

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

A Report on the Quality of Education in

**Holt Community Primary School
Chapel Street
Holt
Wrexham
LL13 9DJ**

School Number: 6652235

Date of Inspection: 04 February 2008

by

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Holt Community 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 Holt Community Primary School took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Stephen Dennett 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 **full** 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. Holt Community Primary school is located in the Welsh border village of Holt, near Wrexham. Most pupils come from the local area which is relatively prosperous. Nearly 7% of pupils are eligible for free school meals, which is well below the national average. Children's attainment on entry to the school is broadly average, but covers the whole range of ability. There has been a recent increase in the number of pupils from ethnic minorities who do not speak English when they come to the school. The main mother tongue of these pupils is Polish.
2. The school provides education for pupils aged three to eleven. Less than 4% of the pupils have been identified as having additional learning needs (ALN) and no pupils have statements of special educational need. Around 2% of pupils speak English as an additional language (EAL) and 3% are from ethnic minorities. No pupils speak Welsh as a first language. One pupil is 'looked after' by the local education authority (LEA). At the time of the inspection, there were 82 pupils on the school's roll including nine children who attend the nursery for mornings only. The number on roll has risen since the school was last inspected in March 2002.
3. The school has achieved the Basic Skills Quality Mark and the Healthy Schools Award for six years running.

The school's priorities and targets

4. The school's philosophy is *'a culture based on co-operation, flexibility, harmony and understanding'*. The school seeks to create *'a warm, happy and secure learning environment where self-discipline, good manners and high expectations are paramount'*. The main aims of the school, as stated in its prospectus are: *'to develop the full potential of each child'*; *'to ensure a caring, friendly environment'*; *'to provide experience of the wider community and to prepare for the transition to secondary education'*; and *'to successfully oversee the financial management of the school'*.
5. The school has set a number of targets for the current school year, which include: *'to gain more consistency in the use of every day Welsh across the school'*; *'to review the long term plans to reflect the change to the Foundation Phase'*; *'to aim for a more uniform approach to subject leader audit reports'*; *'further develop Y Cwricwlwm Cymreig in subjects across the curriculum'*; and *'to enhance further the robust monitoring system by increasing collaborative teaching'*.

Summary

6. Holt Primary School is a good school with a number of outstanding features. Pupils achieve high standards and their personal development is very good. Teaching is highly effective and the school is very well led.

Table of grades awarded

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

Subjects and areas of learning for under-fives

7. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.

Areas of learning for under-fives

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	1
Welsh second language	2	2
Mathematics	2	2
Science	2	1
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	1
Music	2	2
Physical education	2	1
Religious education	2	2

8. During the time of the inspection, standards of achievement in the 27 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	70%	7%	0%	0%

9. The education provided by the school meets the needs of pupils very well. As a result, pupils achieve high standards in knowledge, understanding and skills throughout the school. The vast majority of pupils achieve or exceed their agreed learning targets and clearly enjoy their achievement.
10. Standards in the key skills of speaking, listening and reading are very good. Writing skills are good. Standards in numeracy and information and communication technology (ICT) are also good. Pupils enjoy using Welsh in their lessons and their bilingual skills are good. Pupils' independent learning and problem solving skills are very well developed.
11. In the 2007 teacher assessments at the end of year (Y) 2, the school was in the top 25% compared with all schools and in comparison with schools with a similar number of pupils eligible for free school meals. At the end of Y 6, the school was in the top 25% in comparison with all schools and similar schools.
12. The overall trend at key stage 1 is well above average, despite the downward trend in children's attainment on entry to the school. Standards at key stage 2 have been maintained at levels above the national average since the last inspection in 2002 and the trends continues to be upward. The value added to pupils' learning as they move through the school is very good.
13. The school makes an outstanding contribution to pupils' well-being. As a result, pupils enjoy coming to school very much and benefit from its warm, friendly ethos. Relationships with staff are excellent and this has a positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents. Attendance is outstanding and punctuality is good.
14. The pupils' personal development is good with outstanding features. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies. The pupils' moral and social skills are very well developed, especially in upper key stage 2. Pupils have good awareness of British culture as well as other world cultures. There is great respect for diversity.
15. Pupils are very well behaved and they have positive attitudes. Most pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak English as an additional language.
16. Nearly all pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

17. During the time of the inspection, the quality of teaching in the 27 lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	55%	15%	0%	0%

18. Teaching is good with outstanding features. Teachers have high expectations and provide excellent range of stimulating learning experiences, which enable pupils to achieve very high standards in several subjects. Excellent working relationships with pupils are a consistent feature throughout the school and have a significant effect on the quality and effectiveness of learning and behaviour. Teachers promote equal opportunities well, and ensure that all pupils are treated fairly, irrespective of background, gender or ability. The standard of bilingual teaching is good.
19. The quality of assessment good. All statutory requirements are met. Assessment is an integral part of the teaching and learning process. All teachers are conscientious in measuring pupils' progress regularly. They ensure pupils fulfil their potential.
20. The curriculum provided is good and all statutory requirements are met, including *Y Cwricwlwm Cymreig*. Equal access is provided to broad and balanced learning experiences. The school meets learners' aspirations well throughout the school. Plans identify appropriate opportunities for the development of pupils' key and basic skills, including their bilingual skills.
21. There is a good range of extra-curricular activities that broaden and enrich pupils' learning experiences and the school is good at promoting pupils' personal development. Provision for their spiritual, moral, social and cultural development is good. However, the promotion of *Y Cwricwlwm Cymreig* is underdeveloped in several subjects across the curriculum.
22. The school has good partnerships with parents, the community and other providers. There are appropriate links with the secondary schools to which pupils proceed after they have left Holt.
23. Provision for work related education is being developed well. The school is good at tackling social disadvantage and stereotyping and ensures equal access to all its pupils. Education for sustainable development is good and the school is involved in recycling projects. Progress is being made on developing pupils' entrepreneurial skills, but at the moment is limited to members of the school council. The school reflects national priorities for lifelong learning in its provision well.
24. The quality of care, support and guidance provided for pupils is outstanding overall. Care arrangements are managed very well and there is a good partnership with parents and outside agencies. Children settle into school quickly because of the good induction procedures. The quality of personal support is excellent and there is good personal and social education (PSE) programme. Punctuality and attendance are monitored effectively. One outstanding feature of the school is the way in which it ensures the healthy development, safety and well-being of all pupils. There are good procedures for child protection.

25. Provision for pupils with ALN is good. There are outstanding systems for diagnosing individual needs and these are translated into well-constructed individual education plans (IEPs) where necessary. The additional learning needs co-ordinator works well in partnership with support assistants. The school provides good support for pupils whose behaviour might impede their own learning and the learning of others.
26. The school's provision for equal opportunities is good. All pupils are supported well, irrespective of their individual background. Support of pupils with EAL is good and enables these pupils to settle into the school well and make good progress in their acquisition of English. The school promotes gender equality well and promotes good race relations. Effective measures have been taken to tackle bullying and to promote good behaviour. The school has made reasonable adjustment to avoid putting disabled pupils at a disadvantage. The school recognises and respects diversity well.

Leadership and management

27. The headteacher leads the school very well. Her vision is communicated effectively to all those involved in the school. All staff are very well aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. Their energy and commitment to high standards has resulted in pupils achieving consistently outstanding results in teacher assessments over the past few years. The school's promotion of pupils' care, support and guidance is outstanding.
28. The school takes appropriate account of national priorities. The headteacher and staff analyse the school's performance data and set challenging targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently.
29. The governing body is very supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school. Governors also receive regular reports from the headteacher and discuss these in governors' meetings.
30. Systems for self-evaluation are good. Staff are well informed about performance in their areas of responsibility. They regularly monitor pupils' work in order to make judgements about standards throughout the school. All those who provide education are involved in the self-evaluation process.
31. The school self-evaluation report is a well-structured document which effectively identifies its strengths and areas for development. The inspection team agreed with four of the seven grades the school awarded for the key questions. Where the inspection team did not agree with the school it was usually because there were just not as many outstanding features as the school had originally thought, although in one case, the inspection team graded the key question higher than the school.
32. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the school improvement plan (SIP). The school supports its priorities well through the allocation of resources. The school has made very good progress since the last inspection and has dealt well with all outstanding key issues.

33. Provision for staffing and resources is good. The accommodation is fit for purpose and used well. Economic, efficient and effective use is made of all resources. Staff are well deployed and effectively trained. Resources are well matched to the school's priorities of development and the school provides good value for money.

Recommendations

- R1 Continue to develop *Y Cwricwlwm Cymreig* in all subjects and aspects of the curriculum as identified in the school's improvement plan;
- R2 Further develop all pupils' entrepreneurial skills.

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 1: Good with outstanding features

34. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
35. During the time of the inspection, standards of achievement in the 27 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	70%	7%	0%	0%

36. The pupils' overall standards of achievement in the lessons observed are significantly better than Welsh Assembly Government (WAG) target for 2010 set out in 'Vision into Action' which states: 'the quality of learning assessed by Estyn to be grade 3 or better in 98% of classes'.
37. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning.
38. Children's achievement in the areas of learning for under-fives are as follows:

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

39. In key stages 1 and 2, pupils' achievement in the subjects of the National Curriculum (NC) and religious education are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	1
Welsh second language	2	2
Mathematics	2	2
Science	2	1
Information technology	2	2
Design technology	2	2
History	2	2
Geography	2	2
Art	2	1
Music	2	2
Physical education	2	1
Religious education	2	2

40. Pupils make very good progress in their learning and achieve high standards in relation to their prior attainment and underlying ability. Pupils achieve and sometimes exceed the learning targets set by teachers and by themselves. In 2007, at key stage 2 targets were exceeded in English and met in mathematics.
41. Pupils succeed regardless of their social, ethnic or linguistic backgrounds and make very good progress towards fulfilling their potential. They are well prepared for the next phase of their education. There is currently no significant difference in the performance of boys and girls.
42. Pupils' key skills are good. Their speaking, listening, and reading skills are very good throughout the school. Writing is good. Pupils' numeracy and ICT skills are also good. Pupil's competence in using bilingual skills is good. They speak well in Welsh and read simple texts with confidence. Their writing is not quite so well developed.
43. Pupils' personal and social skills are very good. Their problem-solving and independent skills are very well developed. Pupils' creative skills are exceptional, especially at key stage 2. Pupils' ability to work with others is very good. Children's key skills in nursery and reception are developing well.
44. In the 2007 teacher assessments at the end of Y 2, 100% of pupils achieved the expected level 2 in English, mathematics and science. All pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the top 25% compared with all schools and in comparison with schools with a similar number of pupils eligible for free school meals.
45. In the 2007 teacher assessments at the end of Y 6, there were less than 10 pupils in the year group, so detailed information about individual subjects is not published. However, in the core subject indicator, 100% of pupils achieved level 4, which places the school in the top 25% compared with all schools and similar schools.
46. The overall trend at key stage 1 is well above average, despite the downward trend in children's attainment on entry to the school. Standards at key stage 2 have been maintained at levels above the national average since the last inspection in 2002 and the trends continues to be upward. The value added to pupils' learning as they move through the school is very good.

47. Pupils enjoy coming to school and benefit from its warm, friendly ethos. Relationships with staff are excellent and this has a very positive effect on pupils' social development. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive. This is acknowledged by the vast majority of parents.
48. Average attendance for the three terms prior to the inspection was 96.9 % for reception and 95.7% for the rest of the school. This is outstanding, well above local and national averages and exceeding the WAG targets. Pupils are punctual, lessons start on time and registration is conducted efficiently in compliance with the requirements of WAG Circular 3/99.
49. The pupils' personal development is good with outstanding features. Pupils are thoughtful and reflective. They have good opportunities for prayer and reflection in assemblies and their spiritual development is very good. The pupils' moral and social skills are also very well developed, especially in upper key stage 2. Pupils have good awareness of British culture as well as other world cultures. There is great respect for diversity.
50. Pupils are well behaved in the school. Excellent behaviour and positive attitudes and relationships are particularly evident in upper key stage 2. Pupils are eager to learn and many respond enthusiastically to questions and apply their knowledge, understanding and skills effectively. This enthusiasm combines with a clear understanding by most pupils of what they are doing, how well they are progressing and what they need to do in order to improve further. Good progress is made by pupils with ALN and those who speak English as an additional language.
51. Pupils leave the school with the necessary skills to maintain life-long learning and they are well prepared for the next phase of their education and effective participation in the work place and the community.

The quality of education and training

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

Grade 1: Good with outstanding features

52. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school graded teaching a 2, but the team judged it to be a 1, because of the outstanding effect of the highly professional teaching on pupils' achievement.
53. During the time of the inspection, the quality of teaching in the 27 lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	55%	15%	0%	0%

54. This compares very well with the national picture as stated in Her Majesty's Chief Inspectors' annual report for 2005-2006. Nationally, 'the quality of teaching is good or better (grades 1 and 2) in 79% of lessons and the quality of teaching is outstanding (grade 1) in 17% of lessons'.

55. Nearly a third of teaching was judged to be outstanding and the key features of these lessons were:
- very good planning, including key and basic skills;
 - high levels of challenge;
 - teachers' very good subject knowledge, which they use effectively;
 - excellent relationships with pupils;
 - very good encouragement of independent learning;
 - outstanding classroom management; and
 - very good ongoing assessment.
56. Where the teaching is good:
- there is good pace to the lessons and the teaching is lively;
 - the work is thoroughly planned;
 - the lesson objectives are shared with the pupils and pupils are reminded of them throughout the lesson;
 - teaching methods are varied effectively;
 - teachers' questioning of the pupils is astute, encouraging them to come to their own conclusions and to respond accordingly;
 - all pupils are actively engaged; and
 - ICT is used effectively to enhance learning.
57. In the great majority of lessons, work moves at a very good pace. Teachers use stimulating strategies to challenge pupils to achieve their best and actively address issues of gender, race and ability and promote equality of opportunity for all pupils. The quality of teaching for children under five is appropriate to their needs and promotes the desirable outcomes for the children of this age well.
58. Teachers who teach in the same key stage plan together carefully to ensure equality of opportunity for pupils. Teaching methods are very effective and learning resources carefully chosen. This has a very positive effect on pupils' learning.
59. Across the school, teachers provide a stimulating environment with colourful displays which include an extensive range of pupils' work. Teachers use a variety of teaching strategies and relevant resources. The learning support assistants (LSAs) make a substantial contribution, especially to the education of those pupils who need additional support.
60. Teachers pay good attention to promoting bilingual competence, with regular incidental use of Welsh in all classes throughout the school. There are very effective procedures in place to provide support for pupils with EAL. A learning support teacher is also very effectively used by the school in order to support integrated learning.
61. The quality of assessment, recording and reporting procedures is good and statutory requirements are met in full. Arrangements are based on robust procedures for standardisation and moderation. Regular and detailed records of pupil achievement and progress are kept, and effective use is made of the information collected to plan programmes of work.

62. Pupils and teachers set learning targets together by means of conferencing, the outcomes of which are recorded and shared with parents during 'open evenings' throughout the year. These are attractively displayed in a number of classes. Teachers carefully consider the needs of individual pupils, especially those with ALN. Individual programmes are prepared and implemented effectively, and pupils' progress is monitored regularly. Pupils' work is marked regularly with relevant, positive comments offered as to how work could be improved. Opportunities are provided for pupils in both key stages to assess pieces of their own work. These systems are a very effective way of encouraging pupils to take responsibility for their own learning.
63. Parents meet teachers twice a year to formally review their children's work. They receive annual reports and these provide sufficient information about how well their children are doing. They also indicate what pupils need to do to improve their work. There is an opportunity for parents to make an appointment to discuss the report.

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

64. The findings of the inspection team differ to the school's judgement in its self-evaluation report to the extent that the school awarded grade 1 for this key question. Some shortcomings are identified in terms of the curriculum and this affected the grade awarded by the inspectors.
65. The school responds well to the general learning needs and interests of pupils and offers equal access to a broad, relevant and balanced curriculum, which meets statutory requirements. Teachers ensure continuity and progression in pupils' work across the curriculum. The school meets all course and legal requirements, including the *Y Cwricwlwm Cymreig*.
66. The school's aims encourage and promote positive values and attitudes. The quality of relationships is excellent and this contributes significantly to pupils' confidence, self-esteem and very good behaviour. The headteacher, teaching and support staff provide very good role models for pupils. The development of pupils' basic and key skills is a strong feature of the school. Key skills are carefully identified in teachers' plans. Planning for the use of ICT is very good and has had a significant impact on standards.
67. The curriculum is enhanced by a very broad range of interesting and enjoyable experiences including interesting visitors and visits. Pupils' experiences are also enhanced through a broad range of stimulating extra-curricular activities which broaden their horizons effectively. There is a variety of after-school clubs, such as football, rugby, recorder, French club, 'eco-warriors' and fencing which give pupils the opportunity to refine and extend their skills.
68. Pupils' spiritual, moral, social and cultural development are promoted well through a variety of learning experiences. Pupils' spiritual development is nurtured through active participation in collective worship activities where there are good opportunities for reflection, and through close links with the local church. Pupils' moral and social development is good. They are encouraged to

- nurture a respect for others and for property and to know the difference between right and wrong. Pupils' cultural development is good. The school promotes their understanding of other cultures and faiths effectively.
69. The numerous and varied contacts that exist between the school and the church, and the whole community enriches the pupils' education. The school considers itself to be a central part of the local community. Effective partnerships with parents are evident, and during the pre-inspection meeting, parents reported being very satisfied with the quality of the home/school relationship. Parents are aware of the life and work of the school and respond positively when raising money and offering practical help as and when required. The home-school agreement fulfils statutory requirements.
 70. There are good work-related activities throughout the school including visits to the local country market. Parents have been invited to talk to children about their work and pupils have interviewed members of the community about their work.
 71. Whole school provision for developing pupils' bilingual skills and *Y Cwricwlwm Cymreig* has good features that outweigh shortcomings. Senior managers and the school governors are committed to promoting pupils' bilingual skills and their knowledge of the culture and heritage of Wales. However, in some subjects, insufficient account is taken of *Y Cwricwlwm Cymreig*. Pupils' bilingual skills are promoted well through class activities and in the day-to-day life of the school.
 72. All pupils have equal access to all areas of the curriculum including sport. PSE and class discussions (circle time) are used to good effect to discuss such issues as social disadvantage and to challenge stereotyping.
 73. Pupils have good awareness of sustainable development and are currently working towards the Eco Schools bronze award. Global citizenship is not as well-developed as it should be.
 74. Entrepreneurial and other skills needed to support economic development are starting to develop. Members of the school council attended a 'Fairtrade' conference and are actively encouraging the use of 'Fairtrade' products in school. However, there are insufficient opportunities for other pupils to develop their entrepreneurial skills.
 75. The school has a strong commitment to laying the foundations of life long learning and community regeneration. National priorities are taken on with enthusiasm and embedded into school life. Pupils are well prepared for transition to high school.

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

Grade 1: Good with outstanding features
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76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The care, support and guidance provided by the school is one of its outstanding features. Pupils are secure in school and good relationships exist between themselves and all staff, both teaching and non-teaching. In discussions with the school council, they said that they were confident that any concerns would

- be dealt with quickly and effectively. Pupils with ALN are well provided for with appropriate educational, medical or pastoral support.
78. The school's partnership with parents is good. Parents are kept informed by regular newsletters and termly information about work to be covered. The great majority of responses to the pre-inspection questionnaires and comments from parents attending the pre-inspection meeting were very positive. Questionnaires are sent out every two years seeking parents' views. There is an active 'Friends of Holt School' which is well supported by parents and the community. The school council have been involved in various decision-making opportunities and said they believed they made an important contribution to school life.
 79. Induction programmes to help new pupils settle in quickly are good. Transition arrangements to the feeder high school are well developed. Parents at the pre-inspection meeting said that although a small school, pupils were well prepared and fitted in well to the much larger school. Pupils arriving outside normal admission times are allocated a 'buddy' to help them settle down into the life and routines of their new school.
 80. The school provides outstanding personal support and guidance for pupils. Teachers know their pupils well which enables them to monitor each child's needs. Personal and social education is firmly embedded in the curriculum and good use is made of circle time to guide and support pupils. Very good use is made of specialist services such as the police, Educational Social Worker (ESW) and school nurse. Whole school training has been given to staff to support pupils with particular medical needs. Parents are also highly satisfied with care and guidance the school offers their children.
 81. There are good procedures in place for monitoring pupils punctuality, attendance, behaviour and performance. The importance of good attendance is stressed in newsletters and the school prospectus. The ESW is available for support if necessary. Good attendance is rewarded with certificates each term.
 82. The school's provision for the healthy development, safety and well being of all pupils is an outstanding feature. The school has been part of the 'Healthy Schools' initiative for five years and many of the principles are now a way of school life. Healthy school meals, where a good choice is available, free fruit every day at snack time and water available in every classroom are all evidence of pupils healthy lifestyles in school. The school also has a wide range of physical activities that also promote a healthy lifestyle. All staff have received first aid training, 'epi-pen' (a device for injecting victims of anaphylactic shock) training and training to support other pupils with specific medical needs. Appropriate security arrangements are in place.
 83. The headteacher is the person with responsibility for child protection and there is also a named governor with responsibility. All other staff have received appropriate training that is updated annually. There is a child protection policy in place in line with local procedures. All staff and volunteers are checked by the Criminal Records Bureau. Outside agencies such as the police and visiting drama groups play an important role in helping pupils be aware of strategies to ensure their own protection and understand the importance of protecting others.
 84. The provision for pupils with ALN is good and it fully satisfies the requirements of the code of practice. Systems for diagnosing individual learning needs are

outstanding and ensure that pupils' with ALN have appropriate support. Effective use is made of intervention by teachers to identify ALN at an early stage. The quality of IEPs is good and the evaluations of pupils' achievements and progress are monitored and they provide guidance on the next steps to be taken. IEPs are reviewed regularly and parents are invited to participate in this process. High quality support is offered that enables the pupils to make age-appropriate progress and to take full advantage of the life and work of the school as a whole.

85. Good support is provided for the very small minority of pupils whose behaviour is sometimes challenging. This ensures that all pupils have the opportunity to learn without interference or disruption.
86. All pupils are well supported and treated equally, irrespective of their social, educational, ethnic and linguistic background. They have equal access to all lessons and activities. Personal and social education and 'circle time' are used effectively to challenge such issues as stereotypical choices. Appropriate statutory policies are in place. Good race relations are promoted successfully and pupils recognise and respect diversity.
87. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the pupils' excellent behaviour. Questionnaires sent out to pupils were returned and confirmed that the schools assertive discipline policy was working and appreciated. In discussion with pupils and the school council, pupils were confident that any bullying would be dealt with promptly.
88. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. There are suitable disabled facilities and access to all parts of the school. The school is currently working on a draft disability equality scheme and action plan.

Leadership and management

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

Grade 1: Good with outstanding features

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The headteacher leads the school extremely well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. She places great emphasis on pupils achieving high standards and the same time, she demonstrates great care and concern for everyone in the school.
91. The school's commitment to each pupil is evident in the aims of the school and the values it seeks to promote. These focus on achieving high standards, the development of good attitudes, learning skills and the social and interpersonal skills which are essential if pupils are to achieve well. Parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires and at the parents' meeting.

92. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school. The headteacher and staff succeed in creating a caring ethos and stimulating environment which promote very effective learning.
93. Curriculum co-ordinators provide good leadership, monitoring standards in their subjects and clearly identifying areas for improvement. These are discussed with colleagues to ensure that they understand what is required of them in the process of raising standards. They also lead training for colleagues in areas that are a priority in the SIP.
94. The school takes appropriate account of national priorities. The continued raising of standards in Welsh is an on-going target, along with strengthening the *Y Cwricwlwm Cymreig* in the subjects taught and an action plan is in place for the implementation of the Foundation Phase.
95. Another outstanding feature of the leadership of the school is the way in which the school has set and achieved a series of challenging targets for pupils' achievement. This has resulted in exceptionally good results in teacher assessments and the school has been in the top 25% of schools at the end of key stage 2 for past three years.
96. The headteacher and staff analyse the school's performance data and set targets accordingly. Individual targets are also set and monitored by both staff and pupils. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. The headteacher also holds appraisal meetings with staff to review their professional development.
97. The governing body is very supportive of the headteacher and staff. Governors monitor the quality of provision by making regular visits to the school and observing lessons. Governors are proud of the school and are committed to school improvement. They receive regular reports from the headteacher and discuss these in governors' meetings. The governing body meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. Staff are well informed about performance in their areas of responsibility. They gather first-hand evidence from observing lessons, looking at pupils' work and speaking to pupils. The headteacher regularly monitors lessons in order to make judgements about standards throughout the school. The headteacher also monitors and evaluates teachers' planning well and gives effective leadership to the process of school self-review.
100. All those who provide education are involved in the self-evaluation process. The headteacher takes the opinions of parents, staff and governors very

seriously. All staff and governors are consulted and their views sought and discussed fully. Parents are consulted through questionnaires and the school takes note of their views and responds positively. The views of the pupils on the school council are also sought and pupils contribute significantly to the evaluation process.

101. The school self-evaluation report is a well-researched document which effectively identifies its strengths and areas for development. The judgements of the inspection team matched those of the school in four of the seven key questions, largely due to the fact the school tended to be over-generous in its grading in two key questions. However, the school was too modest in its estimation of the quality of teaching, which the team judged to be grade 1 at key stage 2 and in the school overall.
102. The governing body works with the headteacher and staff in the process of self-evaluation. Governors discuss the self-evaluation report prior to approval. The governing body is committed to self-evaluation and sees it as instrumental in bringing about improvements.
103. The information gathered through self-evaluation is directly used to inform strategic planning. Areas identified as being in need of improvement are included as targets in the SIP. Targets are realistic but challenging. All members of staff monitor progress against targets in the SIP and the headteacher reports to the governors.
104. The school supports its priorities well through the allocation of resources. For example, the school has installed interactive white boards successfully, which has led to improvements in pupils' engagement in lessons and their ICT skills. The school has made outstanding progress since the last inspection and has dealt very effectively with all outstanding issues.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team do not match the grade 1 judgement made by the school in its self-evaluation report. This is because the inspection team considered there were insufficient outstanding features identified both in the schools' report and inspection observations.
106. The school is adequately staffed with appropriately qualified teachers. All teachers have good subject knowledge that is relevant and up to date. The professional needs of teachers are noted and an effective programme is provided to promote their development. The good teaching seen at the school shows the positive effect of the training attended. LSAs and other support staff make a valuable contribution in classes and are effectively deployed. The school secretary, caretaker and midday staff make valuable contributions to school life as part of their normal routines.
107. There is a good supply of resources at the school for all ages, including the under-fives at the school. They are of good quality and are easily accessible for pupils' use. There is a good supply of computers and interactive white boards and good use is made of them.

108. The building is in good condition and classrooms provide adequate space for the numbers of pupils and local residents who use the rooms and community resources. The wall displays in classrooms contribute well to creating an ethos and to recognising pupils' work and achievements.
109. The school uses its available resources in a careful but effective manner, with the headteacher providing stringent budgetary control. Spending in the school accords to the priorities set by the governing body in the SIP. The school has put to good use the money raised by the 'Friends of Holt School' for the benefit of the pupils. It has also made good use of the donations made by a local charity, the town trust and a national bank.
110. The school's arrangements for teachers' preparation, planning and assessment times are good. All staff are conscientious and effectively use this time to improve standards. The school is allocating and using resources provided for workforce remodelling effectively.
111. Financial management at the school is good, and the headteacher and governing body carefully supervise the budget. Resources are used efficiently and effectively in order to support school priorities. The headteacher and staff review and evaluate resource use and need on a regular basis. Resources, including staffing, are kept under constant review by senior managers and governors. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

112. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the desirable learning outcomes for children's learning. Children are taught in a combined nursery and reception class in the morning. The nursery children leave at 11:30 and, thereafter, the reception children are taught in a combined reception/Y 1/Y 2 class. The reception children are taught in a separate group for some sessions.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

113. In the nursery, children read their names and know several initial sounds. They are beginning to engage in early mark-making while in the role-play area. Children like to join in with rhymes when encouraged to. Most respond when engaged in conversation by adults. They answer questions about themselves and their families. Children listen well to adults.
114. In reception, children generally listen well and make good progress in their speaking skills. They are beginning to read familiar words in simple texts. Children sing some rhymes confidently. They know letter sounds and blends well and hold their pens appropriately when forming letters correctly.

Shortcomings

115. There are no important shortcomings.

Personal and social development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

116. In the nursery, children make good progress in settling into school and developing their social skills by establishing good relationships with their peers and with adults. They respond well to daily routines. Children take turns and concentrate well on their activities. They go to the toilet, wash their hands and dry them before snack and lunchtime without assistance.

117. Children in reception continue to develop good relationships with adults and other children. They tidy up well at the end of the session. Children make good progress in their ability to co-operate on activities. They wait their turn patiently and share equipment well. Children sustain concentration when working on tasks or undertaking practical activities which interest them. They go to the toilet, wash and dry their hands before meals. Children are courteous to visitors, displaying interest in what they do and talking to them confidently. They demonstrate confidence when they eat lunch in the dining hall and behave well at the table.

Shortcomings

118. A small minority of boys in reception do not always follow directions given by staff and have poor self-control.

Mathematical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

119. In the nursery, children are beginning to learn colours and sort objects according to shape. Some join in with number songs and rhymes and count to 10. Children have a growing understanding of the comparative language of mathematics such as 'big', 'bigger', 'short' and 'long' in the context of their activities. They match, compare and count familiar objects up to five and show five fingers when asked. Some create simple sequences and many continue patterns accurately.

120. In reception, children match objects up to 10 and count objects to 20 ordering these numbers correctly. They are beginning to make simple calculations verbally in the course of their activities. Children are developing good mathematical vocabulary such as 'big', 'medium' and 'small' which they use correctly. They sort clothes for teddies of these sizes accurately from a selection provided. Children know two-dimensional shapes and can sequence objects accurately.

Shortcomings

121. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

122. The children in the nursery are beginning to understand the concept of time through their daily routines and describe the order of their day by sequencing its main events. Children know that fruit is good for them and that sweets are not. They understand that they need food in order to grow. They use a mouse confidently when playing games at the computer.
123. In reception, children have a good concept of time and talk about events in the recent past and things which will happen in the future within the context of their lives. Children have good ICT skills. They make good use of the interactive white board, using the pen with confidence. Children also use computer programmes confidently. Children are developing a good understanding of changes of state and accurately describe what happens when an ice cube melts, for example.

Shortcomings

124. There are no important shortcomings.

Creative Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

125. In the nursery, children use confident brush strokes and bold colours when painting colourful pictures. They use a range of tools and materials to create pictures and like to talk informally about what they are doing when they are making things. They are beginning to engage in role-play in the home corner. Children enjoy music making and follow rhythms by clapping them out. They join in with simple songs about Mr Noah, for example.
126. Children in reception enjoy painting and make colourful pictures using paint and brushes confidently. They are beginning to engage in role-play in the home corner. Children manipulate tools and materials well when making valentine card and animal masks, for example. They choose their own colours and materials, using appropriate language to describe their choices.

Shortcomings

127. There are no important shortcomings.

Physical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

128. Many children in the nursery move confidently with a growing awareness of space. They generally demonstrate good gross motor skills and co-ordination when rolling, stepping over bricks and jumping. Their fine manipulative skills

are developing well when they handle pencils, crayons, scissors, trowels and paintbrushes.

129. In reception, children's gross motor skills are developing well as they use large and small equipment with increasing confidence. They understand and enjoy the differences between jumping, dancing, hopping and skipping and engage in these with good control and co-ordination. Their fine motor skills are developing well when they use scissors and art materials. Children demonstrate good co-ordination and confidence when exploring different ways of walking.

Shortcomings

130. 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

Good and outstanding features

131. Standards in listening are good at key stage 1 and outstanding at key stage 2. In key stage 1, most pupils are able to take turns and listen carefully to their teachers' instructions and the ideas of others. In key stage 2, pupils listen very attentively to their teachers and show an appreciation of the contributions of their peers. Throughout the school, pupils with EAL make good progress in their acquisition of English, due to effective support.
132. Standards in speaking are good at key stage 1 and outstanding at key stage 2. Pupils in key stage 1 demonstrate a growing understanding of the importance of expressing their ideas fully by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves with growing confidence.
133. In key stage 2, pupils discuss their activities very well in groups. Older pupils demonstrate that they are able to articulate their ideas with confidence and clarity and communicate well with peers and adults. They make use of sophisticated language and adapt their presentations well to the needs of listeners. They make good use of standard English and understand the difference between formal and informal speech.
134. Standards in reading are good at key stage 1 and outstanding in key stage 2. More able pupils in key stage 1 recognise the humour in texts and read with expression when using picture books they have chosen themselves. They know how to use the school library and understand the purpose of an table of contents.
135. Pupils in key stage 2 make very good progress in reading. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in the school library. Pupils demonstrate good information retrieval skills and know well how to find specific information in reference books. Pupils are developing a preference for particular genres, naming their favourite books and authors. Some express a liking for poetry, raps and plays and all enjoy humour in texts. They read fluently and expressively, demonstrating interest in the text.

136. In key stage 1, pupils writing is good. The more able older pupils write sentences which are demarcated by spaces, capital letters and full stops demonstrating a basic understanding of grammar. They also use apostrophes and question marks accurately in grammar exercises. Some writing is highly expressive, with a good use of vocabulary.
137. In key stage 2, writing is good. Pupils write with increasing accuracy according to their abilities. They write in an increasingly wider range of different forms including reports and poetry and begin to develop cursive writing. Pupils in upper key stage 2 produce a good range of writing in different forms which are suitable for the task. This includes dialogue, diary entries, letters and re-writing stories for a different audience.
138. Pupils at the end of the key stage punctuate accurately and use inverted commas correctly. Most write poetry which makes effective use of descriptive vocabulary. Pupils edit and re-draft their work, write newspaper reports in an appropriate style, biographies and autobiographies and there are some examples of good creative and extended writing. They write well across the curriculum. Many pupils demonstrate an awareness of paragraphs and use them more frequently and effectively. The writing of older pupils is generally accurate and their work is presented neatly. Some pupils' writing is exceptional and shows a great flair for expressive language.

Shortcomings

139. There are no important shortcomings.

Welsh second language

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

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

Good features

140. Across the school, pupils listen well, both to their teachers and to each other. They respond quickly and correctly when teachers speak to them in Welsh. Pupils demonstrate positive attitudes to learning Welsh.
141. Throughout the school, pupils respond well to strategies such as 'Helpwr Heddiw' that develops their confidence in asking questions. Pupils' pronunciation is developing satisfactorily. Pupils are confident in reading aloud simple words and phrases as a class, in pairs and individually.
142. In Y 1, pupils make very good use of Welsh incidentally throughout the day. They have a good understanding of the appropriate vocabulary for their year group. In Y 2, most pupils understand and use vocabulary about the weather. The more-able pupils draw an appropriate picture with support from a teacher.
143. In key stage 2, pupils make good use of their incidental Welsh on a regular basis during other lessons. Pupils ask and answer questions to each other about themselves. They take part in simple dialogues and role-play designed to enhance their knowledge and understanding of the language. Their listening skills are put to good use when involved in the lessons.
144. Pupils are becoming familiar with simple sentence patterns and are acquiring a range of vocabulary covering topics such as the weather, hobbies, colours,

sports and clothes. Pupils show improving reading skills and respond well to Welsh texts on the interactive whiteboards.

Shortcomings

145. Pupils' writing skills are not sufficiently developed across the school.

Mathematics

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

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

Good features

146. In both key stages, pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills well in practical tasks across the curriculum. They discuss their work using appropriate mathematical language. Pupils respond well in oral and mental mathematics sessions. They develop an increasing range of mathematical vocabulary relating to all areas of the subject.
147. Younger pupils in key stage 1 know the difference between 'heavier' and 'lighter' and begin to understand the need for standard measures. They are able to make sensible predictions based on prior knowledge. Pupils read, write and order numbers with increasing accuracy and they have a good understanding of place value. They use addition and subtraction operations confidently with the most able in Y 2 multiplying and dividing very capably. They count orally in steps of different sizes and recognise patterns in a number sequence.
148. In key stage 2, pupils' current and previous work shows they have a good understanding of the four operations. The majority make effective use of their increasing knowledge of tables in dividing or multiplying. They make good progress in adapting their knowledge and understanding to solve written problems. Pupils make good progress in their understanding of numbers and the number system. The majority work confidently and have a firm grasp of number operations and relationships.
149. Pupils have a good knowledge of simple fractions which help their understanding of the concept of time. They tell the time to the hour, half hour and quarter hour, correctly.
150. Throughout key stage 2, pupils develop a good knowledge of two- and three-dimensional shapes and their properties. They correctly identify properties, investigate translations and calculate perimeters and areas of regular and complex shapes. Pupils use the interactive white board to show their understanding of mathematical concepts.

Shortcomings

151. There are no important shortcomings.

Science

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

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

152. Pupils in key stage 1 have a good understanding of changes of state. Through their investigations, they work out what they needed to make ice melt. Pupils have a good knowledge of materials and their properties. They talk about a range of materials and sort them according to a number of criteria.
153. Pupils in years 1 and 2 describe the effects of heat on ice and how it turns from solid to a liquid. They also know the difference between reversible and irreversible changes, as when pancake batter is cooked into a pancake. Older pupils in key stage 1 are beginning to develop an appropriate grasp of fair testing.
154. Pupils in years 3 and 4 have a good grasp of forces. They put forward their own ideas about how magnets attract certain metals and not others. Pupils understand the correct terms for the properties of magnets, such as 'attract' and 'repel'.
155. When carrying out an investigation, pupils plan their activities well and are systematic in their approach. They make intelligent predictions as to which materials will be attracted to a magnet and which will not. They test their theories carefully and record their findings carefully using appropriate tables.
156. Pupils in years 5 and 6 know pupils achieve standards that are well above average. They have very good knowledge and understanding of thermal insulators and conductors. They give a good range of explanations of how each acts.
157. Pupils recognise that in order to answer scientific questions, they need to put forward an hypothesis and test it to see if it is correct. More able pupils design their own investigations and record their findings accurately using diagrams, tables and graphs. They make effective use of ICT in their investigative work to make tables and produce both bar and line graphs.
158. When designing an investigation to test the insulation properties of a range of materials, for example, pupils have a good understanding of the importance of a fair test and are aware of problems which can arise when undertaking an investigation. The majority of pupils make good progress in drawing out the key features of the evidence they discover.

Shortcomings

159. 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

160. In key stage 1, pupils use an appropriate range of equipment and software with increasing skill in a variety of contexts. They create pieces of written work independently on the screen, adapting the text as required and printing it.

161. Pupil use appropriate programmes correctly to produce drawings and for word processing purposes. They are able to follow the menu and the instructions in multi-media packages with a fair degree of independence and these activities promote the development of their literacy and numeracy skills.
162. In key stage 2, pupils are confident users of equipment and software and have good keyboard skills. They communicate and exchange information effectively in different forms including text, graphs and pictures.
163. Pupils make effective use of the Internet to collect information and are able to correctly produce a database and present the information in various forms. Across the key stage, pupils' ability in using database programs to record, interrogate and reorganise data is good.

Shortcomings

164. There are no important shortcomings.

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

165. In key stage 1, pupils also make good use of their ICT skills to produce working drawings. Their making skills are good and they generally think about ways in which their products could be improved.
166. In key stage 2, pupils draw effectively on their experience of making moving models. They combine their drawing and designing skills well to produce a series of images in a logical sequence. They compare their finished products with their original intentions.
167. Pupils gather information independently when designing money containers. They use visual sources to investigate fastenings. Pupils generate a number of ideas and adapt them as they work. Their illustrations show that their ideas are well developed.
168. Pupils evaluate well, for example, when designing coin purses. They illustrate their work well with diagrams, drawings and pictures.

Shortcomings

169. There are no important shortcomings.

History

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

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

Good features

170. In key stage 1, pupils have a good knowledge and understanding of life in the past. They also have an understanding of the passage of time, for example, they can tell why a doll is old, and give a clear explanation.
171. Pupils study the Romans and have visited Chester museum and amphitheatre. Pupils use artefacts and other sources of information to good effect, which is reflected in their written work.

172. In key stage 2, pupils understand well that the lives of children Roman Britain contrast markedly with their lives at present.
173. Older pupils interpret pictorial evidence well when studying the wives of Henry VIII and know that eye witness accounts can be accurate records of events. They are able to develop key skills in writing creatively, use IT to search for evidence. Pupils give logical and reasonable responses to solving problems that arose in social conditions in the Tudor period. Pupils make good use of secondary evidence to make observations on life in the sixteenth century.

Shortcomings

174. 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

175. In key stage 1, pupils' geographical vocabulary relating to the pupils' locality is developing satisfactorily. They use appropriate vocabulary to describe the weather and they recognise the most common symbols.
176. Pupils are aware of some of the geographical features of their locality. They are able to offer reasons why tourism plays a key role in the life in the Llangollen area.
177. In key stage 2, pupils have a good understanding of environmental issues and of the negative effects that certain changes can have on the local environment. They study and discuss issues such as recycling and they recognise their own responsibilities in this regard. Their investigations and their use of secondary sources for gathering information and forming conclusions are good.
178. Pupils have a good knowledge of map features. They use various maps and photographs in order to find information about their local area. There is some outstanding work in years 3 and 4 with reference to contour and relief lines.
179. Pupils' previous work shows that they know about the characteristics of a country whose geography contrasts to that of Wales. Pupils' are able to describe the geographical similarities and differences between the Wrexham area and the Kaptalamwa area of Kenya. They understand the effect that landscape and climate have on lifestyles.

Shortcomings

180. There are not important shortcomings.

Art

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

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

181. In key stage 1 pupils explore colour, form, line and texture to create imaginative pictures using a wide range of media. They make valentine cards and masks of good standard, and demonstrate confidence and skill when using a range of

media and tools to refine their work. They explore a range of techniques which they use effectively in their work.

182. In key stage 2, pupils investigate and combine visual and tactile qualities of paint well. They match these qualities to their design ideas about journeys to school, for example. Pupils draw effectively on their understanding of Aboriginal art in their work.
183. Pupils talk about their work in progress and make adjustments as they go along in the light of others' comments. Pupils mix colours effectively and use Aboriginal painting techniques to good effect, which shows they have understood the design conventions of that culture.
184. Pupils in years 5 and 6 have very well developed designing skills and generally achieve standards which are well above age expectations. Pupils have a good background knowledge and understanding of the Chinese New Year, for example, and draw on this knowledge very effectively when designing dragon masks.
185. Pupils have a very well developed design vocabulary and discuss how they will annotate their designs to show various features that will appear in the final mask. They produce highly detailed designs and plans, which they adjust as necessary in the light of comments from others.

Shortcomings

186. There are no important shortcomings.

Music

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

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

Good features

187. Standards of singing are good throughout the school. Pupils have a good awareness of tune and rhythm. They sing with enthusiasm and with appropriate attention to dynamics and know a range of Welsh and English songs.
188. Pupils in years 3 and 4 show a good understanding of rhythmic ostinato. They improvise effectively using these rhythm patterns and are able to appraise and improve their own performance.
189. Older pupils are able to compose simple pieces of music. They are learning to play instruments due to effective arrangements whereby a peripatetic teacher provides instruction. All pupils make good progress.
190. Pupils have good opportunities to stage public performances for the local community and as a result they gain confidence and raise their standards of achievement.

Shortcomings

191. 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

Good and outstanding features

192. Pupils in both key stages dress appropriately for activities and pay due regard to safety issues. Throughout the school, pupils work well in pairs or groups and they evaluate their performances with clarity and accuracy. All pupils undertake a range of movements during warm up exercises and they understand the importance of health issues.
193. In key stage 1, pupils make good use of space and perform basic skills of jumping and balancing to a good standard. Many can hold shape for an appropriate time and transfer weight from one part of the body to the other. They put together simple sequences, which they then repeat.
194. In key stage 2, pupils achieve very high standards in dance. They are very expressive and work together very effectively to produce a series of sequences based on a volcanic eruption, for example. Pupils have excellent body control and hold positions steadily, while other members of the groups weave in and out of their bodies with precision and expressive movements.
195. Pupils make constructive comments about how they can improve their performance and assess their work effectively as they refine movements.
196. Pupils have a good grasp of the rules and tactics of rugby, for example. They discuss invasion techniques intelligently and explore ways in which they can gain possession of the ball.
197. Pupils swim regularly and most achieve good standards by the time they leave the school.

Shortcomings

198. There are no important shortcomings.

Religious education

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

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

Good features

199. Pupils of all ages make steady progress in their understanding of religious facts, concepts and symbolism and use key words appropriately to describe beliefs and practices.
200. At both key stages, pupils have a good awareness of the Bible as a book which Christians regard as special and recall a number of its stories in detail. They are familiar with the main events in the life of Christ and know that He advocated a particular way of living. Their awareness of values such as friendship and kindness towards others is good.
201. Pupils in key stage 1 have a good understanding of the purpose and meaning of Christian celebrations and festivals such as, marriage, harvest thanksgiving, Christmas and Easter. They can recollect a number of Bible stories correctly.

202. In Y 1, pupils know the significance of celebrations and know how birthdays are celebrated. They are familiar with the story of Jesus walking on the water.
203. Pupils in key stage 2 have a developing religious vocabulary which enables them to discuss intelligently the similarities and differences between the main world religions, for example Hinduism and Islam.
204. Pupils in years 5 and 6 are able to interpret the morality issues raised by campaigners such as 'Friends of the Earth Cymru' to evaluate their effect on their beliefs.
205. By the end of key stage 2, pupils express opinions about contentious issues and accept that the opinions of other pupils may differ from their own.

Shortcomings

206. There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governing body would like to thank the registered inspector and his team for the professional manner in which they carried out a thorough inspection of our school.

The headteacher found the nominee experience, working alongside the team hugely informative, valuable and rewarding. The staff welcomed the constructive dialogue with inspectors that will enable them to make a valuable contribution to future progress.

The recognition of outstanding features in standards achieved by pupils and teaching is extremely pleasing to staff and governors as this lies at the heart of our success. The inspectors found both standards and teaching exceeded national targets and recognised the effective contribution made by teaching and non-teaching staff. The team acknowledged the commitment to each pupil through the aims and values the school seeks to promote.

The staff and governing body are delighted that the inspection team found the care, support and guidance provided outstanding. The school is very proud of the team effort made by all staff to achieve this for every pupil in the school.

The headteacher is pleased that the team found the school to be extremely well led. The team recognised that the support given by staff and the governing body to her vision for the school is effective. We are pleased that the inspection team found that the staff succeed in creating a caring ethos and stimulating environment that promotes effective learning. It is very rewarding to the school that the report states that 'parents support and appreciate the values instilled by the school'.

The school is extremely pleased that the significant improvement made since the last inspection has been recognised. It stands us in good stead to address the two recommendations from this report.

Appendix 1

Basic information about the school

Name of school	Holt Community Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	Chapel Street Holt Wrexham
Postcode	LL13 9DJ
Telephone number	01829 270021

Headteacher	Mrs Marian Young
Date of appointment	September 2003
Chair of governors	Mr Jeremy Hughes
Registered inspector	Mr Stephen Dennett
Dates of inspection	04/02/08 – 06/02/08

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	12	8	7	17	7	14	8	82

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	4	2	4.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.5:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	92.9	96.1	96.3
Summer 2007	90.2	97.9	95.7
Autumn 2007	98.0	95.0	96.6

Percentage of pupils entitled to free school meals	6.8
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	87	13
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	12	63	25
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	0	25	63	12
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	0	94	6
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	0	67	33
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	80	20
		National	0	2	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	100	In Wales	80.6

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6		9	
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included					

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	100	In Wales	74.2

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of seven inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- Twenty-six questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- Twenty-seven lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors talked to the school council and observed lunch times and break times.
- Inspectors attended acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.
- The headteacher acted as nominee and assisted the team with gathering evidence and answering questions about the school.
- A peer assessor assisted the team by sampling pupils' work, observing lessons and hearing pupils read.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 Under 5s English Science Design Technology History Art Physical Education
Mrs Justine Barlow Lay Inspector	Led on: Key Question 4 Contributed to: Recommendations Key Questions 1 and 3
Mr Alun Williams Team Inspector	Led on: Key Questions 2, 3 and 7 Welsh second language Mathematics Information Technology Geography Music Religious Education Contributed to: Recommendations Key Question 4
Mrs Nicola James Peer Assessor	Contributed to all key questions and subjects
Mrs Marian Young Nominee	Contributed to all key questions

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Holt Community Primary School for the co-operation and assistance both before and during the inspection.

Contractors

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