalog, Bengali, Urdu and French. Seven of these pupils receive extra support at school in learning English as an additional language (EAL). No pupil comes from a Welsh speaking home. No pupils are "looked after" or fostered via the local authority. The school has no nursery provision and the Reception classes are currently taught under the guidance of the six areas of learning for children aged under five.
5. The present headteacher has been in post since 1998 and the school was last inspected in 2003. There are 11 teachers in total, four of whom share the teaching of two classes and four of whom have temporary contracts. At the time of this inspection, three teachers were absent on either sick leave or maternity leave. This had been the situation in some of these classes for an extended period of time.
6. The school's accommodation has been enhanced and refurbished since the time of the last inspection. Furthermore, it has been given the Healthy Schools award and recently achieved Green Flag status as an eco-school. The school has also achieved the Inclusion, Diversity, Equality and Achievement (IDEA) Level 1 Award in acknowledgement of its work in promoting cultural diversity.

The school's priorities and targets

7. The school has a comprehensive set of aims which seek to promote all aspects of pupils' personal, social, physical, intellectual and cultural development. No changes have been made to the type or age-range of the school in recent years. The school holds voluntary aided status with the Catholic Arch Diocese of Cardiff. About 80 per cent of pupils come from a Catholic background. The Diocese arranged for the inspection of religious education and collective worship at the same time as this inspection and issued a separate Section 50 report.

Summary

8. St David's is a good school where standards are generally good with some outstanding features, teaching is highly effective and the curriculum has significant and innovative aspects. The leadership and management of the headteacher are especially outstanding. The school has improved considerably over the last six years and it gives very good value for money. It recognises that it needs to raise the standards achieved by pupils in Welsh across the curriculum and the need to improve access to a suitable outdoor area of learning adjacent to their classroom for the youngest pupils.

Table of grades awarded

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

9. The inspection team agreed with the school on the grades it awarded itself in its self-evaluation report in five of the seven key questions. In the other key questions – Key Questions 6 and 7 – there were not enough outstanding features to justify Grade 1.

Standards of achievement

10. In 2008, at the end of key stage 1, the proportion of pupils that attained at least national curriculum (NC) Level 2 was well above the local and national averages in English and science and above average in mathematics. The proportion that attained NC Level 3 was also well above the national average in science, above average in English and in line with the average in mathematics. The key stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were well above the local and national averages and in the upper quartile when compared with similar schools. Boys and girls achieved equally well.
11. In 2008, at the end of key stage 2, the proportion of pupils that attained at least NC Level 4 was above the local and national averages in English, mathematics and science. The proportion that attained NC Level 5 was well above average in English and science and in line with the national average in mathematics. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the upper quartile when compared with similar schools. As with key stage 1, boys and girls achieved equally well.
12. Overall standards in English, mathematics and science have remained high over the last three years in both key stages although the school's own analysis in its self-evaluation report shows that pupils have done slightly better at key stage 1 than key stage 2.
13. The overall grades awarded for standards achieved in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	53%	5%	3%	0%

14. These percentages are an improvement on those reported in the last inspection. They also compare well with the national figures published in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2007-08 where 84 per cent of standards in primary schools in Wales are Grade 2 or better and 12 per cent are Grade 1. Learners, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.

Area of Learning for children aged under five	Reception
Language, literacy and communication skills	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Physical development	2
Creative development	1

15. Initial assessments show that when children join the school in Reception their attainments are often broadly average. From that time onward they learn quickly and effectively, although the development of their skills in independent learning outdoors is potentially limited due to lack of access to a suitable outside area immediately adjacent to their classroom.
16. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. They also make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

Grades awarded for standards in the six subjects chosen for inspection

Subject	Reception	Key Stage 1	Key Stage 2
Under Fives	Grade 1		
English		Grade 2	Grade 1
Science		Grade 2	Grade 1
Art and design		Grade 2	Grade 1
Information Communications Technology (ICT)		Grade 2	Grade 2
Physical education		Grade 2	Grade 2

17. The above table demonstrates that there are outstanding features in all areas of learning for children aged under five and also in the work of key stage 2 pupils in art and design, English and science.
18. In key stages 1 and 2, standards and progress in speaking, listening, reading and writing across the curriculum are good. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are also good in pupils' numeracy skills and their knowledge of ICT. Standards in the use of incidental Welsh and bilingualism have more strengths than shortcomings. Pupils have too few opportunities daily to use Welsh in other subjects and to become more fluent.
19. Pupils' behaviour and their attitudes towards learning are outstanding features. In lessons and around the school, they demonstrate respect, care and concern for each other, for adults and for their environment. They have positive attitudes to their work and play, are interested and keen to please their teachers.
20. Attendance rates for the past three terms average 94.2 per cent. This figure is above the average achieved by pupils of primary school age nationally and above that achieved in schools that have a similar number of pupils entitled to receive free school meals. Most pupils are punctual.

The quality of education and training

21. The overall quality of teaching is good. The consistency of teachers' planning, teaching and subject knowledge has a positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.
22. In the lessons or part lessons observed the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	7%	2%	0%

23. These figures represent an improvement when compared with those recorded during the last inspection. At 91 per cent, they are well above the national picture as reported in HMCI's Annual Report in 2007-08, where the quality of teaching is reported to be good or better in 83 per cent of lessons with 16 per cent having outstanding features.
24. The school's overall arrangements for assessment, including baseline assessments and end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken appropriate moderation exercises in relation to national curriculum criteria and this has improved their accuracy and consistency.
25. The school has a marking policy that is shared widely with pupils. Teachers mark pupils' work with positive comments and regularly set targets for improvement. The written dialogue between teachers and pupils is occasionally outstanding. The school encourages pupils to assess their own work and they often assess that of their peers. This clarifies the next steps in learning in subjects such as art and physical education.
26. The overall quality and range of learning experiences is excellent. Comprehensive schemes of work ensure coherence, continuity and progression across the key stages in pupils' learning. Short-term plans contain differentiated material that is matched well to the particular learning needs of the range of pupils.
27. Opportunities to promote and apply learners' basic and key skills are clearly indicated in daily lesson plans and schemes of work. The curriculum is enhanced by the use of the International Primary Curriculum (IPC) to plan learning experiences. The school has achieved the Basic Skills Agency's Quality Mark for the fourth time and curricular provision is further refined by the use of strategies such as Physical Education and School Sport (PESS) to enhance physical education and Philosophy for Children (P4C) to develop thinking skills.
28. Learners' experiences are broadened and enriched through the provision of a wide range of extra-curricular activities. Sporting activities are extensive and all pupils benefit from carefully planned educational visits to historical and cultural

centres. Pupils also benefit from regular visits to the school by local clergy, who have a positive impact on knowledge and understanding across the curriculum.

29. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. The school fosters wholesome, decent moral values and moral issues are given prominence in curricular and extra-curricular learning experiences. Acts of collective worship fully meet statutory requirements.
30. The promotion of pupils' personal and social education (PSE) is outstanding. Strong emphasis is placed on these aspects within curricular planning. Several whole-school initiatives such as Peer Mediation, Throwing Stones and Playground Pals ensure that PSE is an integral part of school life and has a very positive effect on pupils' attitudes to all members of the school community. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment. The school has good and effective systems for rewarding pupils, such as the Pupil of the Week awards.
31. The Meaningful Work programme enables pupils to take on responsibilities and contribute to school life making them caring and dependable young people with a pride in their school.
32. The Building Learning Power (BLP) thinking skills strategy develops the skills pupils need to understand how they learn and to reflect upon their achievements and the learning process in an outstanding way.
33. The school's skills-based curriculum promotes the skills of lifelong learning well. Pupils learn the skills of independent and collaborative working well. Basic and key skills are given a high priority and pupils identify those to be used in their lessons. An effective transition programme with St Joseph's High School which ensures continuity has been identified as good practice by the LEA.
34. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich its life and work and enhance pupils' learning experiences.
35. Members of staff are good role models for pupils in their daily use of basic, incidental Welsh. Pupils respond well to instructions and commands and ably answer attendance and dinner registers in Welsh. Very few, however, use the language intuitively or socially or in a range of subjects by instigating conversation or asking questions in Welsh.
36. Pupils are cared for, guided and supported in an outstanding way within a secure, supportive and happy environment. The school has a very calm, welcoming ethos and every pupil is valued and included.
37. There is excellent support for pupils with SEN by teachers and support staff and through additional learning resources. High quality Individual Education

Plans (IEPs) inform learning and teaching in detail. Able and gifted children are identified and their needs are addressed well for example in mathematics and physical education. Good communication ensures that pupils and parents are fully involved in the process. Pupils with SEN are fully included in all aspects of school life and extra-curricular activities. They are valued equally. The ethos of inclusion is an outstanding feature of the school.

38. The school council, which has elected representatives from each class, is active and meets often. Pupils are encouraged to put forward ideas to be discussed at council meetings. They do this well and raise many issues for teachers to take account of. Pupils also gain experience of democratic principles and procedures and of how to represent their views and those of their peers.

Leadership and management

39. The quality of leadership and management is good with outstanding features in the leadership of the headteacher, which is characterised as kind, caring, innovative and assured. The school has a clear sense of its own educational direction and good standards are promoted very well. The essence of the school's effectiveness is in the outstandingly good team spirit between teachers, pupils, teaching assistants and the headteacher. The school's ethos is underpinned by simple biblical principles.
40. Performance management procedures promote continuing professional development well. There is a good balance between meeting the professional needs of individual teachers and achieving the school's educational priorities.
41. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They conscientiously monitor and evaluate the quality of teaching and the standards achieved in their subjects. Daily administration runs smoothly. The quality of governance has good features with no important shortcomings. Governors are committed to the school and conscientious in their duties.
42. The self evaluation process is of good quality as is the self evaluation report. The school's systems of self-review and strategic planning are rigorous and detailed. Members of the senior management team, subject leaders and class teachers are fully involved in deciding upon and addressing the school's priorities. All interested parties, including governors, staff, parents and pupils, are similarly involved in the process of evaluating how goals and priorities are identified and met.
43. Planning for improvement is good. Staff share with governors a strong commitment to continuous improvement. The SDP covers many important areas and comprises a series of appropriate action plans and measurable targets, which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. The areas identified in this closely match several of the observations made in this report.

44. Since the last inspection, standards have risen and are now good with outstanding features. The quality of teaching has improved and the curriculum has been enhanced significantly. Provision for pupils with SEN is outstanding as is the quality of leadership and management. ICT facilities have been upgraded significantly and the accommodation has been further enhanced. The school's actions have resulted in measurable improvements. Overall progress since the last inspection, therefore, has been good.
45. There are a sufficient number of qualified and experienced teachers and support staff to meet the requirements of the national curriculum. They are appropriately deployed and work very well together as a team.
46. The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school's priorities. Provision of interactive whiteboards in classrooms and the use of computers considerably enhance many aspects of learning.
47. The school makes effective use of the local environment, the community and educational websites to enrich pupils' learning.
48. The accommodation is sufficient for the number of pupils on roll and is kept clean and well maintained by the caretaker and cleaners who take great pride in the school. The headteacher and staff make good use of all available space to provide pupils with a warm, welcoming and stimulating environment in which to learn. Displays are frequently outstanding and used to celebrate pupils' achievements and as a tool to enhance learning.
49. Whilst children in the reception class play out of doors regularly, the school does not have a designated, secure outdoor play area for the under fives which is immediately and independently accessible to them throughout the day. This is a shortcoming, given the imminent implementation next term of the Foundation Phase for Reception age children.
50. Taking into account the good standards achieved, the good teaching, the innovative curriculum, the high quality of leadership and the significant improvements since the last inspection, the school gives very good value for money.

Recommendations

The governors, headteacher and staff now need to address the following recommendations in order to improve the school further:

- R1 raise standards in the use of Welsh in daily learning and in subjects across the curriculum;
- R2 enhance access to a suitable area of outdoor learning immediately adjacent to their classroom for children aged under five and in key stage 1 in order to fully embrace the new guidance of the Foundation Phase.

The school has already identified the need to address Recommendation 2 in its development planning.

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. This plan should show what the school is going to do about the recommendations and copies, or a summary, will be circulated to all parents of children attending the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

51. The findings of the inspection team match the judgment made by the school in its self-evaluation report. Overall, standards of achievement are good with outstanding features. Standards have improved since the last inspection when they were evaluated as good with no important shortcomings throughout the school.

Standards in areas of learning for the under-fives

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

52. Initial assessments show that when children join the school in Reception their attainments are often broadly average. From that time onward they learn quickly and effectively, although the development of their skills in independent learning outdoors is potentially limited next term due to lack of access to a suitable outside area immediately adjacent to their classroom.
53. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. They also make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.
54. In 2008, at the end of key stage 1, the proportion of pupils that attained at least NC Level 2 was well above the local and national averages in English and science and above average in mathematics. The proportion that attained NC Level 3 was also well above the national average in science, above average in English and in line with the average in mathematics. The key stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were well above the local and national averages and in the upper quartile when compared with similar schools. Boys and girls achieved equally well.
55. In 2008, at the end of key stage 2, the proportion of pupils that attained at least NC Level 4 was above the local and national averages in English, mathematics and science. The proportion that attained NC Level 5 was well above average in English and science and in line with the national average in mathematics. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were above the local and national averages and in the upper quartile when compared with similar schools. As with key stage 1, boys and girls achieved equally well.

56. Overall standards in English, mathematics and science have remained high over the last three years in both key stages although the school's own analysis in its self-evaluation report shows that pupils have done slightly better at key stage 1 than key stage 2.
57. The overall grades awarded for standards achieved in the subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	53%	5%	3%	0%

58. These percentages are an improvement on those reported in the last inspection. They also compare well with the national figures published in the Annual Report of HMCI for 2007-08 where 84 per cent of standards in primary schools in Wales are Grade 2 or better and 12 per cent are Grade 1. Learners, including those with SEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.

Grades for standards in the six subjects inspected

Subject	Reception	Key Stage 1	Key Stage 2
Under Fives	Grade 1		
English		Grade 2	Grade 1
Science		Grade 2	Grade 1
Art and design		Grade 2	Grade 1
Information Communications Technology (ICT)		Grade 2	Grade 2
Physical education		Grade 2	Grade 2

59. The above table demonstrates that there are outstanding features in all areas of learning for children aged under five and also in the work of key stage 2 pupils in art and design, English and science.
60. In key stages 1 and 2, standards and progress in speaking, listening, reading and writing across the curriculum are good. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are also good in pupils' numeracy skills and their knowledge of ICT.
61. Standards in the use of incidental Welsh and bilingualism have more strengths than shortcomings. Pupils have too few opportunities daily to use Welsh in other subjects and their skills are underdeveloped as a result.
62. Pupils' behaviour and their attitudes towards learning are outstanding. In lessons and around the school, they demonstrate respect, care and concern for each other, for adults and for their environment. They are proud of their school and take pride in sharing their many achievements with visitors. Older pupils, in particular, develop into articulate, responsible and mature individuals who demonstrate a high degree of self discipline.

63. Pupils have positive attitudes to their work, are interested and keen to please their teachers. They listen carefully in lessons, contribute readily to discussion, sustain concentration and persevere well with their tasks. They take delight in their achievements and those of their peers.
64. Attendance rates for the past three terms average 94.2 per cent. This figure is above the average achieved by pupils of primary school age nationally and above that achieved in schools that have a similar number entitled to receive free school meals. Most pupils are punctual and keen to attend school and they settle quickly into their daily routines.
65. Children in Reception develop the capacity to work independently. They are confident and eager to explore new learning situations and enjoy making their own choices.
66. Pupils' ability to work independently, in pairs and as part of a group develops well. They organise group activities fairly, share responsibilities and ensure everyone contributes. Their ability to solve problems and make decisions is good and the mutual help and support they offer to each other are special features of their learning. They are aware of the strengths and weaknesses in their achievements through reflective analyses at the end of lessons and projects.
67. Pupils' personal, social, moral and wider development is outstanding. Almost without exception, they have a strong sense of fair play, take responsibility for their actions and demonstrate tolerance and consideration towards others.
68. In discussion, pupils demonstrate an excellent awareness of equal opportunities and show a genuine respect for faiths and cultures that differ from their own. They are open-minded and respect diversity within their school, their community and the wider world. They welcome their school's growing diversity; they are accepting of each other and value what everyone contributes.
69. Pupils are well prepared to take an active role in the life and work of the community. They support a range of locally based activities and initiatives and through visits, learn about the life and work of local people.

The quality of education and training

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

Grade 1: Good with outstanding features

70. The findings of the inspection team match the judgment made by the school in its self-evaluation report. The overall quality of teaching is good with outstanding features. The consistency of teachers' planning, teaching and subject knowledge has a very positive impact on standards achieved by pupils. In over a third of lessons observed there were outstanding features.

71. In the lessons or part lessons observed the overall quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	55%	7%	2%	0%

72. These figures represent an improvement when compared with the last inspection. At 91 per cent, they are well above the national picture as reported in HMCI's Annual Report in 2007-08, where the quality of teaching is reported to be good or better in 83 per cent of lessons with 16 per cent having outstanding features.

73. The good and outstanding features of teaching include:

- very careful planning so that the objectives of the lesson are well matched to the ages and abilities in the classes;
- very high expectations of pupils which are made clear at the beginning of and throughout each lesson;
- excellent relationships between teachers and pupils which encourage and support pupils' efforts;
- shared learning intentions and eye-catching aides-mémoire to focus on how learning happens;
- a review of key skills in plenary sessions to ensure that pupils know what they have achieved;
- clarification of what the criteria for successful learning are;
- use of a wide range of learning strategies and stimulating activities, including listening partners, chosen speaker and thinking time; and
- skilled questioning.

74. In the best teaching the pace is good. Teachers successfully build on what pupils already know. Tasks are well matched to pupils' needs and learning styles. The interactive whiteboard is used well to support all areas of the curriculum. Independent learning skills are very well promoted through Building Learning Power (BLP) and mind mapping.
75. Teachers' classroom management is good. They successfully create an ethos of mutual respect, which promotes learning very effectively. The classrooms are vibrant and colourful. They display and celebrate all pupils' success.
76. Teachers promote equality of opportunity for all and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. The core value of equality for all is reflected very well in the school's mission statement and its Catholic ethos.
77. In the best practice teachers use instructional Welsh throughout. However the use of incidental Welsh by teachers across the school is inconsistent and as a result pupils' bilingual skills are underdeveloped.
78. Pupils who use English as an additional language are supported well and their linguistic skills are developed very effectively and with great sensitivity to help their induction.
79. Support staff and volunteers are used very effectively to help individuals and groups of children. They are involved in planning and understand what they are expected to do to support children in reaching objectives set in class work. They are knowledgeable about specific learning programmes and in particular the precise targets to be met.
80. The sense of team work is a strong feature. Members of staff benefit from the many opportunities for continual professional development. Members of staff reflect on their practice and identify their strengths and areas to be developed. All staff take part in in-service training and education (INSET) programmes and participate in cluster and LEA training.
81. The rigour of assessment for the under-fives is very good. Baseline results are used very well to guide intervention strategies to support children's needs. In both key stages the school employs a number of commercial systems to use as diagnostic and analytical tools. Data from assessments is used to inform class planning and group composition and to provide information for IEPs and extension activities. The school's electronic tracking system is a very effective tool for identifying gaps in learning.
82. The school's overall arrangements for assessment, including baseline assessments and end of key stage teacher assessments, have outstanding features and fully meet statutory requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to national curriculum criteria and this has improved their accuracy and consistency.

83. The school has a marking policy that is shared widely with and understood by pupils. Teachers mark pupils' work with positive comments and regularly set targets for improvement. The written dialogue between teachers and pupils is occasionally outstanding. The school encourages pupils to assess their own work and that of their peers. This clarifies the next steps in learning in subjects such as art and physical education.
84. Arrangements for informing those with a legitimate interest about pupils' achievements and progress are appropriate. National curriculum assessment data at the end of key stage 2 is shared with the receiving secondary schools.
85. Parents are kept well informed about their children's progress. They have opportunities each term to look at their child's work. In the spring term they look at focused reports of their child's progress in the core subjects and agree targets and the way forward with the class teacher. This is an outstanding feature. In the summer term they receive a comprehensive written report of their child's progress in both the core and foundation subjects. Targets are set in English, mathematics and science for the following year. They are given good opportunities to comment in writing on 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 1: Good with outstanding features
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86. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
87. The curriculum provided by the school is an outstanding feature. The school responds very effectively to the learning needs and interests of the range of pupils. The provision is socially inclusive and ensures equal access and effective support for all pupils, including those with additional learning needs (ALN) and SEN. This is achieved through a broad and balanced curriculum, which meets statutory requirements including the provision for personal, social and health education and religious education.
88. The provision for children aged under five in Reception meets children's needs and covers each area of learning very well. All children are given a very good start and have access to a rigorously planned and meaningful range of learning activities.
89. The overall quality and range of learning experiences is excellent. Comprehensive schemes of work ensure coherence, continuity and progression across the key stages in pupils' learning. Short-term plans contain differentiated material that is matched well to the particular learning needs of pupils.
90. Opportunities to promote and apply learners' basic and key skills are clearly indicated in daily lesson plans and schemes of work. The curriculum is

enhanced by the use of the IPC to plan learning experiences. The school has achieved the Basic Skills Agency's Quality Mark for the fourth time and curricular provision is further refined by the use of PESS strategies to deliver physical education and P4C to develop thinking skills.

91. Learners' experiences are broadened and enriched through the provision of a wide range of extra-curricular activities. Sporting activities are extensive and all pupils benefit from carefully planned educational visits to historical and cultural centres. Pupils also benefit from regular visits to the school by local clergy, who have a positive impact on their knowledge and understanding across the curriculum.
92. The promotion of pupils' personal and social education (PSE) is outstanding. Strong emphasis is placed on these aspects within curricular planning. Several whole-school initiatives such as Peer Mediation, Throwing Stones and Playground Pals ensure that PSE is an integral part of school life and has a very positive effect on pupils' attitudes. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment. The school has good and effective systems for rewarding pupils, such as the Pupil of the Week awards.
93. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. The school promotes wholesome, decent moral values and moral issues are given prominence in curricular and extra-curricular learning experiences.
94. Acts of collective worship meet statutory requirements and pupils are given opportunities to reflect on issues that arise in their own lives and in the world around them. Daily assemblies are special occasions, which promote a strong sense of community and provide pupils with opportunities for reflection.
95. Pupils' social skills are developed very effectively through the provision of good opportunities for working together across the curriculum. The school provides opportunities for them to influence matters that affect their daily lives at the school. Careful consideration is given to pupils' opinions, when expressed in the school and eco councils.
96. Pupils' cultural awareness is promoted successfully through subjects such as art, geography and religious education. They study a country of their choice during International Equalities Week, and a range of cultural activities in school enhances their learning.
97. Visitors from the local community such as from members of the police, health and fire services, impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. The school has extensive links with the Catholic Church of St David's with which it shares the site.
98. Transition links with the feeder comprehensive school are good and are developed through visits, sharing of information and curricular bridging units.

Strong links with feeder nursery settings and cluster schools are also maintained.

99. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich its life and work and enhance pupils' learning experiences.
100. Parents are overwhelmingly supportive of the school. In the pre-inspection meeting and in completed questionnaires, they express very high levels of satisfaction with all aspects of the school. They particularly appreciate its welcoming nature and the good standards their children achieve within a caring, supportive environment.
101. The quality of information provided for parents is excellent. Parents are kept very well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body (GB), a comprehensive prospectus and regular meetings with staff to discuss children's work and progress. A constructive home/school agreement is in place which has readily been accepted by parents.
102. The school enjoys highly productive partnerships with other schools in the locality, especially with the Roman Catholic secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from key stage 2 to key stage 3. Arrangements for the transfer of pupils are very effective and ensure Year 6 pupils approach secondary school with confidence and settle in quickly. A well focused transition plan is in place which demonstrates the commitment to ensuring a seamless transition to secondary school.
103. The school regularly welcomes students from local colleges undertaking vocational and child care courses and students from local secondary schools for work experience placements. Students are well supported by staff and they make a positive contribution to the life and work of the school.
104. The school enjoys very successful partnerships with the local community, the parish and the diocese. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. The school and its various activities are very well supported and valued by the local community.
105. The school's commitment to work-related education is consistently good with outstanding features and is an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales. Teachers take good account of the vocational aspect of the PSE programme. Pupils' involvement in the Meaningful Work programme has been an outstanding success. It helps them understand the skills needed to secure a job and the attitudes needed to compete in the world of work.

106. Several teachers have undertaken relevant business courses and placements that have enhanced their professional development and enriched curriculum provision for pupils.
107. Y cwricwlwm Cymreig is promoted effectively across the curriculum, especially in creative subjects such as music and dance. Pupils visit places of importance in Welsh culture and heritage. Visitors such as Daniel Morden and the Gwent Dragons rugby players, the study of Welsh literature and the St David's Day celebrations help learners to reflect on what it is to be Welsh in twenty first century Wales. The Celtic evening in the summer term promotes and celebrates the richness of South East Wales' heritage and society.
108. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision. The day to day implementation of the school's mission and equality statement is an outstanding feature.
109. The school's recent award of the Green Flag recognises that pupils' awareness of the need for sustainable development is outstanding. Pupils belong to the eco committee which meets regularly and they are involved in all aspects. Their knowledge and understanding of the issues are exceptional. Their initiatives are embedded in everyday practice. Paper, mobile phones, ink cartridges, spectacles and cardboard are recycled. Pupils talk proudly of how water hippos in the toilet cisterns save water. The forest school area is being developed by pupils where composting and recycled water supports self sufficiency.
110. Pupils learn about the rights and needs of others in religious education, PSE and geography lessons. Issues such as fair trade are discussed and promoted in assemblies. Much good work is done during Black History week and International Week to raise pupils' awareness of global citizenship.
111. The wide range of opportunities to develop entrepreneurial skills and the skills needed to support economic development are outstanding. Pupils involved in the Dynamo project have produced a compact disc of music, songs and prayers which was sold to parents and the community. They designed the case and sleeve and decided on the contents and cost. Pupils make a range of goods to sell at school fetes, such as Christmas cards, selling them for a profit.
112. Pupils organise activities to raise funds for charities. The school council, through their involvement with the fruit tuck shop, order and sell fruit. They visit local super markets to compare prices before calculating their selling prices.
113. The Building Learning Power (BLP) strategy develops the skills pupils need to understand how they learn and reflect upon their achievements and the learning process in an outstanding way.
114. The school's skills-based curriculum promotes and prepares for life-long learning well. Pupils are taught thoroughly the skills of independent and collaborative working. The basic and key skills are given a high priority and

pupils identify those to be used in their lessons. An effective transition programme with St Joseph's High School has been identified as good practice by the LEA.

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

Grade 1: Good with outstanding features
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115. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
116. Pupils are cared for, guided and supported in an outstanding way within a secure, supportive and happy environment. The school has a very calm, welcoming ethos and every pupil is valued and included.
117. The quality of relationships between teachers, support staff and pupils is an outstanding feature of the school. Teaching and support staff give guidance and support of the highest quality. Specialist intervention programmes for specific learning difficulties and physical and emotional difficulties, implemented by teachers and support staff are an outstanding feature.
118. The school has a very positive partnership with parents. It knows its pupils and their families very well. The headteacher's commitment in this respect is outstanding. Parents' views are sought on a variety of subjects through regular meetings and IEPs take full account of their views and pupils' feelings and aspirations. There is very good daily informal contact between teachers and parents at the start and end of the day.
119. The school's induction programme is outstanding. Arrangements for the early years are very carefully planned and implemented. At induction meetings, parents receive curriculum handbooks and school brochures, talk to staff and visit classrooms. Members of the school council, governors and members of the parent-teacher association (PTA) are also present to discuss issues of interest.
120. As a result of the phased entry of the youngest children, they settle very well into school life. The involvement of older children in this is exemplary. Playground squad members act as guardian angels and Year 6 pupils make welcome badges. Pupils who speak English well as an additional language support those with the same mother tongue who are less sure. There are very good procedures in place when pupils move between classes and key stages and very effective arrangements to support those who join the school at a later stage.
121. Highly efficient procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with quickly and efficiently. The school's policies and procedures to promote good behaviour are very effective and staff

are skilled at implementing a range of effective strategies to promote positive behaviour and attitudes.

122. The monitoring of attendance and punctuality is thorough and rigorous and the school works closely with the education welfare officer (EWO) to support those families experiencing difficulties. The school complies with all discipline and attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
123. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The duty of care is fundamental to the school's ethos and staff work in pupils' best interests to safeguard their welfare. There is a clear policy and set of procedures to deal with child protection issues and national and local guidelines are taken into account.
124. The headteacher is the designated member of staff with responsibility for child protection and she ensures all staff are fully aware of the correct procedures to be followed and that training is regularly updated. The school works sensitively and effectively with families and agencies to support pupils at risk or in need. All staff, governors and parent helpers have been checked against the records held by the Criminal Records Bureau (CRB).
125. The school is in its third year of the Healthy Schools' initiative. It is highly effective at promoting health and fitness through a wide range of extra curricular activities. All pupils have access to drinking water throughout the day. Healthy choices are available at lunchtime. Pupils understand the need for exercise and a balanced diet.
126. All adults in the school are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified medical conditions and allergies. There is a comprehensive health and safety policy: risk assessments are systematic. All staff are trained in first aid procedures and are alert to issues relating to pupils' well-being. Pupils write their own medical alert briefings for the staffroom noticeboard. This is outstanding practice.
127. The school council, which has elected representatives from each class, is active and meets often. Pupils are encouraged to put forward ideas to be discussed at the council meetings. They do this well and raise many issues for teachers to take account of. Pupils also gain experience of democratic principles and procedures and of how to represent their views and those of their peers.
128. The provision for pupils with SEN is good with outstanding features. There is excellent support for pupils with SEN by teachers and support staff and through additional learning resources. High quality IEPs inform learning and teaching in detail. Able and gifted children are identified and their needs are addressed well for example in mathematics and physical education.

129. Good communication ensures that pupils and parents are fully involved in the process. Pupils with SEN are fully included in all aspects of school life and extra-curricular activities. They are valued equally. The inclusive ethos is an outstanding feature of the school.
130. The school uses a good range of assessments including baseline and diagnostic to identify pupils' ALN effectively and quickly to influence teaching appropriately.
131. The school provides very good quality personal PSE programmes, which take account of the PSE Framework. Activities include many opportunities for pupils to talk about sensitive issues. Good use is made of visitors and outside agencies to support. The SENCo brings expertise, knowledge and experience and gives outstanding support to pupils with SEN.
132. The school has an effective behaviour management policy and programme. Staff, including midday supervisors, receive training in assertive and positive discipline procedures. A whole school approach of praise and reward fosters a positive ethos. Pupils with behavioural issues are given supportive strategies to help them modify inappropriate behaviour. Circle Time and Persona dolls are used throughout the school to help address behavioural issues and give pupils a greater awareness of the impact and consequences of bad behaviour.
133. The school is very well supported by the Education and Behaviour Support Service in the personal and social skills programme. Pupils are helped to think about their emotional intelligence and behaviour with an emphasis on how to cope with strong emotions. Parents receive an information booklet to explain the school's policy of positive behaviour management, supporting the partnership between the school and home. This is an outstanding feature.
134. The quality of provision for equal opportunities is outstanding and the commitment to social inclusion of all pupils is exemplary. Gender equality and good race relations are promoted successfully and teachers challenge stereotypical views and expectations rigorously.
135. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. All pupils regardless of their backgrounds, race, gender or ability are treated equally and with dignity and respect. The school's receipt of the IDEA level 1 award acknowledges its commitment to diversity and equal opportunities. Provision for pupils with English as an additional language (EAL) is consistently good.
136. The school makes excellent efforts to secure the equal treatment of disabled learners and ensures they are fully included in all aspects of the life and work of the school. The school has drawn up high quality documentation, including a disability equality scheme and accessibility plan, which demonstrates the school's commitment to equality for disabled learners and visitors. The school is fully accessible to wheelchair users. A lift has been installed and there are adequate toilet facilities for the disabled.

137. The measures taken to eliminate oppressive behaviour, racial discrimination and bullying are highly effective and such incidents are very rare. All staff work hard to create a climate of mutual support and trust, where good behaviour is expected and where any issue is dealt with swiftly and fairly. Pupils respond very well to these secure boundaries and the school functions well as an inclusive, harmonious community where they are treated equally as individuals.

Leadership and management

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

Grade 1: Good with outstanding features

138. The findings of the inspection team match the judgment made by the school in its self-evaluation report. The quality of leadership and management is good with outstanding features in the leadership of the headteacher. This has been maintained since the last inspection.
139. The school has a clear sense of its own educational direction and good standards are promoted very well. The essence of the school's effectiveness is in the outstandingly good team spirit between teachers, pupils, teaching assistants and the headteacher. The school's ethos is underpinned by simple biblical principles.
140. The headteacher's leadership is characterised as kind, caring, innovative and assured. It has seen the school through a period of curriculum change and improvement and has succeeded in reshaping and retaining an effective team. However, responsibilities are insufficiently delegated because a small majority of the teaching staff are temporary teachers. Currently the three, full time permanent members of staff form the senior management team. Teaching and learning responsibility (TLR) posts are allocated appropriately within the limited confines of the school's budget.
141. The school supports newly qualified and student teachers well and induction procedures for staff new to the school or to teaching are good. Good account is taken of national priorities, local partnerships and cluster arrangements.
142. The school helps develop the expertise of both teachers and teaching assistants to some degree and the programme of in-service training and education (INSET) provides staff with good guidance on new developments in education.
143. Performance management procedures promote continuing professional development well. There is a good balance between meeting the professional needs of individual teachers and achieving the school's educational priorities.

144. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They conscientiously monitor and evaluate the quality of teaching and the standards achieved in their subjects.
145. The quality of governance has good features with no important shortcomings. Governors are committed to the school and conscientious in their duties, although some have only recently been appointed and are still learning about their roles. Governors are well informed through their regular involvement in meetings with both teaching and support staff. They are successful in helping to determine the school's strategic direction through their work in setting and costing targets for improvement.
146. Governors have formal links with subject co-ordinators and members of staff with other areas of responsibility. They take a close interest in their particular areas such as ALN and SEN. All statutory requirements are fully met.

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection do not match the Grade 1 judgment made by the school in its self-evaluation report as there were insufficient outstanding features. The inspection team agrees with the school's judgments in its self-evaluation report in five out of the seven key questions.
148. The self evaluation process is of good quality as is the self evaluation report. The school's systems of self-review and strategic planning are rigorous and detailed. Members of the senior management team, subject leaders and class teachers are fully involved in deciding upon and addressing the school's priorities. All interested parties, including governors, staff, parents and pupils, are similarly involved in the process of evaluating how goals and priorities are identified and met. School priorities are based upon a full broad picture and a sense of unity, collaboration and ownership is well-established.
149. The self-evaluation report prepared for the inspection correctly identifies many strengths and areas for development and cites its evidence base. The report identifies outstanding features of the school's work, but in some aspects the analysis of evidence is not precise enough.
150. The headteacher and the senior management team have established strategies to improve the quality of teaching and learning and to develop their knowledge of what they need to do to secure further improvement. They regularly monitor teachers' planning, review the quality of pupils' work and subsequently provide constructive feedback. Subject leaders follow an annual cycle of monitoring standards of achievement and the quality of teaching; the outcomes are evaluated and reviewed in order to inform school development planning effectively.

151. The school is proactive in seeking the views of pupils, staff, parents and other interested parties. Members of the school council confirm that the school listens to their views on a variety of issues. The opinions of governors and staff help to inform the school's direction and the PTA and members of the Catholic community contribute by providing ideas and guidance on wider issues.
152. Planning for improvement is good. Staff share with governors a strong commitment to continuous improvement. The SDP covers many important areas and comprises a series of appropriate action plans and measurable targets, which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. The areas identified in this closely match several of the observations made in this report.
153. Since the last inspection standards have risen and are now good with outstanding features. The quality of teaching has improved and the curriculum has been enhanced significantly. Provision for pupils with SEN has outstanding features as do leadership and management. ICT facilities have been upgraded significantly and the accommodation has been enhanced further. The school's actions have resulted in measurable improvements. Overall progress since the last inspection, therefore, has been good.

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

Grade 2: Good features and no important shortcomings

154. The findings of the inspection team do not match the Grade 1 judgment made by the school in its self-evaluation report because there were insufficient outstanding features.
155. There are a sufficient number of qualified and experienced teachers and support staff to meet the requirements of the national curriculum. They are appropriately deployed and work very well together as a team.
156. A generous number of support staff assist teachers. They are used effectively within classrooms, have clear roles and make a significant contribution to classroom activities, including supporting pupils with SEN. The school administrator ensures the smooth running of the day-to-day life of the school and the ancillary staff undertake their duties effectively and efficiently.
157. All members of staff have job descriptions that provide an overview of their duties and responsibilities. Teachers and support staff regularly attend a range of in-service courses to improve their skills and enhance their professional development. Opportunities for staff members to identify their own professional development and training needs are prioritized in line with school priorities.
158. Arrangements have been made to meet the requirements of the teachers' workload agreement. Planning, preparation, and assessment (PPA) time is

appropriately used by teachers to raise standards and is monitored effectively by the headteacher and senior management team.

159. The school has a generous supply of resources and materials to support the curriculum. Resources have been purchased to support the school's priorities. The provision of interactive whiteboards in classrooms and the use of classroom computers considerably enhance many aspects of learning.
160. The school makes effective use of the local environment, the community and educational websites to enrich pupils' learning.
161. The accommodation is sufficient for the number of pupils on roll and is kept clean and well maintained by the caretaker and cleaners who take great pride in the school. The headteacher and staff make good use of all available space to provide pupils with a warm, welcoming and stimulating environment in which to learn.
162. The school is justly proud of the development of its grounds and an area that is used as a forest school although it acknowledges there is room for further improvement. Pupils enjoy an exciting learning environment which contributes to their understanding of environmental and conservation issues. Whilst there is no field for games and sports, the school makes good use of the sports ground in the neighbouring Tredegar Park to support the curriculum.
163. Whilst children in the Reception class play out of doors regularly, the school does not have a designated, secure outdoor play area for the under fives which is immediately and independently accessible to them throughout the day. This is a shortcoming, given the imminent implementation next term of the foundation phase for Reception age children.
164. Very good quality displays in classrooms and corridors highlight pupils' work and celebrate their achievements. Good use is made of photographs to reflect on visits and experiences. Books and artefacts associated with class themes are attractive and help to reinforce and extend pupils' learning.
165. Overall, financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the GB's finance committee. Good financial protocols enable the headteacher to manage the financial implications of good staffing and up-to-date equipment. The school budget is monitored efficiently by the headteacher and senior management team.
166. Current planning matches key resources to the main priorities for improvement in the SDP. Available resources are managed effectively so that the school achieves best value for money in its expenditure. Taking into account the good standards achieved, the very good teaching, the innovative curriculum, the high quality of leadership and the significant improvements since the last inspection, the school gives very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 1: Good with outstanding features

Good and outstanding features

167. Most children's language skills, including those who speak English as an additional language, develop well. They speak clearly and confidently, make very good observations about what they have learnt and experienced, using an extensive vocabulary. They listen intently to their teachers, teaching assistants and peers.
168. Children have a very good understanding that print carries meaning. They show a great enjoyment of stories, acting out and repeating the texts of the "Three little pigs" and sequencing the "Hungry caterpillar". They make very good use of non-fiction books when making their own information booklets.
169. Most children make marks and a few write well independently. Most recognise initial letter sounds and translate them into writing. Most make excellent attempts to write a simple sentence when they write a letter to the stranded pirates.

Shortcomings

There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good and outstanding features

170. Children are happy and settled and enjoy their work and play. They understand class rules and routines very well and enjoy excellent relationships with adults and with each other. Most show high levels of motivation in their work. They are most welcoming to visitors and are very keen to share their many achievements.
171. Most are outgoing, friendly and polite. They have very good levels of co-operation and consideration towards each other showing care, respect and affection. They show high levels of responsibility as they tidy equipment away and clean tables.
172. Children have a very good awareness of personal hygiene, stating why they change clothes for physical education lessons and why they wash their hands

before handling food. They understand the need for hygiene to promote good health. They know that eating fruit is good for them and keeps them healthy. They know that yoghurt makes their bones strong. They demonstrate outstanding manners during their snack times.

Shortcomings

There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Good and outstanding features

173. Most children's mathematical skills are well developed. They recognise and name numbers from 1 to 20 and sequence them on a number stick, recognising the missing number. They count in doubles to 10. Many add two numbers together. Most use vocabulary such as tall, taller, short and shorter and their positional language is outstanding. They confidently give directions for a programmable toy to find hidden treasure.
174. Children measure the length of snakes they have drawn with cubes and have a very good understanding of capacity as they estimate the number of cups of tea a small teapot will pour. They carefully weigh ingredients for their chocolate octopus. They use equipment such as the sand timers confidently. They repeat and create patterns demonstrating very good sequencing skills. They have a very good understanding of the passage of time and begin to use the analogue clock to tell the time.

Shortcomings

There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good and outstanding features

175. Most children have an exceptional knowledge of the Caribbean. They know that it is made up of a number of islands and they describe what an island is. They compare and contrast the climate, animals and food of this region with those of their own. They describe confidently the parts and functions of a fish.
176. Through exploring their own environment children express ideas about what animals eat, where they live and the parts of their bodies. They observe worms using magnifying glasses and take due care of health and safety by using plastic gloves.

177. Children have a very good understanding of what seeds need to grow and enjoy planting onion sets and carrot seeds in the allotment. Through their study of the life cycle of a butterfly they develop a very good understanding of changes and note the alterations and development in themselves from birth to five years of age.
178. Most children use ICT confidently and independently. They use a variety of programs on the computers. They use both digital cameras and mini-DVD recorders to record and evaluate their peers' performances adeptly.

Shortcomings

There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

179. Most children develop well physically and their gross motor skills are good. They handle large equipment well creating their own obstacle courses with large wooden blocks, planks and crates. They show good balancing skills as they travel over this equipment and as they leap from toadstool to toadstool. Their co-ordination skills are well developed as they use sand diggers to move shovels up and down with one hand and left and right with the other.
180. Children's spatial awareness is good as they negotiate a climbing wall with confidence. In their physical education lessons most children show good ball control as they roll the ball to their partner. Many children are adept at throwing, bouncing and catching a ball. They show good individual ball control when travelling with a ball in windy conditions.
181. Children's fine motor skills develop well. Most use small equipment with dexterity and increasing control. This is shown in their mark making and writing, pencil colouring, painting, weaving and egg decorating. Most use a digital mouse confidently to move the cursor and images around the monitor.

Shortcomings

There are no important shortcomings.

Creative development

Grade 1: Good with outstanding features
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Good and outstanding features

182. Children have outstanding creative skills. They use their learning from other areas of the curriculum imaginatively as they play on a Caribbean beach, swim

in the sea, or search for tropical fish with goggles and snorkels. They undertake role play with great enthusiasm. They become totally absorbed in their pirate games using a delightful range of language and different voices for different characters, interacting with each other in an outstanding way.

183. They produce a wealth of visual art of a high standard. They show a very good understanding of colour and textures in their paintings and textile work and their observational skills are very good. In outdoor sessions, they describe clouds as dolphins swimming through the blue sky.

Shortcomings

There are no important shortcomings.

English

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

Key Stage 2: Grade 1: Good with outstanding features
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Outstanding features

184. Older pupils in key stage 2 often write outstandingly well. Their work shows a strong command of the characteristics of creative, persuasive and informational writing. They have a good understanding of how to write for different audiences. Many understand how to use punctuation well and develop a sound vocabulary. Their writing is extended and of high quality.

Good features

185. Pupils in key stage 1 listen carefully to explanations, stories and the contributions of their peers. They can sequence events and retell tales using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
186. Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark. Most Year 1 pupils recognise full stops and capital letters.
187. By the end of key stage 1, the more able can read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of strategies to help them understand the text. Many develop a good knowledge of the alphabetical order of letters. They use a good range of vocabulary when discussing the weather or writing poems. They are confident and articulate when speaking in front of the class.

188. Pupils in key stage 1, including those with SEN, make good progress in learning to write. By the end of Year 2 many write creatively using some of the key features of narrative; they suggest good, creative ideas for the endings to stories read aloud to the class. A few more able in key stage 1 write at length; their writing is well organised and they plan and revise their work well.
189. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focused for a sustained time. When answering questions, most give oral and written responses cogently in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to a large extent in discussions.
190. Pupils in key stage 2 read aloud with good expression. Many show a love of reading. They recognise and read phrases accurately. They predict what might happen next in the story with imagination and confidence. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills of reading and develop strategies to deal with unfamiliar words. Many can identify types of words, such as nouns or verbs, and they obey the conventions of punctuation when reading aloud.
191. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand these and they use them aptly. Those with ALN or SEN make rapid progress and use good strategies to read unfamiliar words and to pronounce combinations of letters.
192. Year 6 pupils' skills in reading have many good features. They have a number of favourite writers. They are confident in discussing plot and character and have benefited from visits to the school by poets and actors. The more able read with expression, skim texts for adjectives and use different voices for different characters. Their book reviews are well written, perceptive and carefully considered. They answer questions in compound sentences using polysyllabic words. Other writing is lively and thoughtful.
193. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives. Many make good use of the school's good supply of books. Most in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed.
194. Pupils have a good understanding of different topics and concepts in English due to the use of the interactive whiteboard for literacy lessons. Older ones in key stage 2 use computers skilfully for word processing or presenting their stories and poems. They combine suitable images and text well.

Shortcomings

195. There are no important shortcomings.

Science

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

Outstanding features

196. Older key stage 2 pupils undertake a wide range of investigations, devising fair tests and predicting, measuring, observing and drawing conclusions with great confidence and competence.
197. Pupils throughout key stage 2 discuss environmental issues with confidence and display a great deal of awareness of the effects of human activity upon the planet and the need to reduce these effects in the future. They show an acute understanding of global warming and the effects of carbon dioxide upon the ozone layer.

Good features

198. Key stage 1 pupils investigate a range of contexts and make good progress as they move into key stage 2 and the more formal provision at this key stage. They plant flowers and other plants, both indoors and out, and are aware of the need to water them and ensure they get light in order for them to grow.
199. They investigate the properties of materials and are able to make informed judgments about the best material to use to make a roof and a window. They investigate healthy foods as part of a study on the human body and keep accurate diaries of their food intake, making competent and informed judgments on the balance of their own and each other's intake.
200. Pupils investigate forces and test materials for buoyancy, interpreting the results competently and recording the outcomes accurately. They can discuss the structure of the human body confidently, identifying bones and joints and how these affect movement.
201. Younger key stage 2 pupils make a comprehensive study of body systems; they can accurately identify the major organs and their functions. They investigate a range of skeletal forms and compare and contrast them effectively. They discuss the senses with understanding and test the effect of sugar, fluoride and acid on the teeth competently. They can discuss healthy lifestyles and the effects of a balanced diet with understanding.
202. Younger key stage 2 pupils make studies of light, confidently predicting the effect of distance on shadows. They devise a fair test and confidently classify materials and identify them in the environment. They test the effect of friction on materials and can explain its effect. They can identify the force of gravity accurately and are aware that force can be measured. They investigate magnetic force and draw conclusions confidently and articulate their findings

clearly. They compile a planet fact file and demonstrate a sound knowledge of the Earth in Space and the Solar System.

203. Older key stage 2 pupils make a study of the water cycle, representing the process effectively in diagrammatic form. They demonstrate understanding of the meaning of evaporate, condense and precipitate. They discuss and test the changes to a material caused by heating or burning, confidently sorting the changes into reversible or irreversible change. They measure the weight loss of burning materials and present their findings competently in graphical form.
204. Older key stage 2 pupils classify forces and investigate gravity and friction using a range of equipment. They confidently use standard measures to assess force. They are aware of the properties of a range of materials and understand that they are solid, liquid or gas. They devise experiments to measure the effects of gas in liquids, drawing conclusions accurately. They investigate the use of hydraulics and pneumatics and discuss the outcomes confidently.
205. Older key stage 2 pupils investigate healthy lifestyles and undertake activities such as "a day in the life of a blood cell", displaying very good understanding and knowledge of the effects of oxygenation on the blood. They undertake diet and lifestyle studies and discuss the outcomes with confidence. They produce writing of high quality in anti-smoking leaflets and display good awareness of the effects of smoking on health.
206. Older key stage 2 pupils undertake investigations into electrical circuits and use standard symbols to present their work accurately. They are aware of the properties of conductors and insulators and use this knowledge to construct switches in their circuits and to measure the effect of a range of conductive materials accurately.

Shortcomings

207. There are no important shortcomings

Information communications technology (ICT)
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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
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208. Few discrete lessons in ICT were taught during the inspection. Judgments about standards of achievement are thus based on usage of ICT equipment in other lessons, discussions with pupils and scrutiny of their work on display and in their books in a range of subjects.

Good features

209. Key stage 1 pupils develop a number of basic skills, for example, executing program commands, saving their work, using the mouse and cursor and operating a number of facilities on the tool bar such as the airbrush, the spray, the borders tool, the fill tool and the pen to create digital images.
210. Pupils in key stage 1 use a digital mouse, icons and the screen pointer competently. They develop skills in word-processing. They create and print simple sentences.
211. Pupils with SEN make good progress with good support from teaching assistants or parent helpers. In Year 2, they know that people communicate via the telephone or electronic mail as well as through writing by hand. They are competent when highlighting blocks of text and they change the colour, type and size of font carefully.
212. In Key Stage 2, pupils find, open and use appropriate files on a hard disk. They improve their capability in ICT to some degree. In their word-processed writing, for example, they use different fonts and styles of text. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.
213. Pupils learn to use computers to communicate and handle information, to some degree, in other subjects. They occasionally use a digital camera well to record their work.
214. Pupils have good skills in using digital presentational software or web design. They have good abilities when using the resources of the internet to enrich their learning or when using a variety of digital communications technologies.

Shortcomings

215. There are no important shortcomings.

Art

Key Stage 1 Grade 2: Good and no important shortcomings

Key Stage 2 Grade 1: Good with outstanding features

Outstanding features

216. In three dimensional work on containers, after thorough research, key stage 2 pupils create outstanding geometrical designs with repeated patterns. They evaluate and improve as they work. They draw final designs again evaluating each others' work. After completing their clay containers, they paint them, improving on their design and giving good reasons for their choices. This whole process is an outstanding feature.

Good features

217. In both key stages, pupils show an increasingly good knowledge of line, tone, colour, pattern and texture. They use a wide range of materials, equipment and processes effectively, with increasing confidence and ability. They discuss their work with pleasure, pride and understanding.
218. Key stage 1 pupils enjoy experimenting with paint to create shades, using colour words such as midnight blue, pale and soft to describe depths of shade. All recognise the work of Monet and Renoir and experiment with the different techniques of finger painting, brush work and different media to create their own impressionistic interpretations of Monet's "Water lilies" and Renoir's "Blue Lady".
219. Key stage 1 pupils have a good understanding of some of the forms used by artists in their work including light and dark. They discuss the differences and similarities between Degas' "The Dance" and James Whistler's "Nocturnes" and how the artists have created different effects. Pupils in groups create an eye catching three dimensional study of Whistler's night scene. They do well studying landscapes and animals in Celtic Art.
220. Younger pupils draw on paper, transfer their designs onto fabric and create beautiful pieces of batik work. They work collaboratively to create striking African masks from natural materials. They show good observational skills in their pencil portraits of Nelson Mandela, working carefully to show details of the eyes, hair and ears.
221. In key stage 2 pupils build on their skills, often presenting work of an outstanding standard. They research the work of Jen Delyth and experiment by weaving lines and shapes into colourful Celtic crosses. They look at the different shades of green in Irish landscapes and use their observational skills well to create their own landscapes. In their study of different artists they use a wide range of media to recreate their styles, completing very colourful interpretations of Kandinsky's "Squares with concentric circles" in attractive pastel work.
222. Key stage 2 pupils use the internet to research still life. They experiment with arrangements of objects. They experiment with charcoal rolling, dotting, twisting and flicking, shading and blending and smudging. They produce very effective still life compositions of fruit in oil pastels and flowers in a vase in charcoal.
223. Older pupils use their ICT skills well to create bright, colourful montages of Welsh celebrities such as Duffy, Gavin Henson and Dame Tanni Grey in the style of Andy Warhol. They look at Greek and Italian sculptures and work in pairs to create well-proportioned action poses. They use images from PESS lessons and create very good repeated images to show movement, using reflections and overlapping.

224. In both key stages, pupils' creative skills are used effectively to enhance subjects across the curriculum and aspects of school life, in high quality displays.

Shortcomings

225. There are no important shortcomings.

Physical education

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

226. Pupils throughout both key stages clearly understand the need to warm muscles before vigorous exercise commences and that 'cool down' sessions are equally important to relax muscles. Most have a good understanding of the impact of regular exercise on their bodies and how it helps them to maintain a healthy lifestyle. These issues receive a high profile and link appropriately with the school's positive health-promoting policies.
227. Most pupils develop a good range of skills during activities and practise these with considerable energy and enthusiasm. The majority co-operate very well in small groups to create sequences of movements that they perform confidently to an audience of class peers. Their ability to reflect on their work is a strong feature in all aspects of physical education.
228. In key stage 1, most pupils achieve good physical control and their spatial awareness is generally good. Instructions are followed accurately, showing a good understanding of vocabulary related to their movements. They work to improve their sequences, evaluating their own performance and the performance of others effectively. They demonstrate creativity and imagination in linking movements and move with increasing fluency and control.
229. Most younger key stage 2 pupils display good levels of agility, moving at different speeds, changing direction effectively during games sessions. The majority display good control and follow directions well. They take part with enthusiasm and plan, perform and evaluate their performances confidently.
230. Older key stage 2 pupils demonstrate confidence in planning and performing movements and recording and interpreting the effect of exercise on their bodies. They work effectively in pairs and small groups during health related exercise lessons. They evaluate effectively and most are able to offer appropriate appraisal of performance in order to effect improvement. They undertake outdoor activities with confidence and competence, using map reading skills to solve problems and complete tasks accurately.

Shortcomings

231. There are no important shortcomings.

School's response to the inspection

232. The staff and governors are delighted with the inspection report compiled by Mr Isaac and his team in May 2009, which judged St David's to be a good school with outstanding features, providing very good value for money.

233. The report acknowledges many of the effective characteristics and practices of school life. The Catholic ethos, the promotion of personal and social education, the well-being of pupils and the drive for equal opportunities and inclusion are all recognised. Our pupils are a source of great pride to us and their behaviour, sense of fair play, care, concern and positive relationships have also been acknowledged in the report as outstanding.

234. The dedication, commitment and skill of the teachers and the contribution made by support staff have a very positive effect on standards which are above both local and national averages. The strong sense of team work includes the valuable contributions of our school support officer, midday supervisors, caretaker and cleaning staff and the excellent relationships between governors, staff and pupils. This is encapsulated in the report, which confirms that "the essence of the school's effectiveness is the outstandingly good team spirit".

235. The report also evaluates the overall quality and range of learning experiences as excellent and that these experiences are further enriched through extra-curricular activities. The curriculum provided by the school is considered innovative and addresses the needs and interests of the whole range of pupils.

236. The school is judged to value its partnership with parents, the parish, the local community and other schools. The inspection report makes clear the effect these highly successful relationships have in enriching pupils' learning experiences.

237. We would like to thank the registered inspector and the inspection team for the courtesy, professionalism, integrity and rigour which characterised the inspection and also for the astute and informed judgements about St. David's Primary School.

238. The recommendations will form part of the action plan ensuing from the inspection report and copies of this will be provided to all parents. They will also be included in the school improvement plan (SIP) and progress will be communicated in the annual report of the governors to parents.

Appendix 1

Basic information about the school

Name of school	St David's R.C. Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4 to 11
Address of school	Park Crescent, Maesglas Newport
Postcode	NP20 3AQ
Telephone number	01633 816027

Headteacher	Mrs Bree Ellsworth
Date of appointment	September 1998
Chair of governors	Mrs Margaret Grainger
Registered inspector	Mr Rob Isaac
Dates of inspection	11 th to 13 th May 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group		R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		30	30	30	26	30	30	30	206

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	5	8.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.3
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	29
Teacher (fte): class ratio	1.26 : 1

Term	R	Rest of school
Summer 2008	91.8%	94.0%
Autumn 2008	93.3%	94.0%
Spring 2009	91.5%	94.6%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		28		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	7	68	25
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	0	0	54	39
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	0	79	14
		National	0	5	16	68	11
Mathematics	Teacher assessment	School	0	0	7	71	21
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	68	32
		National	0	2	9	56	23
Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment							
In the school	92.9%		In Wales	80.7%			

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		30						
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	10	50	40
		National	0	0	0	0	1	3	16	51	29
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	13	57	30
		National	0	0	0	0	1	3	15	51	30
Science	Teacher Assessment	School	0	0	0	0	0	0	10	50	40
		National	0	0	0	1	1	2	11	54	32
Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment											
In the school	86.7										
In Wales	75.5										

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 13 inspector days in the school and met as a team before the inspection started. The team also included a peer assessor and school nominee.

The inspectors visited:

- Forty-four lessons or parts of lessons;
- all classes;
- registrations, assemblies, acts of collective worship and pre-school meetings for private prayer; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and the eco council; and
- representatives of organisations associated with the school such as the local education authority.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 37 parents, which in general were over 97 per cent in support of the school;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and present work; and
- samples of pupils' reports.

The inspection team also held post-inspection meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 5 English ICT Summary and Full Reports Editing
Mrs Janet Warr	Lay Inspector	Contributing to: Key Question 1 (1.10 – 1.16) Key Question 3 (3.6,3.8) Key Question 4 (Equal Opportunities) Key Question 7 (Accommodation)
Mrs Ann Williams	Team Inspector	Key Question 2 (Teaching & Assessment) Key Question 3 (3.10 – 3.14) Key Question 4 (inc. Care, guidance & SEN) Early Years Art Bilingualism
Mr Neil Watkins	Team Inspector	Key Question 3 (3.1 – 3.5) Key Question 6 Key Question 7 (Staffing, Resources & Finances) Science Physical Education
Mr Peter Morris	Peer Assessor	Lesson observations and related activities
Mrs Bree Ellsworth Headteacher	School Nominee	Self Evaluation Report Contributing to all key questions School's Response to the report

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their courtesy and co-operation before, during and after the inspection.

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