

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

A Report on the Quality of Education in

**Ysgol Sant Curig
College Road
Barry
Vale of Glamorgan
CF62 8HQ**

School Number: 6732178

Date of Inspection: 21 January 2008

by

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Ysgol Sant Curig 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 Ysgol Sant Curig took place between 21/01/08 and 24/01/08. An independent team of inspectors, led by Huw Watkins undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. Ysgol Sant Curig, a designated Welsh school, is located in the coastal town of Barry on the outskirts of Cardiff. According to evidence obtained from the school, the area is considered to be neither prosperous nor economically disadvantaged. Eleven per cent of the pupils are entitled to free school meals.
2. Pupils are admitted to the school from a wide catchment area, up to five miles away. Transport is provided for them by the local education authority (LEA). There is not much pupil movement in and out of the school.
3. At the time of the inspection, there were 406 pupils on the register - a full-time equivalent of 374.5, including the nursery children. Pupils across the range are admitted to the nursery from a variety of social backgrounds, with 78% of the pupils coming from homes where no Welsh is spoken by either parent. Pupils are taught in single age classes, with two classes for each school year.
4. Welsh is the main medium of education and work at the school, with the aim of ensuring that pupils are fluent in both languages before they transfer to the secondary school at 11 years of age. English is introduced as a subject in Y3.
5. The school was last inspected in May 2002 and there have been many staff changes since that time, with the current headteacher in her post since September 2006.

The school's priorities and targets

6. The school's priorities as identified in the current school development plan (SDP) include:
 - establishing and implementing a performance management cycle and a school self-evaluation cycle;
 - completing a full audit of the mathematics subject;
 - improving the links with industry;
 - improving the provision for children with additional teaching needs;
 - developing the role of the subject co-ordinators;
 - developing the use of assessment for learning;
 - developing information and communications technology (ICT);
 - improving the relationship between the school and the parents, and
 - developing 'reading' across the school.

Summary

7. Ysgol Sant Curig is a good school which sets sound foundations for the education of its pupils. It offers its pupils a caring and inclusive education, nurturing in them a pride towards the Welsh language and Welsh education. The quality of teaching is a strength in the school and contributes towards the good standards achieved. The building is in a good condition and provides a secure and motivating environment for the pupils.
8. The inspection team agreed with the school's judgement for each of the seven key questions.

Table of grades awarded

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

9. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make very good progress in the six areas of learning towards the Desirable Outcomes for Children's Learning.
10. Pupils' standards of achievement in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	76%	6%	0%	0%

11. In the lessons observed, pupils' standards of achievement were higher than the Welsh Assembly Government's (WAG) target for 2010 (Source: Vision in Action) which states that the quality of teaching assessed by Estyn should be Grade 3 or better in 98% of classes.

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	N/A	Grade 2
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 1

12. In key stage 1 in 2007, according to teacher assessment, 55% of pupils achieved level 2 or higher in the core subjects of Welsh, mathematics and science at the end of the key stage. These results were substantially lower than the national and county averages. In comparing the performance of the boys and the girls, the boys have performed substantially better than the girls.

13. In key stage 2 in 2007, 86% of pupils at the school achieved level 4 or higher, as determined by teacher assessment in the core subjects of Welsh or English, mathematics and science. The school's results for 2007 were higher than the national and county averages in Welsh or English, mathematics and science. There is no obvious pattern of difference between the performance of the boys and girls in this key stage.
14. In comparison with similar schools in Wales in relation to the percentage of pupils who receive free school meals, over the last two years, the school's results in key stage 1 have tended to be in the lowest 25% and between the lowest 25% and 50% in the year prior to that. In key stage 2, the results vary between the lowest 25% and the highest 25% over three years, but are substantially higher than the school's expectations according to the targets set.
15. Children under five years of age and pupils in both key stages succeed in achieving the targets set for them and succeed in their work, whatever their ability and their social or linguistic background.
16. Children under five years of age make outstanding progress in their communication skills. They come to speak with confidence. They listen outstandingly to adults and to their peers and have started to master the basic reading and writing skills. Their numeracy and ICT skills are developing well.
17. Pupils with additional learning needs (ALN) in both key stages make good progress in their basic and personal learning skills.
18. In key stages 1 and 2, pupils' standards and progress in the key skills of speaking and listening are outstanding, and good in their reading and writing skills in each subject observed.
19. In both key stages, pupils make good progress in their mathematics, ICT, problem solving and creative skills.
20. Standards of pupils' bilingual competency are outstanding throughout the school, whilst their knowledge of the *Cwricwlwm Cymreig* is good.
21. Pupils of all ages make good progress in their learning as they increasingly grasp new knowledge and skills. Some of the older pupils can evaluate their own work, and often, they work effectively in pairs in order to help each other to improve.
22. The standard of pupils' behaviour is outstanding in all aspects of the school's life. They are very courteous and considerate towards their peers, staff and visitors. This helps to create a welcoming environment. Pupils respond well to instructions from the teachers and support staff. Parents praise the school's efforts to create and maintain these standards of behaviour.
23. Pupils have positive attitudes towards their work and play; they are enthusiastic and eager to please their teachers. They use their time well in lessons, persevering conscientiously with their tasks. They are usually ready for the next step in their education.
24. Pupils make good progress in their personal, social, spiritual, cultural and moral skills.
25. Attendance for pupils of compulsory school age during the three terms prior to the inspection was 92.67% on average. This is substantially lower than the

national targets. Recording attendance meets with statutory requirements and there are appropriate systems in place for parents to inform the school of their children's absences, with the school contacting the home if they have not received such a message. There is a good link between the school and the LEA's welfare officer.

26. Punctuality at the beginning of the school day is good overall, but there are a small number of pupils who are consistently late. The school has procedures to address this. Punctuality in individual classes during the day is good.
27. Overall, pupils show respect towards the diversity of other faiths, attitudes and cultural and social traditions. They have a good understanding of equal opportunities and fair play, but there is a need to further develop their understanding of sustainable development and global citizenship.
28. The majority of pupils display an increasing understanding of their own community through visits to the local community and other places of interest related to their work in the classroom. Their recognition and understanding of the world of work and their entrepreneurial skills are developing well.
29. The school council meets regularly and effectively reflects the pupils' voice.

The quality of education and training

30. The quality of teaching in the 51 lessons or parts of lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	57%	16%	0%	0%

31. The quality of teaching is a strength in the school and an important element in the progress pupils make and the standards achieved. Examples of good teaching were seen in each class. The outstanding working relationship that exists between the teachers and pupils promotes effective learning and the teachers are role models of a high standard.
32. Pupils are aware of their expectations with regard to work and behaviour. Good work is praised and the approach of celebrating effort and attitude to work is an effective feature of the teaching.
33. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for the Learning of Children under five years of age. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils valuable learning experiences. They succeed in promoting equal opportunities in successfully challenging stereotypical images and opinions.
34. Teaching very successfully promotes pupils' bilingual development. Teachers use a variety of purposeful strategies to extend pupils' communication skills and take very effective advantage of each opportunity to develop the Welsh dimension within subjects.
35. The assessment policy provides clear guidelines which ensure that assessment meets the statutory requirements. The quality of baseline assessment for children under five years of age and the use of tests and a range of standardised assessments across key stages 1 and 2 are effective features. The information is used appropriately to identify pupils in need of additional support.

36. Pupils' work is marked regularly and in the best examples, teachers' comments clearly explain to pupils how they can improve the standard of their work.
37. There are appropriate arrangements in place for assessing the achievement and progress of learners in the core subjects, but procedures for identifying progress in the foundation subjects are underdeveloped.
38. Detailed reports that meet statutory requirements are provided for parents and carers. They outline pupils' skills and achievements and are of a high standard.
39. A good feature of the school's life and work is the quality of the curricular provision. Equal access is offered to a broad and balanced curriculum that develops pupils' knowledge, understanding and skills as they move through the school. The provision is socially inclusive and ensures equality of access and opportunity for all. The schemes of work for all the curricular subjects together with the religious education syllabus are coherent and comprehensive.
40. The overall quality of the educational provision for children under five is appropriate for their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning. Stimulating and appropriate activities are provided that offer a sound foundation for the learning in key stage 1.
41. The provision to ensure that pupils master the basic skills and the key skills is good.
42. An outstanding range of extra-curricular learning opportunities are provided in order to extend and enrich the curriculum. Pupils benefit from the host of various opportunities offered by teachers.
43. The school effectively promotes pupils' spiritual development. Services of collective worship are provided that conform to the requirements and are soundly based on Christian principles. Opportunities are given for pupils to reflect quietly and to contribute during whole-school services.
44. The provision for promoting pupils' moral and social development is effective. The school nurtures sound values and works diligently, from the very beginning, to nurture respect, honesty and courtesy amongst the pupils. As a result, pupils have a strong awareness of the moral values that steer their community.
45. Pupils' cultural development is promoted well and they receive opportunities to study their own culture in subjects such as history and religious education. Pupils' awareness and understanding of other cultures is promoted well in a range of areas across the curriculum.
46. There is a close relationship between the school and its parents. The response of parents through the questionnaires and the pre-inspection meeting were extremely supportive.
47. Sound links have been established with those schools that are members of the Vale of Glamorgan cluster of Welsh schools. They work together on teaching initiatives and sharing ideas. This ensures that the transfer period is smooth and proactive. The relationship with the LEA is very good and the governing body is very appreciative of the support and advice the school receives.
48. A close relationship exists between the school and the community. There are good links with a number of training colleges as the school offers placements to Welsh-speaking students. The success of these partnerships has a positive

effect on the quality of provision and contributes towards meeting the needs and interests of pupils.

49. There is an effective programme of work for developing pupils' personal and social education (PSE) that meets the requirements and permeates through the other subjects of the curriculum. The importance of keeping healthy is promoted by encouraging pupils to eat fruit during the morning break and to participate in the wide range of extra-curricular activities. The school has received a number of 'Healthy Schools' accreditations during recent years.
50. There are effective links with the world of work in order to enrich the curriculum. Opportunities are provided for older pupils in the school to become involved in projects that promote their entrepreneurial skills. However, there is room to develop the provision further across the school.
51. The degree to which the school succeeds in developing each pupil's bilingual ability is an outstanding aspect of the provision. Pupils are proud of their Welshness and in their ability to speak Welsh. The Welsh dimension is given a prominent place in the daily life and work of the school.
52. The school recognises the important contribution of a wide range of charities and provides regular opportunities for pupils to contribute towards these.
53. The school addresses the issues of sustainable development and global citizenship through a number of activities linked with Eco-Schools. It also promotes the importance of supporting fair trade activities. Even so, there is a need to further develop this important element of the curriculum.
54. The school succeeds in setting sound foundations for lifelong learning. Pupils are encouraged from an early age to nurture their skills in working together, develop positive attitudes and to be independent learners.

Leadership and management

55. Overall, the quality of the leadership given by the headteacher and the senior management team (SMT) are good. Even so, there is a need to develop the role of some subject co-ordinators further. Agreed aims and values are reflected well in the work and ethos of the school.
56. Members of staff have appropriate responsibilities which they undertake to the best of their ability. Equality for all is promoted well and all members of staff are encouraged to actively contribute to the life of the school. The school appropriately concentrates on national and local priorities.
57. The school has effective and specific aims and values that promote equality for all. This is a particular strength in relation to the school.
58. Although the school has targets for improving performance, as yet their effect is inconsistent on raising standards in all subjects across the school. Even so, the school is now taking firm steps in order to strengthen this.
59. Pupils' voices are effectively represented in the school's life by the school council. Pupils understand about democracy and about the particular function of school councillors in conveying the opinions of everyone else to those responsible for making the decisions. The councillors take their roles seriously.
60. Increasing emphasis is now placed on managing and improving staff performance. Processes for monitoring and evaluating have started to establish

and contribute to the SDP ensuring that staff receive appropriate opportunities for continuous professional development. Newly qualified teachers are supported well.

61. The school has a good range of relevant policies and documentation to support the teaching and work of the school.
62. The school fulfils its responsibility with regard to teaching time requirements, and taken together, the prospectus and governors' annual report to parents meet the statutory requirements.
63. The governing body fulfils its duties conscientiously. Members know the school well and work effectively with the headteacher and staff to set the strategic direction for development. They take an active part in monitoring standards, taking their role seriously and conscientiously in fulfilling their statutory responsibilities.
64. Self-evaluation procedures have recently been established and these are beginning to have an effect on standards and the school's work in general. Co-ordinators have started on the process of monitoring and evaluating subjects but as yet, this role has not been sufficiently developed. Good opportunities are provided for parents and staff to express their opinions on the educational provision; the views of the school council are also considered on the different aspects of the school's work.
65. Although outcomes of the evaluation link directly with the priorities in the SDP, there is a need to rationalize the process in order to ensure that there is a means of proceeding effectively with all the recommendations included.
66. The quality of the self-evaluation report presented to the inspection team is good overall, although some elements were a little unclear. However, the findings of the report agree with the findings of the inspection team in the seven key questions.
67. The school has successfully addressed the majority of the key issues from the previous inspection.
68. All staff have appropriate qualifications to fulfil the responsibilities identified in their job descriptions. Good consideration was given to the responsibilities for co-ordinating subjects and these have been fairly shared amongst the staff. Arrangements for providing periods for planning, preparation and assessment are effectively implemented. Teachers use these periods purposefully and this has a positive effect on the work of the school.
69. Teachers and learning support assistants attend a good range of training sessions. This has a positive effect on their skills and their understanding. Teachers and their assistants work very effectively together as a team and share information and support each other in a very committed way.
70. Annual reviews are undertaken to ensure sufficiency, condition and suitability of the resources and overall there is a good range of quality resources to support the curriculum. These are used effectively to support the pupils' learning. There are good quality displays across the school which stimulate learning, give esteem to pupils' work and effectively reminds pupils of the school's rules.

71. Managers ensure effective use of the budget and there is tight budget management. The governing body monitors spending effectively and this is regularly reviewed in order to ensure best value for money. Spending decisions are carefully linked with plans for development. The school operates effectively from day-to-day. The administrative officer fulfils her duties very efficiently and effectively. The school provides good value for money.

Recommendations

In order to continue to develop and improve, the governors and staff need to:

- R1 maintain the good and very good standards and aim at excellence in all areas;
- R2 raise levels of attendance in order to at least attain the national average;
- R3 further develop pupils' awareness and understanding of sustainable development and global citizenship;
- R4 continue to develop the assessment procedures across the school;
- R5 further develop the role of the subject co-ordinators, and
- R6 refine the self-evaluation procedures.

Elements of the fourth recommendation together with the fifth and sixth are already priorities in the SDP for 2007-2008.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
73. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make very good progress in the six areas of learning towards the Desirable Outcomes for Children's Learning.
74. In the subjects observed. standards of achievement are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	N/A	Grade 2
Mathematics	Grade 2	Grade 1
Information technology	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 1

75. During the inspection, standards of achievement in lessons was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	76%	6%	0%	0%

76. In the lessons observed, pupils' standards of achievement were higher than the WAG target for 2010 (Source: Vision in Action) which states that the quality of teaching assessed by Estyn should be Grade 3 or better in 98% of classes.
77. In key stage 1 in 2007, according to teacher assessment, 55% of pupils achieved level 2 or higher in the core subjects of Welsh, mathematics and science at the end of the key stage (Wales 80.1%, Vale of Glamorgan 86%) and in 2005 the figure was 85% (Wales 81%, Vale of Glamorgan 88.1%). The school's results for 2007 were substantially lower than the national and county averages in Welsh, mathematics and science. In comparing the performance of the boys and the girls, the boys performed substantially better than the girls in 2007 - but vice versa previous to that.
78. In key stage 2 in 2007, 86% of pupils at the school achieved level 4 or higher, as determined by teacher assessment in the core subjects of Welsh or English, mathematics and science (Wales 74.0%, Vale of Glamorgan 77.7%). In 2006, the figure was 78% (Wales 74% Vale of Glamorgan 78.8%) and in 2005, the figure was 81% (Wales 72%, Vale of Glamorgan 79.1%). The school's results for 2007 were higher than the national and county averages in Welsh or English, mathematics and science. There is no obvious pattern of difference between the performance of the boys and girls in this key stage.
79. In comparison with similar schools in Wales in relation to the percentage of pupils who receive free school meals, over the last two years, the school's results in key stage 1 have tended to be in the lowest 25% and between the lower 25% and 50% in the year prior to that. In key stage 2, the results vary between the lowest 25% and the highest 25% over three years, but are substantially higher than the school's expectations according to the targets set.
80. Children under five years of age and pupils in both key stages succeed in achieving the targets set for them and succeed in their work, whatever their ability and their social or linguistic background.
81. Children under five years of age make outstanding progress in their communication skills. They come to speak with confidence. They listen outstandingly to adults and to their peers and have started to master the basic reading and writing skills. Their numeracy and ICT skills are developing well.
82. Pupils with ALN in both key stages make good progress in their basic and personal learning skills.
83. In key stages 1 and 2, pupils' standards and progress in the key skills of speaking and listening are outstanding, and good in their reading and writing skills in each subject observed.
84. In both key stages, pupils make good progress in their mathematics, ICT, problem solving and creative skills.
85. Standards of pupils' bilingual competency are outstanding throughout the school, whilst their knowledge of the *Cwricwlwm Cymreig* is good.
86. Pupils of all ages make good progress in their learning as they increasingly grasp new knowledge and skills. Some of the older pupils can evaluate their own work, and often, they work effectively in pairs in order to help each other to improve.
87. Pupils' standards of behaviour in all aspects of the school's life are outstanding. They are very courteous and considerate towards their peers, staff and visitors.

This helps to create a welcoming environment. House points are awarded for good behaviour. This good practice with regard to behaviour is established in the early years and continues throughout the school.

88. Pupils respond well to the instructions of the teachers and the support staff. Parents praise the school's efforts to create and maintain these standards of behaviour.
89. Pupils have positive attitudes towards their work and play; they are enthusiastic and eager to please their teachers. They use their time well in lessons, persevering conscientiously with their tasks. They are usually ready for the next step in their education.
90. Pupils make good progress in their personal, social, spiritual, cultural and moral skills.
91. Attendance for pupils of compulsory school age during the three terms prior to the inspection was 92.67% on average. This is substantially lower than the national targets. Recording attendance meets with statutory requirements and there are appropriate systems in place for parents to inform the school of their children's absences, with the school contacting the home if they have not received such a message. There is a good link between the school and the LEA's welfare officer.
92. Punctuality at the beginning of the school day is good overall, but there are a small number of pupils who are consistently late. The school has procedures to address this. Punctuality in individual classes during the day is good.
93. Overall, pupils show respect towards the diversity of other faiths, attitudes and cultural and social traditions. They have a good understanding of equal opportunities and fair play, but there is a need to further develop their understanding of sustainable development and global citizenship.
94. The majority of pupils display an increasing understanding of their own community through visits to the local community and other places of interest related to their work in the classroom. Their recognition and understanding of the world of work and their entrepreneurial skills are developing well. A Business Enterprise week was held in conjunction with a careers company where pupils from Y6 created and sold goods.
95. The school council meets regularly. They effectively reflect the pupils' voice and take responsibility for a number of activities which benefit everyone.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
97. Fifty-one lessons or parts of lessons were observed and the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	57%	16%	0%	0%

98. Teaching was judged to be Grade 1 or 2 in 84% of lessons. Nationally, according to Her Majesty's Chief Inspector's report for the year 2005/06. the quality of teaching is good or better in 79% of lessons with 11% of those lessons having outstanding features.
99. The quality of teaching is a strength in the school and an important element in the progress pupils make and the standards achieved. Examples of good teaching were seen in each class. The outstanding working relationship that exists between the teachers and pupils promotes effective learning and the teachers are role models of a high standard.
100. Pupils are aware of their expectations with regard to work and behaviour. Good work is praised and the approach of celebrating effort and attitude to work is an effective feature of the teaching.
101. Teachers have a good knowledge of the subjects they teach and of the Desirable Outcomes for the Learning of Children under five years of age. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils valuable learning experiences.
102. Outstanding features of the teaching include:
- the feeling of respect which sets an excellent atmosphere for promoting effective learning;
 - motivating and interesting presentations, and
 - very effective classroom management.
103. Good features of the teaching include:
- thorough presentations and clear explanations that concentrate on the lesson objectives;
 - teachers and pupils working effectively together;
 - skilful questioning which includes all pupils, and
 - the use of a range of appropriate teaching strategies and resources, that help to fire and maintain pupils' interest.
104. Shortcomings in the teaching include:
- over-long introductions at the beginning of lessons;
 - over-direction of pupils, and
 - low expectations.
105. Teachers succeed in promoting equal opportunities and in successfully challenging stereotypical images and opinions.
106. Teaching very successfully promotes pupils' bilingual development. Teachers use a variety of purposeful strategies to extend pupils' communication skills and take very effective advantage of each opportunity to develop the Welsh dimension within subjects.
107. The assessment policy provides clear guidelines which ensure that assessment meets the statutory requirements. This is complemented by a policy that promotes the assessment procedures for learning and this is beginning to have a positive effect across the school.
108. The quality of baseline assessment for children under five years of age and the use of tests and a range of standardised assessments across key stages 1 and

2 are effective features. The information is used appropriately to identify pupils in need of additional support and the information is analysed and used to set quantitative targets in the core subjects. The targets set are not always sufficiently challenging. An effective tracking system has been developed in order to follow pupils' progress throughout the school.

109. Pupils' work is marked regularly and in the best examples, teachers' comments clearly explain to pupils how they can improve the standard of their work. Pupils are given appropriate oral feedback during lessons.
110. There are appropriate arrangements in place for assessing the achievement and progress of learners in Welsh, English, mathematics and science. Some collaborative moderating takes place between teachers at the school and teachers in the local secondary school in order to strengthen understanding and consistency in assessment. Even so, there is a need to further develop procedures for assessment and identifying progress in the foundation subjects.
111. Detailed reports that meet statutory requirements are provided for parents and carers. They outline pupils' skills and achievements and are of a high standard.

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

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
113. A good feature of the school's life and work is the quality of the curricular provision. Equal access is offered to a broad and balanced curriculum that develops pupils' knowledge, understanding and skills as they move through the school. The provision is socially inclusive and ensures equality of access and opportunity for all.
114. The schemes of work for all the curricular subjects together with the religious education syllabus are coherent and comprehensive. They offer a clear framework and guidelines for the class teachers. A range of practical and interesting experiences are planned which succeed in having a positive impact not only on pupils' standards of achievement but also on their attitudes towards work.
115. The overall quality of the educational provision for children under five is appropriate for their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning. Stimulating and appropriate activities are provided that offer a sound foundation for the learning in key stage 1.
116. The provision to ensure that pupils master the basic skills and the key skills is good. There are appropriate procedures for monitoring this across the curriculum.
117. An outstanding range of extra-curricular learning opportunities are provided in order to extend and enrich the curriculum. Pupils benefit from the host of various opportunities offered by teachers. A vast range of clubs are held after school and during the lunch hours. Pupils are also given opportunities to participate in all types of activities including sporting and eisteddfod competitions. Visitors are invited to the school to share their experiences and to discuss their work and pupils receive regular opportunities to go on interesting visits.

118. The school effectively promotes pupils' spiritual development. Services of collective worship are provided that conform to the requirements and are soundly based on Christian principles. Opportunities are given for pupils to reflect quietly and to contribute during whole-school services.
119. The provision for promoting pupils' moral and social development is effective. The school nurtures sound values and works diligently, from the very beginning, to nurture respect, honesty and courtesy amongst the pupils. As a result, pupils have a strong awareness of the moral values that steer their community. They delight in their role as 'Sentries' of the school. They display progressiveness and courtesy and appreciate the fact that they belong to a civilized society. Teachers and all other adults who work in the school are excellent role models. Visitors to the school are treated with courtesy and respect.
120. Pupils' cultural development is promoted well and they receive opportunities to study their own culture in subjects such as history and religious education. Arrangements such as visiting the Museum of Welsh Life at St Ffagan and working with some of Wales' famous poets enrich the provision. Pupils receive opportunities to join in Urdd activities and attend residential visits at the Llangrannog camp. Pupils' awareness and understanding of other cultures is promoted well in a range of areas across the curriculum.
121. There is a close relationship between the school and its parents. The response of parents through the questionnaires and the pre-inspection meeting were extremely supportive. Parents receive a vast range of information through the prospectus and newsletters. Friends of Ysgol Sant Curig are very active and raise substantial sums of money for the school's activities.
122. Sound links have been established with those schools that are members of the Vale of Glamorgan cluster of Welsh schools. They work together on teaching initiatives and sharing ideas. Pupils in Y6 benefit from the close partnership that has been established with Ysgol Y Fro secondary school. This has ensured that the transfer period is smooth and proactive. The relationship with the LEA is very good and the governing body is very appreciative of the support and advice the school receives.
123. A close relationship exists between the school and the community. Pupils are offered regular opportunities to visit the library, residential homes for the aged, Tabernacle Chapel and supermarkets in the town. There are arrangements for pupils to take part in local events, such as the dance festival held in Barry. There are good links with a number of training colleges such as Barry College and University of Wales Institute, Cardiff, as the school offers placements to Welsh-speaking students.
124. The success of these partnerships has a positive effect on the quality of provision and contributes towards meeting the needs and interests of pupils.
125. There is an effective programme of work for developing pupils' PSE that meets the requirements and permeates through the other subjects of the curriculum. The importance of keeping healthy is promoted by encouraging pupils to eat fruit during the morning break and to participate in the wide range of extra-curricular activities such as sports, dance and yoga clubs. The school also participates in the 'Healthy Schools' scheme.

126. There are effective links with the world of work in order to enrich the curriculum. A number of pupils are welcomed to the school including the nurse, police and members of the fire service and regular visits are arranged to places of work within the community such as the local supermarkets or shops. Opportunities are provided for older pupils in the school to become involved in projects that promote their entrepreneurial skills. However, there is room to develop the provision further across the school.
127. The degree to which the school succeeds in developing each pupil's bilingual ability is an outstanding aspect of the provision. Pupils are proud of their Welshness and in their ability to speak Welsh. The Welsh dimension is given a prominent place in the daily life and work of the school. An outstanding variety of experiences are offered which ensure that the pupils are aware of their heritage and of the culture of their area and their country. Pupils are given opportunities to practice and develop their skills in purposeful concurrent use of language.
128. The school recognises the important contribution of a wide range of charities and provides regular opportunities for pupils to contribute towards these. Examples of these are: Children in Need, Velindre Hospital, Heart Research and the Red Nose Appeal.
129. The school addresses the issues of sustainable development and global citizenship through a number of activities linked with Eco-Schools such as the school's Eco Rules and the twice termly Walking Bus. It also promotes the importance of supporting fair trade activities. Even so, there is a need to develop this important element of the curriculum even further.
130. The school succeeds in setting sound foundations for lifelong learning. Pupils are encouraged from an early age to nurture their skills in working together, develop positive attitudes and to be independent learners.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
132. The school is a happy and caring community that appreciates and respects its pupils. The headteacher, teachers and ancillary staff know the pupils well and provide a high level of support, care and personal guidance for them. The school has a very positive ethos and the effective inter-relationships that exist within the school's community have a positive influence on the quality of the support.
133. Following the discussions of the inspection team with groups of pupils, it was noted that they felt secure and could readily and easily turn to the headteacher and staff for help and guidance.
134. The questionnaires distributed to parents and carers are testimony of the effort made by the school to consider their opinions. The school uses the results of questionnaires effectively to promote and strengthen the partnership. Parents appreciate the school's caring ethos.
135. There is an effective programme to ensure that the nursery children settle in quickly to the life and work of the school. Following the successful bridging

procedures that exist with Ysgol Y Fro, pupils succeed in settling in quickly to the life and routine of secondary education.

136. The school has appropriate methods in place for monitoring pupils' attendance, punctuality, behaviour and performance. Even so, the school needs to operate more effectively in order to try and raise the attendance percentages. Registration procedures fully conform to the statutory requirements.
137. The school's care arrangements are managed well and effective use is made of the Vale of Glamorgan LEA's support services. The school's work is effectively and efficiently supported by specialist agencies such as the community police. Pupils' PSE is promoted well. Even so, the school recognises what needs to be done in order to structure the provision further.
138. Much attention is given to ensuring the health and well being of pupils whilst they are in the care of the school. Staff at the school are extremely careful of pupils' personal well-being during lessons and break times. A range of risk assessments are undertaken, but as yet, the practice of undertaking comprehensive risk assessments for each visit off the school site have not been sufficiently developed. During the inspection, the headteacher's attention was drawn to one health and safety issue.
139. The provision for promoting pupils' fitness is good. Pupils are offered opportunities to join dance and sports clubs and yoga sessions. A range of incentives are held to promote healthy eating practices including selling fruit and milk, nourishing lunches and participating in a number of initiatives such as 'Healthy Eating Week' and the 'Walking Bus'. A number of 'Healthy Schools' accreditations have been received during recent years.
140. A school council has been established and is used effectively in considering pupils' opinions.
141. The support given to pupils with ALN is good. They receive full access to the curriculum and all the school's activities. There is input and willing collaboration between the teaching staff and the ancillary staff in order to ensure effective support for pupils with ALN. Weekly meetings are held between the support teacher and the staff in order to discuss any concerns. The quality of the support offered enables pupils to make good progress according to their ability. All these procedures fully meet the requirements of the Code of Practice.
142. Pupils' individual educational plans (IEPs) are effective and the appraisal of pupils' achievements and progress give guidance for the next steps. The plans are reviewed termly and parents are invited to participate in the process.
143. The way in which the school nurtures positive attitudes amongst the pupils on matters such as recognising diversity and promoting equality in relation to race background and gender is good. The learning experiences offered to pupils to participate in rugby, football and dance activities are testimony of the school's efforts to eliminate stereotypical attitudes.
144. There are effective policies in place for equal opportunities and racial equality and the school's procedures relating to child protection meet with statutory requirements.
145. The building is suitable for disabled pupils and there is an appropriate accessibility plan.

146. The school has a sound and effective policy for monitoring and eliminating any discriminatory or disruptive behaviour. Pupils are encouraged to support and respect each other. There are high expectations with regard to self-control and behaviour. This opinion was confirmed during inspectors' discussions with the parents and the governing body.

Leadership and management

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
148. Overall, the quality of the leadership given by the headteacher and the SMT is good. Together, they co-ordinate the work of teachers, support staff, governing body and parents in order to give strategic direction to the development of the school. Even so, there is a need to develop the role of some subject co-ordinators further. Agreed aims and values are reflected well in the work and ethos of the school.
149. Members of staff have appropriate responsibilities which they undertake to the best of their ability. Equality for all is promoted well and all members of staff are encouraged to actively contribute to the life of the school.
150. The school has effective and specific aims and values that promote equality for all. This is a particular strength in relation to the school.
151. The school appropriately concentrates on national and local priorities. These include for example, the school council, thinking skills and assessment for learning strategies.
152. Although the school has targets for improving performance, as yet their effect is inconsistent on raising standards in all subjects across the school. However, the school is now taking firm steps in order to strengthen this.
153. Pupils' voices are effectively represented in the school's life by the school council. Pupils understand about democracy and about the particular function of school councillors in conveying the opinions of everyone else to those responsible for making the decisions. The councillors take their roles seriously.
154. Increasing emphasis is now placed on managing and improving staff performance. The school's processes for monitoring and evaluating have begun to contribute to the SDP ensuring that staff receive appropriate opportunities for continuous professional development. Newly qualified teachers are supported well.
155. The school has a good range of relevant policies and documentation to support the teaching and work of the school.
156. The school fulfils its responsibility with regard to teaching time requirements, and taken together, the prospectus and governors' annual report to parents meet the statutory requirements.
157. The governing body fulfils its duties conscientiously. Members know the school well and work effectively with the headteacher and staff to set the strategic

direction for development. They take an active part in monitoring standards, taking their role seriously and conscientiously whilst fulfilling their statutory responsibilities.

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

Grade 3: Good features outweigh shortcomings

158. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
159. Overall, the quality of the self-evaluation report presented to the inspection team is good although some elements were a little unclear. However, the findings of the report agree with the findings of the inspection team in the seven key questions.
160. Self-evaluation procedures have recently been established and these are beginning to have an effect on standards and the school's work in general. A timetable was drawn up to deal with this work over a period of two years. The school is considering a wide range of evidence including analysis of assessment results, standardised tests and NC results. Appropriate use is made of the information gathered in order to identify areas for development. Even so, the targets set are not always sufficiently challenging.
161. Co-ordinators have started on the process of monitoring and evaluating subjects but as yet, this role has not been sufficiently developed.
162. Good opportunities are provided for parents and staff to express their opinions on the educational provision; the views of the school council are also considered on the different aspects of the school's work.
163. Although evaluation outcomes link directly with the priorities in the SDP, there is a need to rationalize the process in order to ensure that there is a means of responding effectively to all the recommendations included.
164. The governing body fulfils its strategic responsibility conscientiously and recently, has begun to take on the role of monitoring and evaluating standards, doing so effectively.
165. The school has successfully addressed the majority of the key issues from the previous inspection. Standards are now good in information technology and in design and technology. In addition, the school has developed effective partnerships with industry. Self-evaluation procedures have now been established and some aspects of the subject co-ordinators' role have been developed. Even so, there is a need to refine some of the school's assessment procedures.

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

Grade 2: Good features and no important shortcomings

166. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

167. All staff have appropriate qualifications to fulfil the responsibilities identified in their job descriptions. Good consideration was given to the responsibilities for co-ordinating subjects and these have been fairly shared amongst the staff.
168. Arrangements for providing periods for planning, preparation and assessment are effectively implemented. Teachers use these periods purposefully and this has a positive effect on the work of the school.
169. Teachers and learning support assistants attend a good range of training sessions. This has a positive effect on their skills and their understanding. Teachers and their assistants work very effectively together as a team and share information and support each other in a very committed way. Effective use is made of visitors to the school.
170. Annual reviews are undertaken to ensure sufficiency, condition and suitability of the resources and overall there is a good range of quality resources to support the curriculum. These are used effectively to support the pupils' learning. There are good quality displays across the school which stimulate learning, give esteem to pupils' work and effectively reminds pupils of the school's rules.
171. Classrooms are located in a two storey building with the nursery and reception classes in a separate purpose-built building. Classrooms are of a sufficient size and there are some rooms in reserve for the wide range of various activities. Classrooms are clean and kept in a good condition.
172. The buildings are sufficient for the number of pupils in the school. The classrooms and hall are used very effectively for curricular and extra-curricular activities. The school yard and field are also used efficiently for play times and planned activities.
173. The school has a very good supply of computers and associated equipment, including interactive whiteboards in several classrooms as well as the computer suite. Teachers use this equipment confidently, planning appropriate opportunities for pupils to use them in the majority of lessons.
174. Managers ensure effective use of the budget and there is tight budget management. The governing body monitors spending effectively and this is regularly reviewed in order to ensure best value for money. Spending decisions are carefully linked with plans for development.
175. The school operates effectively from day-to-day. The administrative officer fulfils her duties very efficiently and effectively. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

176. The English subject programme of study is not formally introduced until the beginning of key stage 2.

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

Good and outstanding features

177. The majority of pupils are outstanding listeners. They listen intently to teachers' presentations and to each others' contributions.

178. Pupils' oracy skills are developing well. They can articulate clearly and succeed in changing their voices in order to create effects in role-play activities. They participate confidently in presenting a puppet and acting out their drama scripts. A number of them use a refined and extended vocabulary in taking part in discussions. They are eager to express an opinion in small groups and in front of the class.
179. The majority read fluently and correctly, with a good level of understanding and expression. They show the ability to throw their voices and to adapt their tone, speed and style as they retell a traditional story such as 'The Three Billy Goats Gruff'.
180. Pupils' understanding of grammatical rules and conventions are obvious features of their written work. Their awareness that language fulfils different purposes and that it varies according to context and audience is developing effectively. Pupils can write in a range of styles including presenting portrayals, diaries, instructions, reviews, newspaper articles and creating puzzles. Pupils' poetic skills are developing well.
181. They display a sound understanding of paragraphs and regular punctuation in their current work. Overall, they present their work methodically and neatly. Pupils' drafting, editing and re-drafting skills are good.
182. Pupils make good use of dictionaries, thesauruses and a range of sources, including the Internet, in order to recover and collate information.

Shortcomings

183. A minority of pupils repeat careless spelling mistakes.

Mathematics

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

184. At the upper end of key stage 2, pupils' understanding of number is outstanding. The majority understand complex mathematical concepts, and systematically apply them across the curriculum. They can discuss their work sensibly using correct mathematical language. The majority can recognise large numbers and discuss the link between decimals, percentages and fractions extremely confidently.

Good features

185. Pupils in both key stages enjoy using mathematics and can discuss their work confidently.
186. The majority of older pupils in key stage 1 can discuss the four rules of number confidently, using a number of different strategies in order to find an answer. Their understanding of mathematical concepts such as odd and even numbers is sound and they can differentiate between them from looking at the digit in the units' column. The more able can halve and double confidently and count forwards and backwards effortlessly.

187. The majority can recognise and describe the features of two and three-dimensional shapes confidently. They can estimate and measure increasingly correctly using conventional units.
188. By the end of key stage 2, pupils can use different strategies in order to multiply and divide as well as add and subtract. They can confidently multiply and divide by 10, 100 and 1000 mentally as well as halving and doubling large numbers.
189. They understand the features of two and three-dimensional shapes and can find the area and perimeter of shapes other than simple shapes. They can describe what is meant by symmetry and identify lines of symmetry in different shapes. They can describe features of angles such as acute, obtuse and right angles and understand that there are 360 degrees in a whole circle.

Shortcomings

190. There are no important shortcomings.

Information technology

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

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

Good features

191. In key stage 1, pupils use information technology equipment and software with increasing skilfulness in a variety of contexts.
192. They display good independent skills and succeed in carefully selecting from the screen menu to combine picture and text in order to create a poster to advertise the book *Bili Broga*.
193. Pupils have high levels of competence in using the mouse and the keyboard. They come to be able to edit their work as they go on quite effectively.
194. They use art programs to create interesting colour pictures including creating a pattern for Christmas wrapping paper.
195. Pupils' previous work shows that they can create and interpret simple graphs such as in their work on pet animals.
196. They develop their modelling skills by giving instructions on the screen to a roamer as well as controlling the floor roamer.
197. In key stage 2, pupils make effective use of the features of a word processor in creating, editing and improving their work.
198. They display their proficiency in using their skills to create multi-media presentations.
199. They use graphics packages to create a range of simulations such as for the 'Nativity Story'.
200. They can make good use of the Internet in undertaking research work. Pupils' ability to use the digital camera is developing well.
201. They handle data effectively and succeed in presenting it in a range of graphical formats.
202. Pupils can create spreadsheets effectively in order to arrange a *Santes Dwynwen* party.

Shortcomings

203. Pupils' skills in sending and receiving e-mail messages have not developed sufficiently.

Design technology

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

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

Good features

204. Pupils in both key stages undertake activities with a variety of different media such as paper, cardboard, wood, textiles, clay and food. Tasks show an appropriate range of measuring, marking, cutting and shaping skills.
205. Pupils across both key stages understand the importance of handling equipment safely in case they are injured, or cause an injury to others.
206. In key stage 1, pupils show good control in using equipment such as scissors, a punch and glue in creating a moving picture using a lever and slider. They understand and use the appropriate vocabulary and terms when undertaking their activities.
207. Pupils' evaluation skills are developing well and the majority can offer good ideas on how to improve their work.
208. Pupils in key stage 2 use their knowledge, skills and understanding of the subject effectively. They can use a range of different sources when researching a task, including information technology. They can get on with their tasks confidently and develop creative ideas.
209. They succeed in drawing up sensible designs for creating slippers or clothes for a model, refining these designs for improvement.
210. They can experiment with different materials effectively, in order to discover weaknesses or qualities in their designs and confidently describing what they are doing using appropriate vocabulary. They can solve problems effectively and adapt the original design where needed.
211. They systematically record their work and understand the place of design and technology in meeting the needs of society.

Shortcomings

212. There are no important shortcomings.

Geography

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

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

Good features

213. In key stage 1, pupils' mapping skills are developing well as they involve themselves with a range of maps as well as drawing their own plans and maps. They can locate Barry on a map of Wales and name a number of nearby towns and counties. They use simple co-ordinates correctly to find places on a map of Wales.

214. Pupils in Y1 can follow a journey around the school park noting the physical and human features they see in different directions. They can effectively use and interpret symbols relating to the weather.
215. Pupils in Y2 show an increasing understanding of their local area and of foreign countries such as Botswana. They begin to use correct geographical terms and understand the need for a grid key when using a map.
216. In key stage 2, pupils can use an increasing range of mapping skills confidently in order to measure distance, interpret symbols and features and recognise landforms.
217. Pupils in Y3 and Y4 use a range of geographical terms correctly and can interpret weather maps effectively and read grid references correctly.
218. Pupils in Y5 and Y6 express a sound knowledge of the main geographical features of their local area and the town of Barry in particular. They know of the economic features that affect Barry and the reasons for the development of the town. They can identify the differences between Barry and a contrasting area such as Llangrannog in a geographical context.

Shortcomings

219. There are no important shortcomings.

Physical education

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

Key Stage 2 - Grade 1: Good with outstanding features

Outstanding features

220. In key stage 2, pupils' ability to apply and develop their skills is an outstanding element. They learn new skills quickly and pay detailed attention to improving their technique and refining their practice.
221. In a hockey lesson in B6, the development of skills in handling the ball was an outstanding feature.
222. The skills of an increasing number of pupils are developed further as they take advantage of the extra-curricular opportunities offered to them in a variety of different games.

Good features

223. In both key stages, pupils work energetically and make good progress in the quality of their work within lessons. They know well the importance of warming the body before beginning hard training and can describe in detail the beneficial effects of exercise. They recall previous learning well, remembering the expectations with regard to creating movements of quality. They listen intently and follow instructions meticulously.
224. Pupils display positive attitudes towards physical education activities. They participate fully in their lessons, concentrating well on evaluating their progress. Pupils develop appropriate physical education vocabulary and fair play is an obvious element in all the subject's activities.
225. Pupils dress appropriately for lessons and pay particular attention to safety.

226. Across the school pupils show continuity as they develop and adapt a number of skills in dance, gymnastics, games and athletics in a variety of situations.

Shortcomings

227. There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors would like to thank the inspection team for their professionalism and fairness during their visit to Ysgol Sant Curig.

In an area where a substantial number of pupils come from non-Welsh speaking homes, we feel pride in the fact that the bilingual competence of our pupils of all ages is outstanding.

We are proud of our excellent standards of teaching and learning and of the fact that we have made good progress in the key issues identified in the previous inspection.

We appreciate the recommendations for further improvement, and see them as a means of us building on the good work already happening at the school by a team of committed and enthusiastic pupils, staff, parents and governors.

Appendix 1

Basic information about the school

Name of school	Ysgol Sant Curig
School type	Nursery and Primary, Designated Welsh School
Age-range of pupils	3 – 11 years
Address of school	College Road Barry Vale of Glamorgan
Postcode	CF62 8HQ
Telephone number	01446 744222

Headteacher	Mrs Siân Owen
Date of appointment	September 2006
Chair of governors	Dr Siân Rhiannon Williams
Registered inspector	Mr Huw Watkins
Dates of inspection	21 – 24 January 2008.

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	31.5	49	46	48	59	44	54	43	374.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	5	18.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.8
Pupil: adult (fte) ratio in nursery classes	7.8:1
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	24:5
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer	95	94	93
Spring	90	92	92
Autumn	89	94	93

Percentage of pupils entitled to free school meals	11
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		32		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School		9	29	53	9
		National		2	10	63	26
We: oracy	Teacher assessment	School		9	29	53	9
		National		2	10	62	26
We: reading	Teacher assessment	School		7	33	47	13
		National		2	15	60	23
We: writing	Teacher assessment	School		10	36	48	6
		National		3	19	66	12
Mathematics	Teacher assessment	School		2	34	62	2
		National		2	11	65	22
Science	Teacher assessment	School		2	33	65	0
		National		1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	55	In Wales	80

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

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		37						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							12	76	12
		National				1	4	16	50	29	
Welsh	Teacher assessment	School							14	73	13
		National					5	19	49	24	
Mathematics	Teacher assessment	School							5	64	31
		National					3	15	50	30	
Science	Teacher assessment	School							7	74	19
		National					2	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	88	In Wales	74

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

Five inspectors spent a total of 18 inspection days at the school and met as a team prior to the inspection.

Inspectors visited:

- 51 lessons or parts of lessons;
- all classes;
- sessions of collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- staff and groups of pupils during the inspection;
- staff and governors following the inspection.

Consideration was also given to:

- the school's self-evaluation report;
- 47 responses to the parents' questionnaires;
- relevant documentation provided by the school both before and during the inspection;
- a wide range of pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Responsibilities
Huw Watkins	Registered Inspector	Key Questions 1 and 5 mathematics, design and technology
Clive Phillips	Team Inspector	Key Questions 2, 6 and 7 geography, physical education
Shirley Taylor	Team Inspector	Key Questions 3 a 4 English, information technology
Deris Williams	Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7.
Maralyn Tomlinson	Peer assessor	A full role in observing lessons, interviewing pupils and team meetings
Rhian Thomas	Nominee	Full role in team meetings

Acknowledgement

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

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