

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

**A Report on the Quality of Education in**

**Abermorddu C.P. School  
Cymau Road  
Abermorddu  
Wrexham  
LL12 9DH**

**School Number: 6642084**

**Date of Inspection: 26<sup>th</sup> June 2007**

**by**

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Abermorddu C.P. 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 Abermorddu C.P. School took place between 25/06/07 and 27/06/07. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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. Abermorddu Community Primary School serves a semi-rural community based around the village of Abermorddu, with children also attending the school from outlying villages. The school describes the area that it serves as neither prosperous nor economically disadvantaged. The school is the only community designated area in the locality.
2. The Flintshire Local Authority (LA) controls admission to the school. Nursery children start school in the September following their third birthday. Pupils begin full-time education at the start of the academic year during which they will be five.
3. At the time of the inspection there were 175 pupils on roll, including 30 children who attend the Nursery on a part-time basis. Numbers have decreased since the last inspection but have stabilised over the past two years. Children's ability on entry is slightly below the LA average.
4. English is the home language for 99 per cent of the pupils. One per cent of pupils have English as an additional language (EAL), and the first language for these pupils is Portuguese. No pupils speak Welsh as their first language.
5. Six per cent of pupils are identified as having special educational needs (SEN) and two pupils have formal statements of SEN. No pupils are 'looked after' by the LA. Approximately 6 per cent of pupils are entitled to free school meals, which is below the county and national averages. The school indicates that a number of parents eligible to claim free school meals do not exercise their right.
6. The school has achieved several awards including the Basic Skills Quality Mark, Healthy Schools Awards, Eco-Schools Awards, Dyslexia Friendly School and Investor in People status.
7. The headteacher was appointed in September 2006 and the school was last inspected in July 2001. Since that time significant changes have been made to the provision for children under five, with the Nursery and Reception children now being taught together within an early years unit. The development of the school's grounds has also been significant.

### The school's priorities and targets

The school's mission statement is: 'Happy to learn and learning to be happy'.

The school's major priorities and targets for 2007 – 2008 include:

- to improve pupils' reading levels at key stage 1;
- to raise the percentage of pupils achieving level 5 in English, mathematics and science by the end of key stage 2;
- to improve the investigation skills of key stage 2 pupils in science; and
- to raise the achievement of boys in areas where a difference between the achievement of boys and girls has been identified.

## Summary

8. Abermorddu Primary School is a good school. It has some outstanding features, particularly in the way it cares for, guides and supports pupils. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils.

### Table of grades awarded

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

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	40%	20%	0%	0%

10. Standards of achievement in the lessons observed are well above the Welsh Assembly Government's all-Wales targets requiring that by 2007, 98% of standards should be Grade 3 or better and 65% Grade 2 or better. The percentage of lessons where standards are judged grade 1 is particularly high. Standards in religious education are lower than in other subjects.

### Areas of learning for under-fives

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

11. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards achieved by the under fives are an outstanding feature of the school.
12. Baseline assessments on entry to Reception indicate children's attainment is slightly below the LA average. Pupils, including those with SEN and EAL, achieve good standards across the curriculum.

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	2
Design and technology	1	1
Art	1	1
Music	2	1
Religious education	3	3

13. Under-fives and pupils in key stages 1 and 2 reach good standards in the key communication, mathematical and information technology skills. Within the early years unit, standards in bilingualism are outstanding, with good standards achieved in all other year groups.
14. Results at the end of key stage 1 in the core subjects of English, mathematics and science show that in 2004 and 2005 results were well above national and LA averages. Results fell below national and LA averages in 2006 due to the nature of the year group.
15. End of key stage 2 results in the core subjects have risen over the past three years in English and mathematics. The percentage achieving level 4 or above in science rose in 2005, fell in 2006, and improved significantly in 2007.
16. When the school's results in 2006 are compared with similar schools (those with fewer than 8 per cent of pupils entitled to free school meals), key stage 1 results were in the lowest 25 per cent in all core subjects. Results in key stage 2 were in the lower 50 per cent in English and mathematics and the lowest 25 per cent in science. The results were affected by the high number of pupils with SEN in the particular year groups involved, and the small number of families who chose to claim free school meals. In 2006, pupils slightly exceeded the all Wales average for pupils scoring at least level 4 in mathematics, science and English.
17. The percentage of key stage 2 pupils achieving the higher than expected level 5 has been well below the national figures in the three core subjects for the last three years. However, because of action taken by the school to address this issue, results for the current year show an increase in the proportion of

pupils achieving level 5 in each of the core subjects, with 44 per cent achieving level 5 in English and 51 per cent achieving level 5 in mathematics.

18. Pupils are well behaved, considerate and courteous and this contributes positively and constructively to the overall quality of life in the school. Pupils show respect for each other, members of staff and school property. Their developing self-confidence helps them take an increasing degree of responsibility for their own behaviour and attitudes.
19. Pupils' attitudes to learning are good and they achieve good standards in their personal, social and learning skills. They concentrate well and work enthusiastically. Pupils develop a very good awareness of their strengths and targets for development. Their involvement in target setting from an early stage is an outstanding feature.
20. Attendance over the past year was 94 per cent, which is above the national average and slightly above the LA average. With the exception of a very small number of pupils, punctuality at the start of the day is good.
21. Pupils have a very good understanding of equal opportunities and a well developed sense of right and wrong. The level of respect they show for diversity within society is an outstanding feature.

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

### **Grades for teaching**

22. In the 29 lessons observed during the inspection, the quality of teaching was judged as follows:

<b>Grade1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
24%	52%	24%	0%	0%

23. Teaching in most lessons is good with no important shortcomings. In almost a quarter of lessons observed, teaching has outstanding features. The quality of teaching is very slightly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79% of lessons. The proportion of grade 1 teaching exceeds that found nationally.
24. The main strengths of teaching include lessons that are well paced; good use is made of shared learning objectives to focus pupils during the lesson and to allow them to reflect on their learning; the use of stimulating resources to engage and sustain pupils' interest; and effective questioning to challenge pupils' thinking.
25. Shortcomings in teaching include lesson introductions where pupils are not involved enough; learning objectives are not shared with pupils at the beginning of the session so that many pupils are unclear as to the focus of their learning; and occasions when group activities are not clearly linked to the intended learning outcome.

26. Teachers' subject knowledge is good. Some specialist teaching, particularly in music, is very effective in maintaining high standards. The attention given to key skills, *Y Curriculum Cymreig* and incidental Welsh is an outstanding feature of planning and teaching.
27. Relationships within classroom are very good. Teachers take good account of pupils' differing abilities, including the interests and needs of pupils with EAL. Teaching assistants provide effective support to pupils in all classes.
28. There are some examples of purposeful homework activities that are well linked to learning in class. However, especially in key stage 2, homework is not used consistently or effectively to enhance teaching and learning. The amount and type of homework given varies too widely between classes.
29. The school's assessment procedures are good with outstanding features. Very effective assessment procedures are in place for children under five. Extensive assessments are completed for English, mathematics and science in key stages 1 and 2. Good use is made of this information to inform future planning. Pupils' involvement in the assessment of their own learning is an outstanding feature.
30. The school provides equal access to a broad and balanced curriculum. Pupils' learning experiences are enriched by the good number of extra curricular activities and through the wide range of activities and residential visits that take place in settings outside the school.
31. The way in which the school cares for, guides and supports pupils is outstanding. Support arrangements are very well planned and managed. Parents consider pupils are happy in school. The school's links with parents and the community are also outstanding.
32. A good range of opportunities is provided for the development of pupils' moral, social and cultural development. Provision for the spiritual development of pupils is less well developed.
33. The school's provision for pupils with additional learning needs (ALN), including those with SEN and more able pupils is good. Support provided for pupils within small groups withdrawn from the main class is particularly effective. Individual education plans (IEPs) are provided for all pupils with ALN. These set learning targets for pupils that are specific and allow pupils' progress to be fully evaluated and recorded.
34. The school has clear, well documented procedures that contribute to pupils' well being when in the schools' care. The school successfully promotes pupils' well being through its effective programme of personal and social education. Good attention is given to developing healthy lifestyles and fitness through the school's involvement in the Healthy School's initiative.

35. The school is an inclusive community and the quality of provision for equal opportunities is good. Pupils, whatever their gender, social or ethnic backgrounds are given equal opportunity to take part in all activities.

### **Leadership and management**

36. All staff work hard to promote the main aims and objectives of the school. They succeed in promoting a very caring ethos with a commitment to equal opportunities and racial equality. The recently appointed headteacher provides positive leadership. He is well supported by the assistant headteacher and a committed team of teachers and support staff who work closely together. There is a shared sense of purpose that promotes and sustains improvement.
37. Subject co-ordinators have clear responsibilities that they undertake conscientiously. They work very closely with colleagues and provide appropriate leadership. All co-ordinators contribute to setting the strategic direction for the school by compiling annual action plans for their subjects.
38. All staff undertake appropriate training and are well supported by the management of the school. The impact of training is evident in many aspects of school life, particularly the standards achieved in the early years unit.
39. The governing body is very supportive of the school and fully satisfies all regulatory and legal requirements. The involvement of governors in setting the school's strategic direction is an outstanding feature.
40. The school works closely with other providers of education. Projects undertaken with local schools as part of the 'Community Focused Schools' initiative have been particularly effective in developing links with the community. The extent of the school's involvement in national priorities is an outstanding feature.
41. The inspection team agree with the grades given by the school in the self-evaluation report for all seven key questions. The process of self-evaluation is well established within the school, with all staff and governors fully involved. The views of parents, pupils and the community help to inform the school's strategic planning for improvement. However, the format of the school's self-evaluation report has recently been revised and the current report does not provide sufficient information to support the identification of strengths and areas for development.
42. A wide range of monitoring activities is undertaken by the headteacher and subject co-ordinators. Monitoring is used systematically to inform strategic planning, with a clear focus on raising standards. This is an outstanding feature.
43. The school has achieved significant improvement in many areas since the last inspection. All the key issues have been diligently addressed in line with the action plan prepared by the school and as a result, standards have risen in many areas of the school's work.

44. The accommodation provides a comfortable, safe and attractive learning environment, with stimulating displays of work in all classrooms, corridors and the hall. Outside accommodation provides an exceptional range of facilities and experiences and is very well utilised. The quality and quantity of resources is good overall and outstanding in the early years unit.
45. The quality of financial management at the school is good. Taking into consideration the progress pupils make, the overall quality of education provided and the good quality of leadership and management in the school, the school provides good value for money.

## **Recommendations**

In order to improve the current good standards, staff and governors should:

- R1** Raise standards in religious education.
- R2** Enhance pupils' learning through a consistent approach to the provision of homework in key stage 2.
- R3** Develop the format of the school's self-evaluation report so that clear areas for development are identified.

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

46. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
47. Standards in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	2	2
Design and technology	1	1
Art	1	1
Music	2	1
Religious education	3	3

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

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
40%	40%	20%	0%	0%

49. Standards of achievement in lessons observed are well above Welsh Assembly Government all-Wales targets requiring that by 2007, 98% of standards should be Grade 3 or better and 65% Grade 2 or better. Standards in religious education are lower than in other subjects.

#### Areas of learning for under-fives

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

50. Baseline assessments undertaken when children start in Reception indicate attainment is slightly below the LA average. The overall quality of provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards achieved by the under fives are an outstanding feature of the school.

51. Pupils regardless of their backgrounds achieve good standards in their acquisition of knowledge, understanding and skills. The school's extensive assessments show that pupils achieve good standards in all year groups as they move through the school. The vast majority of pupils achieve well against the individual targets set for them, including pupils with SEN who achieve well in relation to their prior attainment.
52. Challenging whole school targets are set by the school and agreed with the LA. Targets take into account the size and nature of the year groups. The school regularly exceeds both its own targets and those set by the Welsh Assembly Government.
53. Under-fives and pupils in key stage 1 and key stage 2 reach good standards in key communication, mathematical and information technology skills. Within the early years unit, standards in bilingualism are outstanding, with good standards achieved in all other year groups.
54. The school's results at key stage 1 have been above both LA and national averages for the three core subjects, except in 2006 when results were affected by a significant group of lower performing pupils. Results for key stage 2 show the percentage of pupils achieving level 4 and above over the past three years has risen in English and mathematics. The percentage achieving level 4 or above in science rose in 2005, fell in 2006 and then rose again in 2007.
55. The percentage of key stage 2 pupils achieving the higher than expected level 5 has been well below the national figure in the three core subjects for the last three years. However, because of action taken by the school to address this issue, results for 2007 show an increase in the proportion of pupils achieving level 5 in each of the core subjects, with 44 per cent achieving level 5 in English and 51 per cent achieving level 5 in mathematics.
56. Results over past years indicate that in some areas, particularly reading, girls have outperformed boys. The trend has been effectively addressed by the school with positive outcomes shown in the standards currently achieved.
57. When the school's results in 2006 are compared with similar schools (those with fewer than 8 per cent of pupils entitled to free school meals) key stage 1 results were in the lowest 25 per cent in all core subjects. Results in key stage 2 were in the lower 50 per cent in English and the lowest 25 per cent in science. These comparisons were affected by a high number of pupils with SEN in each year group involved and the small number of families who chose to claim their entitlement to a free school meal. In 2006, pupils slightly exceeded the all Wales average for pupils scoring at least level 4 in mathematics, science and English.
58. Pupils of all ages respond well to the range of learning opportunities available. They readily acquire new knowledge and successfully use their skills in new situations. This is particularly evident when pupils use their basic key and creative skills to support their work in subjects across the curriculum.

59. Pupils, including the very able and least able, achieve well against the individual targets set for them as they move through the school and are well placed to move on to the next stage in their learning. Pupils' involvement in target setting from an early stage is an outstanding feature. They develop a very good awareness of their particular strengths and areas for development.
60. Pupils' attitudes to learning are good. They show an interest in lessons and almost all pupils concentrate well and work enthusiastically.
61. Pupils are well behaved, considerate and courteous and these features contribute positively and constructively to the overall quality of life in the school. Pupils demonstrate respect for each other, members of staff and school property. Pupils enter and move around the school in a purposeful, quiet and orderly manner, settling quickly into their classrooms. Their developing self-confidence helps them take an increasing degree of responsibility for their own behaviour and attitudes.
62. Pupils understand what standard of behaviour is expected of them and agree that good behaviour is promoted and frequently recognised. Pupils respond positively to these expectations. The use of year 6 buddies is effective, particularly in the playground areas. There are no reports of incidents of bullying or inappropriate behaviour and no exclusions during the last 12 months.
63. The level of attendance is relatively stable and over the last three full terms averaged around 94 per cent. This is above the national average for all schools, slightly above the LA average and very similar to the average for other schools within the same free school meals entitlement category. The main causes of pupil absence are sickness and holidays taken during term time, a practice discouraged by the school.
64. With the exception of a very small number of pupils, punctuality is good at the start of and throughout the day, allowing sessions to start promptly without delay or interruption. The school takes appropriate account of the requirements of the National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence.
65. Pupils across the school achieve good standards in the development of their learning skills, including their problem-solving and creative skills. Most pupils work well independently but in a few classes, the high level of support from other adults occasionally limits pupils' ability to use their problem-solving skills. Pupils' understanding of the strengths and weaknesses of their work develops well throughout the school. Most pupils can talk about their work confidently and explain how they might develop or improve it. By the end of key stage 2, pupils evaluate their work with considerable maturity.
66. Pupils' progress in developing personal and social skills is good. They show respect for each other and for other adults in the school, and co-operate well when working in groups. Relationships between pupils and between adults and pupils are friendly and positive. This contributes effectively to the good standards of self-confidence of the pupils. Progress in moral development is

also good. Pupils express their views openly and respect the rights of others to express differing opinions. Older pupils show a mature attitude to various roles of responsibility in school.

67. Pupils recognise the need to treat every person fairly and without discrimination. They have a good, realistic understanding of equal opportunities. Pupils have good moral values and show consideration and a sense of fair play for others. The level of respect they show for diversity within society is an outstanding feature.
68. Pupils' knowledge and understanding of the workplace and local community is good. In lessons and assemblies, they discuss the different types of work that people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A number of parents come into school regularly to help with school activities such as reading, sports and many classroom support activities.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

69. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
70. In the 29 lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	52%	24%	0%	0%

71. Teaching in most lessons is good with no important shortcomings. In almost a quarter of lessons observed teaching has outstanding features. The quality of teaching is similar to the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79% of lessons. The proportion of grade 1 teaching exceeds that found nationally.
72. In the best examples, lessons are well paced and organised; pupils have good opportunities to work in groups and pairs as well as individually. Space is used effectively to support pupils' learning, for example, the use of shared areas outside classrooms.
73. Most lessons are carefully planned, taking good account of pupils' earlier learning. Clear learning objectives are shared with pupils at the beginning of

- lessons and are re-visited effectively at the end of lessons to help them reflect on what they have learned.
74. Effective use of questioning helps to challenge pupils and enables them to explain their understanding. In the best examples, teachers demonstrate a good understanding of the variety of learning styles of pupils. This is evident in the flexible range of teaching strategies employed.
  75. In most lessons, introductions are stimulating and use a good variety of resources, including interactive whiteboards, to engage and sustain pupils' interest. In some lessons in both key stages, lesson introductions do not employ enough strategies to ensure the participation of all pupils. In these lessons, confident pupils can provide responses but less confident pupils are not fully involved.
  76. Shortcomings in teaching include lessons in which learning objectives are not shared with pupils at the beginning of the session so many pupils are unclear of the focus of their learning. There are occasions when group activities are not clearly linked to the learning outcome.
  77. Teachers' subject knowledge is good. Some specialist teaching in music is used effectively to promote particularly high standards of achievement. The attention given to the key skills, *Y Curriculum Cymreig* and incidental Welsh is an outstanding feature of planning and teaching in all subjects. This very effectively supports the development of pupils' cultural awareness and their skills for lifelong learning. All staff, including teaching assistants, confidently use incidental Welsh in lessons and class routines.
  78. Teachers take good account of the needs of pupils of different abilities in their planning and teaching. Teachers' interventions, particularly with pupils who have ALN, are timely and sensitive ensuring that all pupils have equal opportunities to succeed. In particular, the school has taken effective steps to address the under achievement of boys by adapting teaching styles and resources. In the year 6 class, the very good motivation and active involvement of boys, including those with ALN, is an outstanding feature. In key stage 1, particular care is taken in planning for the additional needs of pupils with EAL. This ensures that they are able to participate fully in all activities.
  79. Relationships within classrooms are very good. A purposeful working atmosphere is evident throughout the school and pupils are encouraged to give of their best. Teachers show very good knowledge of all pupils and make their expectations clear. Pupils respond well to this by showing effort and care in their work.
  80. Teaching assistants are fully involved in lessons and provide effective support to pupils in all classes. However, in some classes their very conscientious support occasionally limits pupils' development of independence in learning.

81. There are some examples of purposeful homework activities that are well linked to learning in class. However, especially in key stage 2, homework is not used consistently or effectively to enhance teaching and learning. There is no agreed policy for homework and the amount and type of homework given varies too widely between classes.
82. The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, is good with outstanding features. The school meets the statutory requirements for assessing and reporting on National Curriculum subjects. Relevant data is transferred to the local high school to ensure smooth progression from key stage 2 to key stage 3. Governors are well informed about the results achieved by the school.
83. Very effective assessment procedures are in place for children under five. On going assessment information is used rigorously to plan ways to meet the pastoral and learning needs of all children.
84. Extensive assessments are completed for the core subjects. Aspects of the core subjects, in particular reading, number and spelling are analysed systematically across the school. The assessments enable teachers to set challenging targets and to ensure appropriate support, where needed, for individuals. Effective use is made of this information to inform planning of pupils' work and to track the progress of individual pupils.
85. Regular assessments are undertaken for all foundation subjects although the format varies between them. Information on pupils' progress is maintained for each subject and is effectively used to ensure pupils' understanding of the work covered.
86. Pupils receive very good feedback from teachers during their lessons. This enables them to clearly understand what they need to do in order to improve their work. Pupils' understanding of the purpose of assessment develops well as they move through the school and is an outstanding feature. Key stage 2 pupils are very clear about their own progress and planning for improvement.
87. Parents are provided with an annual end of year report and a mid year summary report. Reports are informative and provide a wealth of information on pupils' strengths and future targets for progress. Reports to parents are an outstanding feature.
88. Parents find the reports very informative and appreciate the clear targets for future work. They have the opportunity to comment on the reports and good use is made of responses. Appropriate opportunities are arranged for parents to discuss their child's progress.

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

**Grade 2: Good features and no important shortcomings**

89. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
90. The school provides equal access for all pupils to a broad and balanced curriculum that meets legal and course requirements.
91. Schemes of work are maintained for all subjects. The vast majority provide a good level of detail, which enables teachers to plan appropriately. Key skills and common requirements are effectively integrated into schemes of work for most subjects. The scheme of work for religious education lacks sufficient detail to support standards across the school.
92. The school has good arrangements for the support of pupils with ALN, including EAL pupils. A particularly strong feature of this provision is the specialist advice provided to the class teachers. This ensures that these pupils have full and equal access to all school activities.
93. A good range of opportunities is provided for the development of pupils' moral, social and cultural development. The school promotes a positive ethos of inclusion in which all pupils are equally valued and achievements celebrated. The school council takes an active role in developing many aspects of school life.
94. Provision for the spiritual development of pupils is less well developed. Collective worship provides insufficient opportunities for reflection or for pupils to participate and respond in thoughtful ways to what they hear.
95. A significant number of pupils participate enthusiastically in the wide range of extra-curricular activities. All pupils have equal opportunities to take part in activities, which include sports clubs, a school choir and band and a 'Game 24' club.
96. Pupils' learning experiences are also enriched by activities and residential visits that take place in settings outside school. A recent partnership activity with the Welsh National Opera, based in Theatr Clwyd, provided a particularly valuable and enriching experience for a large number of key stage 2 pupils.
97. The very effective links with parents and other partners are an outstanding feature. Very effective use is made of their specialist expertise. For example, a local artist who is also a parent contributed very effectively to an art lesson by providing examples of her work and supported a group of pupils.
98. The 'Friends of Abermorddu' raise funds to support the school in a variety of ways. A colourful and informative weekly newsletter is provided for parents. Almost half of families now receive this by e-mail, which further enhances the level of communication.
99. The school takes pride in its very strong links with the community. Regular visitors to school effectively extend pupils' knowledge and understanding of

their community. This good understanding develops further when pupils visit local shops, Caergwrle Castle and participate in the Flintshire Schools' Music Festival.

100. Links with other schools productively support pupils' learning including their personal and social development. The very well established and effective links with the secondary school are an outstanding feature of the school's provision. The school's participation in a 'Community Focused Schools' consortium has enabled them to plant an orchard for school and community enjoyment.
101. The school has developed effective links with a number of initial teacher training institutions. These links are used positively to support the school's strong emphasis on the continuing professional development of all staff.
102. Topics contained in the schools' personal and social education (PSE) programme, visitors to the school and visits to local industrial and commercial sites provide opportunities to broaden and enrich pupils' work related education. Links with local industry and businesses are established and are generally effective.
103. No teachers have recently undertaken industrial placements and used their experiences to enhance the curriculum.
104. Pupils' cultural experiences are very stimulating. Planning for the inclusion of *Y Cwricwlm Cymreig* is very thorough and positively reinforces pupils' knowledge and understanding of Welsh culture and heritage. Events such as Welsh concerts, visits to Glanllyn and the National Eisteddfod, and assemblies contribute effectively to pupils' understanding of their own heritage. Planning for the development of pupils' bilingual skills, especially using incidental Welsh, is good and contributes to the good development of the Welsh language throughout the school. This is a strength of the school and is valued by parents.
105. The school has realistic expectations of its pupils and strongly promotes equality of access through the learning experiences provided. Policies for promoting and practising equality of access, equal opportunity and racial equality are effectively implemented. Arrangements to tackle social disadvantage are good, with opportunities planned within the curriculum to develop pupils' awareness and understanding of the difficulties faced by areas within society that are economically disadvantaged.
106. The school promotes sustainable development through a range of initiatives. There are planned opportunities in the curriculum and in the PSE programme. Many excellent practical examples are clearly evident in the day to day life of the school. Teachers actively promote waste minimisation, recycling, composting and energy conservation. As a result, pupils' develop a deep understanding of, and exceptional commitment to, sustainable development. The promotion of this aspect of pupils' learning is an outstanding feature of the school. The enthusiastic and determined efforts of the large Eco-committee

have resulted in the school achieving bronze and silver Eco-schools awards. The school is rapidly progressing towards achieving 'green flag' status.

107. The comprehensive policy on global citizenship is well implemented. Pupils' understanding of global citizenship is developing very well, mainly through topics covered in lessons and whole school assemblies. The school is actively involved with the 'Healthy School' initiative. Staff are sufficiently knowledgeable, experienced and motivated to successfully promote all aspects of sustainable development and global citizenship.
108. Pupils' entrepreneurial skills are developing extremely well. They are involved with several initiatives including the fair trade tuck shop and the school council. The development of pupils' entrepreneurial skills is an outstanding feature of the school.
109. As they move through the school, pupils are encouraged to take more responsibility for their own learning, and to be actively involved in community based activities. Planning of the curriculum for pupils at the end of key stage 2 reflects the strong link with the local high school. The many transition projects and visits to the high school prepare pupils effectively for the next stage of their learning.

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

##### **Grade 1: Good with outstanding features**

110. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
111. The way in which the school cares for, guides and supports pupils is outstanding. Support arrangements are well planned and managed. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school and they are satisfied with the help, support and guidance provided for their children.
112. Teachers identify and react constructively to pupils' individual needs, and the deployment of the available support staff and volunteer helpers is organised to meet these needs and requirements. The extensive range of available external support services and agencies are used effectively, which is an outstanding feature.
113. Relationships between staff, parents, members of the local community and pupils are strong and constructive. The school has an 'open door' policy. Parents are invited to attend two formal parents' meetings per year to discuss their child's progress and any other matter related to their education. The close links that exist with parents ensures that the school clearly understands their views about many aspects of school life. Parents' views are regularly taken into account.

114. The newsletters, issued weekly to parents, inform them mainly about the dates for school events and activities. The school has a good home–school agreement for its pupils. The vast majority of parents feel they are well informed about events in the school.
115. A good number of parents, grandparents and volunteers visit school on a regular basis to listen to children read, assist with lessons and help on educational visits. The parents' association is very supportive and raises considerable sums of money to support educational provision.
116. Induction arrangements for new children entering the school are good. Children attending the Nursery and Reception class, together with their parents and carers, have good opportunities to get to know staff before they start school. All parents have access to the school's procedures through information that is parent-friendly. In discussion, pupils who join the school at other times report that they settle very quickly, make friends easily and soon become part of the school community.
117. Personal support and guidance for pupils is an outstanding feature. Staff know pupils very well and very positive relationships exist between staff and pupils. Very effective use is made of specialist services, for example, the police and health agencies.
118. All pupils have access to the very good quality programme of PSE, which is followed throughout the school. The programme is carefully structured, takes account of the PSE framework and includes health related education.
119. The school council is well established and very effective in providing a voice for all pupils. Meetings are held each half term and good arrangements are in place, which enable all pupils to bring matters to the attention of their elected members. Older key stage 2 pupils are elected specifically to represent each of the key stage 1 classes. Members of the council make carefully considered decisions regarding many issues connected with the running of the school. Good communication exists between the council, all pupils, senior management and the governing body.
120. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no significant or unexplained variations in attendance across the school or throughout the year. Parents are frequently advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is effective. Procedures for promptly following up lateness or unexplained absence are well established and generally very effective.
121. The school expects good standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti bullying policies. Pupils understand and adhere to the rules they have helped to develop. The schools' effective systems for regularly recognising good standards of behaviour, attendance and achievement are understood and appreciated by pupils.

122. The school has clear, well documented procedures that contribute to pupils' well-being when in the school's care. The school promotes pupils' well-being through its effective programme of PSE. Good attention is given to developing healthy lifestyles and fitness through the school's involvement in the Healthy School's initiative. Pupils are encouraged to take regular exercise during break times, using the extensive range of small and large apparatus available. The school places great emphasis on healthy eating and drinking.
123. Child protection procedures are in line with the local area agreement. All staff are trained to at least level 1, which more than meets the requirements set out in the All Wales Child Protection guidance and is an outstanding feature of the school.
124. Two members of staff are designated to deal with child protection matters and are supported by a nominated governor. A comprehensive child protection policy is in place and all staff members have received relevant update briefings. The school staff are fully aware of the appropriate procedures to be followed.
125. There is good provision for pupils with additional learning needs, including the more able and pupils with SEN and EAL. More able pupils are well supported through both the planned curriculum and the school's involvement with agencies and events outside school. These provide opportunities for pupils to develop their special talents, for example, the school's involvement with the Welsh National Opera.
126. The school places priority on early identification of pupils' SEN and has appropriate systems in place for diagnosis. The special educational needs co-ordinator works closely with the part time SEN teacher and class teachers to ensure good communication about the learning needs and targets of pupils. Pupil tracking information shows that most pupils with ALN make good progress.
127. Some pupils with ALN are withdrawn from class once each week for teaching in small groups. Within these groups, pupils benefit from high quality teaching, which is very well matched to their needs. For pupils with SEN at the end of key stage 2, the teaching is very appropriately linked to vocabulary and skills to support them when they transfer to secondary school. Pupils with ALN say that they feel well supported by the withdrawal provision and are able to make good use in class of the skills they develop with the SEN teacher.
128. The effective assessments used by class teachers show that pupils with additional needs make good progress in relation to their age and ability. IEPs are provided for all pupils with ALN. These set learning targets for pupils which are specific and allow progress to be fully evaluated and recorded.
129. 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.

130. EAL pupils enjoy high quality support from the LA's specialist services. As a result, they are able to fully participate in the curriculum and all aspects of school life. These pupils also benefit from the close liaison between the specialist teacher and school staff.
131. The school is an inclusive community and the quality of provision for equal opportunities is good with outstanding features. Pupils, whatever their gender, social or ethnic background, have equal opportunities to take part in all activities. Staff know all pupils very well and are very aware of the diversity of their backgrounds. They act appropriately and effectively on this information to guide and support pupils.
132. The school has policies and practices which actively promote gender equality. It is effective in challenging stereotypes, particularly through extra curricular activities and through opportunities which arise in the daily life of the school.
133. The school's procedures to eliminate oppressive behaviour, bullying and harassment are good with outstanding features. The involvement of the school council in formulating the anti bullying policy ensures that all pupils feel ownership of the policy. They take pride in knowing how to deal quickly and effectively with any incidents of bullying or oppressive behaviour, although they report that incidents are exceptionally rare.
134. The school works hard to secure equal treatment for disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school has systematically worked to address the issues raised. The school has recently completed a revised disability inclusion policy, which includes the school's disability equality scheme.
135. The diversity policy is supported by appropriate activities planned within the curriculum. Opportunities are provided to ensure that pupils value the contributions of others. These are particularly relevant to pupils when they include the opportunity to explore life in other countries, which have been experienced by their fellow pupils.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

136. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
137. There are clear values, aims, objectives and targets, which are promoted well by all staff, including non teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities, which is evident in the life of the school.

138. The recently appointed headteacher provides very positive leadership that gives a clear sense of direction to the school. He is well supported by the assistant headteacher and a committed team of teachers and support staff who work closely together. The shared sense of purpose that promotes and sustains improvement is an outstanding feature. For example, all staff, including the canteen staff and the school secretary, actively support the school's aim to promote bilingualism through their day to day interactions with pupils.
139. The school takes very good account of national priorities; this is also an outstanding feature. It has achieved a number of national awards that support the development of basic skills, promote the importance of healthy lifestyles and develop pupils' knowledge of sustainable development. The school operates a free breakfast club each morning. The creation of an early years unit has ensured that the school is well prepared for the introduction of the Foundation Phase and a whole school focus on developing bilingualism is evident across the school. The school has also achieved Dyslexia Friendly School status.
140. The school works closely with other providers of education, including the local high school, the consortium of local primary schools and colleges of further education. Work undertaken as part of the local consortium has included developing provision in the core subjects and moderating the assessment of pupils' work. The school's involvement in the Community Focused School's project has been particularly effective in developing links with the local community.
141. Procedures in place for undertaking the performance management of teaching staff are well established. The school ensures that staff have appropriate support and training to meet their targets. A programme to develop the leadership skills of teaching staff is on going.
142. Subject co-ordinators have clear responsibilities, which they undertake conscientiously. They work very closely with colleagues and provide appropriate leadership. Co-ordinators make good use of funding obtained from the General Teaching Council for Wales to develop their subject knowledge. All co-ordinators contribute to setting the strategic direction of the school by compiling annual action plans for their subjects.
143. Formal meetings are held annually with support staff to review their previous performance and evaluate the impact of performance on standards achieved. The meetings are effective in identifying development needs, with details recorded in staff development profiles.
144. The impact of training is evident in many aspects of school life, particularly within the work of the early years unit. The school has achieved Investor in People status in recognition of the work undertaken in this area.
145. School targets for raising standards achieved in the end of key stage assessments are firmly based on the comprehensive tracking of individual

pupils' progress, which is an outstanding feature. All pupils have challenging but realistic targets for their attainment at the end of key stage 1 and key stage 2, based on their individual capabilities. The vast majority of pupils achieve their targets.

146. Whole-school targets for development are identified in the school development plan (SDP). All targets within the SDP are addressed rigorously and action taken has resulted in raised standards in many aspects of the curriculum.
147. Governors are very supportive of the school and are regularly provided with comprehensive information about the school's operations by the headteacher. The role of governors as a 'critical friend' is very well established and effective. Governors help set the school's strategic direction appropriately each year and are actively involved with whole school self-evaluation. The significant involvement of governors to help set the schools' strategic direction is an outstanding feature.
148. Several governors visit the school regularly, and all governors are appropriately informed about the school's strengths and areas of development. Most governors have adopted subject areas and provide effective links between subject co-ordinators and the governing body. Governors regularly monitor and evaluate initiatives, developments, spending proposals and progress with the implementation of the SDP. They have a very good oversight of the financial budget and supervise expenditure well.
149. Governors meet several times each term as a full governing body and fully satisfy all regulatory and legal requirements. All statutory policies, documents and procedures have been adopted and implemented.

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

**Grade 2: Good features and no important shortcomings**

150. The findings of the inspection team match the judgement made by the school in the self-evaluation report. The inspection team agrees with the grades given by the school in the self evaluation report in all seven key questions.
151. The wide range of monitoring activities undertaken by the headteacher and subject co-ordinators includes the use of the school's individual data tracking system, monitoring of the school's performance against national and LA data, and lesson observations. Subject review procedures are rigorous, with a planned bi-annual review of all subjects.
152. Monitoring is used very effectively. For example, the data tracking system is used to identify pupils with additional needs, to monitor the trends of progress within whole class groups and to identify gender differentials. Subject co-

ordinators use the outcomes of their monitoring to create subject action plans. This is an outstanding feature.

153. The process of self-evaluation is well established within the school, with all staff and governors fully involved in the process. Previous self-evaluation reports have been used effectively to identify targets for whole school development, which have been incorporated into the SDP. The format of the school's self-evaluation report has recently been revised. The current report does not provide sufficient information to support the identification of strengths and areas for development.
154. The school council and Eco-council provide an effective voice for pupils in the school. Their views, for example on the development of the school grounds, are taken into account at every stage. The views of parents are sought informally, through discussion with individual parents, through the Friends of Abermorddu, and through the e-mail system, which allows parents to contact the school following the receipt of their newsletters. Formal consultation with parents is undertaken through feedback slips issued with annual reports. The views of the community are voiced through the governing body.
155. The SDP is a three-year strategic document, which identifies actions, responsibilities, time schedules, cost and success criteria for each target. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards, for example, the increased number of pupils achieving level 5 in one or more of the core subjects by the end of key stage 2, are the direct results of actions taken by the school.
156. The school has achieved significant and measurable improvement in many areas since the last inspection. The key issues have been diligently addressed in the line with the action plan prepared by the school and as a result, standards have risen in many areas of its work. This is particularly evident in the Reception class where standards at the previous inspection were judged as unsatisfactory and where now standards are good with outstanding features in all areas.

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

##### **Grade 2: Good features and no important shortcomings**

157. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
158. The school is adequately staffed with appropriately qualified teachers. All teachers have good subject knowledge that is relevant and up to date. Support staff make a valuable contribution in classes and are effectively deployed. The contribution of all staff in the early years unit is outstanding. The school secretary, caretaker and midday staff make valuable contributions to school life as part of their normal routines.

159. 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; however, the school is at an early stage in evaluating the full effect of the arrangements. The school is allocating and using resources provided for workforce remodelling effectively.
160. Continuous professional development for teachers is very well planned. It is linked to priorities in the SDP and the individual needs of teachers. All staff members have appropriate job descriptions, which clearly define their roles and responsibilities. Responsibilities for subjects and aspects are shared fairly between teachers.
161. The quality and quantity of resources is outstanding for the under-fives and good for all National Curriculum subjects. Pupils have access to learning resources that are generally sufficient and very appropriate to their needs. The wide range of reading books has helped to develop pupil's reading skills across the curriculum.
162. Resources are effectively located and are accessible to pupils and staff. Good use is made of the limited number of laptop and classroom based computers currently available at the school to further develop pupils' IT skills across the curriculum. The school is currently in the process of adding to, and updating, its information technology hardware and software.
163. The accommodation is adequate for the number of pupils on roll. It provides a comfortable, safe and attractive learning environment, with stimulating displays of work in all classrooms, corridors and the hall. Outside accommodation provides an exceptional range of facilities and experiences and is very well utilised. The playground areas are spacious and the early years outdoor area is a wonderful play and learning facility. An impressive garden, with flowers, a vegetable plot and a well planned nature trail is adjacent to the hard surface play area. There are two climbing areas and numerous seating areas for the children. The premises are well maintained by the caretaker and kept in a clean and tidy condition.
164. 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 SDP. The school has put to good use the money raised by the PTA for the benefit of the pupils.
165. Resources, including staffing, are kept under constant review by senior managers and governors. They believe that resources should provide maximum impact on teaching and learning, and should ensure maximum improvements in standards. Overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

#### **Language, literacy and communication skills**

##### **Grade 1: Good with outstanding features**

##### **Outstanding features**

166. Children in Nursery and Reception achieve very good standards in the development of their ability to communicate. By the end of Reception most speak clearly and confidently when expressing opinions and re-telling their own experiences.
167. The development of children's early reading skills is outstanding. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail.
168. Reception children continue to develop their reading skills and many read a simple text accurately. The most able read detailed text using a good range of skills to decipher unknown words. Their confidence in using their phonic (sounds of letters) skills is outstanding.
169. Children very confidently use emergent writing in a range of situations. Nursery children understand the purpose of writing and accurately read what they have written. Reception children spell simple words correctly, and independently use a word bank to support spelling. They create a range of reading material including small books, greeting cards and labels.
170. In both year groups children enjoy using the Welsh language. They spontaneously use Welsh words and phrases, frequently responding to their peers in Welsh as a natural part of conversation.

##### **Good features**

171. Children listen well to adults and to their peers. On occasions, for example when hearing about 'Tedi Twt's birthday, they listen very attentively.

#### **Personal and social development**

##### **Grade 1: Good with outstanding features**

##### **Outstanding features**

172. Children's ability to concentrate for long periods is outstanding. They become very involved in the tasks that are prepared for them. This supports their learning and enables them to benefit in full from the activities they engage in.
173. All children have a very good understanding of the routines in the early years area and an outstanding level of independence. They take responsibility for the equipment they use, water the plants as a matter of routine and clear away

equipment, independently washing their own paintbrushes and sweeping the floor, before moving to another activity.

174. All children under five relate very well to each other and to adults. They show exceptional care, respect and affection for their peers, playing well together and readily sharing their equipment.

### **Good features**

175. Children confidently experiment with new learning opportunities. They display a sense of awe and wonder when, for example, they use 'rainbow crayons' in the writing area.
176. Children are successfully developing their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.

### **Mathematical development**

#### **Grade 1: Good with outstanding features**

#### **Outstanding features**

177. Children show an outstanding awareness of number when working independently. They count accurately and confidently when working in the role-play area, and when working in the sand and water.
178. Children in Nursery and Reception confidently explore higher numbers. Reception children correctly identify the missing numbers from a number line using numbers to 20.
179. Reception children confidently work with numbers to 10. They correctly identify the number of objects to 5 and beyond, without the need to count them. They combine numbers that make five, understanding that there is a range of possibilities. They use correct mathematical symbols to record their findings.

#### **Good features**

180. Children in Nursery and Reception recognise and recreate basic patterns independently using a range of apparatus.
181. Children under five are making good progress in developing their early mathematical understanding when they play in the sand and water. Their understanding of full and empty, more and less, is very well developed.
182. Nursery and Reception children show a good understanding of the mathematics of money. The most able attempt to provide 'change' for the customers at the Fish Shop.

## **Knowledge and understanding of the world**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

183. Children under five talk confidently about their homes and where they live. Their knowledge of life in other countries, explored through their time in the Mud Hut role-play area and through their work on India, is outstanding.
184. Nursery and Reception children take great delight in exploring objects on the discovery table. They ask searching questions about why things happen and display an outstanding awareness of the properties of materials when, for example, they use magnets and observe the reactions of other materials to them.
185. Nursery and Reception children confidently name a wide range of familiar animals. They know that some animals provide us with food, for example eggs, and are aware of what animals require in order to live. They understand that plants need water and light in order to grow.

#### **Good features**

186. Children under five are developing a good awareness of the seasons and their features. They are developing a good knowledge of time and what times of the day certain events happen.
187. Through visitors to the school, children have a good knowledge about the work people do. They name a large number of people who help them both in school and in the wider world.
188. Children have a very well developed understanding of the purpose and use of money.

## **Physical development**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

189. Children in Nursery and Reception show a very good awareness of their own bodies when they run, walk, skip and jump. They move very confidently, with increasing control and awareness.
190. All children handle small tools such as pencils, paintbrushes and crayons with outstanding control and a high degree of skill.
191. During dance lessons, Reception children show a very good awareness of their bodies when they evaluate the quality of their movements and suggest improvements.

### **Good features**

192. During outdoor activities, children skilfully manoeuvre a range of wheeled vehicles, carefully following a chosen path and avoiding other children. They move with confidence along the climbing frame.
193. Children in Nursery and Reception understand the importance of diet, rest and sleep. Reception children are developing a good awareness of healthy and unhealthy foods. They show a good awareness of safety issues, particularly when working in the outdoor area.

### **Creative development**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

194. Children in Nursery and Reception handle paint skilfully when creating pictures. The older children name the primary colours and successfully create the secondary colours they require.
195. Children work independently and imaginatively on a range of art projects. They create detailed mini-beast models using clay, and use the model as a basis for creating a 2-dimensional painting of their model. Both the paintings and the models are exceptionally detailed pieces of art work.
196. All children confidently assume a role when they play in the Fish Shop, and the level of their imaginative play is very good.

### **Good features**

197. Nursery and Reception children enjoy working in a range of creative activities, including small world play with dinosaurs. They use a range of malleable materials skilfully.
198. Children in Nursery and Reception enjoy creating simple songs using a range of musical instruments. They handle the instruments correctly and mark their beat accurately.
199. During dance lessons, children use a good range of appropriate movements in response to a range of music.

<b>Welsh second language</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

**Key stage 2: Grade 2: Good features and no important shortcomings**

### **Good features**

200. Pupils mostly respond well to the variety of incidental Welsh spoken in situations throughout the day. In class, they readily respond when their teacher speaks phrases in Welsh and demonstrate a good understanding of instructions given during lessons.
201. Pupils in key stages 1 and 2 listen attentively. They listen carefully to questions, concentrating on known sentence patterns. They work well together in pairs and have a good recall of a range of songs and hymns.
202. In key stage 1, pupils' familiarity with the spoken word is developing well. They understand a range of everyday vocabulary and sentence patterns. Pupils pronounce words well as they confidently answer questions about the weather, likes and dislikes of food, and personal details, demonstrating a secure understanding of the language. They make good attempts at the pronunciation of new vocabulary in their conversations about a toy bear hiding under a bucket.
203. In key stage 2, pupils generally use a good range of vocabulary and sentence patterns to respond to questions and engage in conversation. They are developing a command of the negative and positive forms of responding to questions, and answer questions about their likes and dislikes using the past and present tenses. The majority of pupils speak confidently and pronounce words accurately when using known speech patterns. When reading their own work aloud, older pupils speak with expression. Pupils use drama and role-play activities to extend their use of the language and achieve a good standard in their understanding.
204. Pupils of all abilities make good progress in their reading and writing skills. Pupils in year 1 make good progress in writing simple sentences using an increasing vocabulary about personal details, the weather and parts of the body. In year 2, pupils write for an increasing range of purposes with their independent writing developing well. They successfully use a variety of sentence patterns. They read accurately when asking for information about a toy bear and write their replies to create a "class book"
205. Pupils in key stage 2 write for a range of purposes, using examples of a variety of sentence patterns and a good range of relevant vocabulary. They have good recall of the meaning of words, and demonstrate understanding of the familiar text and books they read.

### **Shortcomings**

206. In key stage 1, pupils do not readily extend their learning of Welsh when completing tasks in groups.
207. In key stage 2, pupils do not always extend their independent writing by using unfamiliar sentence patterns. They rely heavily on familiar sentence patterns.

## Design and technology

**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### Outstanding features

208. Pupils in key stage 1 very confidently explore a range of materials when assembling a model. They select their materials with care, giving due consideration to the properties of the material. They very successfully join materials using split pins, masking tape and paper clips. They handle their chosen joining material with great skill and an outstanding level of independence.
209. In key stage 2, pupils use an extensive range of mechanisms when they create moving parts for a story book, including pop-ups, sliders, hinges and rotary levers. The evaluations of their finished products are outstanding and include carefully considered ideas about how to overcome the difficulties they have identified.
210. Within their task to design and make a pair of slippers, pupils in key stage 2 use an extensive range of research techniques to inform their design specification. They understand precisely the requirements of the task and use a range of sources of information to generate ideas, including questionnaires and investigating bought items.
211. Pupils adapt their ideas in the light of their findings, showing appropriate concern for safety in the design specification and the materials they select. They produce an outstanding range of individual designs, carefully planned to appeal to a specific market.

### Good features

212. Pupils in key stage 1 confidently use a range of skills when they design moving parts to enhance the books they are making. They cut accurately with scissors, fold carefully and insert their moving part into the book successfully. Pupils talk confidently about what they like and dislike about their finished products. They clearly identify how the books they have made could be improved.
213. Pupils in key stage 2 design and make a range of Victorian toys, which are finished to a high standard. They successfully incorporate a range of simple mechanisms, which are used to produce different types of movement.

### Shortcomings

214. There are no important shortcomings.

## Art

### **Key stage 1: Grade 1: Good with outstanding features**

### **Key stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

215. Pupils in key stages 1 and 2 demonstrate a high level of ability and confidence in using a wide range of media. All pupils, including the youngest, work with charcoal, pastel, paint, crayon and clay to produce images, collage and artefacts.
216. Key stage 1 pupils work with much sustained concentration to produce paintings in the pointillist style of African art. They take pride in the very pleasing results obtained and describe the process well using accurate vocabulary.
217. Year 6 pupils show extensive knowledge of a wide range of artists, including many from Wales. They express personal responses to art showing considerable insight and mature consideration. When talking about art, they use correct vocabulary confidently and accurately.
218. Older pupils in key stage 2 demonstrate a high level of skill and imagination. Dramatic abstract pieces emulate the style of Jackson Pollock. A display based on the artist Nicholas Evans includes some striking and original examples of pupils' work in two and three dimensions.

#### **Good features**

219. Pupils in key stage 1 show good progression in the development of their skills. They confidently select and use a variety of tools. Responses are individual and show the development of good observational skills.
220. Key stage 1 pupils confidently experiment with mixing primary colours. They apply this skill successfully to create portraits of a good standard.
221. Year 3 pupils achieve good results in a range of media, including clay, using sunflowers as a stimulus. Some pupils effectively combine pastel colours to achieve subtle shades and texture.
222. Key stage 2 pupils show an imaginative use of the selected materials and a sensitive response to the subject when they produce an eye-catching display of 'The Beech Forest' in mixed media, including oil pastels, metallic paint, tissue, hologram paper and natural materials.
223. In both key stages, IT is effectively used to support the development of research, observational and design skills. Pupils use digital cameras as part of

their investigations, and competently use software packages to produce colourful and imaginative designs.

### **Shortcomings**

224. There are no important shortcomings.

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

### **Key Stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

- 225. The standard of singing achieved by key stage 2 pupils is outstanding. Pupils sing a wide range of songs in Welsh and English, in unison and in two parts, very clearly and with expression.
- 226. The standards achieved by year 6 pupils in composing and performing music using tuned and untuned percussion instruments are also outstanding. They thoughtfully evaluate their work, using musical terms correctly.
- 227. The school choir reached very high standards of singing in a professional bilingual production, 'Wild Cat', in partnership with the Welsh National Opera.

#### **Good features**

- 228. Key stage 1 pupils sing tunefully and with much enthusiasm. Year 1 pupils sing a longer song in Welsh with confidence, clear diction and expression.
- 229. Pupils at the end of key stage 1 maintain a steady beat in time to music. They take part well in a class piece of music under the direction of their teacher. The vast majority of pupils play their chosen instruments correctly to obtain a pleasing result.
- 230. Pupils in key stage 2 successfully internalise a variety of rhythmic patterns and beats. Pupils' good standard of listening shows in their capacity to discriminate between sounds.
- 231. Year 4 pupils learn and refine the performance of a Welsh song. All pupils participate fully, demonstrating great enthusiasm and contributing to the good standard of the final piece.
- 232. Pupils at the end of key stage 2 express personal responses to music with sensitivity. In their responses they can use terms such as 'crescendo', 'diminuendo', 'drone' and 'ostinato' accurately.
- 233. A significant number of pupils play musical instruments and benefit from peripatetic tuition. They develop a good level of skill, and perform with confidence in school assemblies and as part of the school orchestra.

## **Shortcomings**

234. There are no significant shortcomings.

<b>Religious education</b>
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**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

235. Pupils in key stage 1 have a good understanding of right and wrong, and appreciate the need to care for others. Pupils have a good knowledge of the main Christian festivals including Christmas and Harvest. They recall, in detail, the Easter story, including the events prior to the crucifixion. Pupils understand that the Bible is a special book for Christians and that Christians go to church to pray. They understand why people pray and suggest appropriate ideas for inclusion in a prayer of thanksgiving.
236. Pupils in key stages 1 and 2 develop a good knowledge of Judaism as they return to their studies of the religion in different year groups. Key stage 1 pupils recall the work they have done on the festival of Hanukah. Key stage 2 pupils successfully compare and contrast aspects of Christianity and Judaism.
237. Pupils in key stage 2 use their study of significant figures, for example Florence Nightingale and Martin Luther King, to reflect on their characteristics and the relevance of them to their own lives. They recognise the importance of respecting the views of others.
238. Pupils in key stage 2 are aware of the symbolism of the Urdd logo and recall the goodwill message sent annually from the Urdd. They successfully create their own goodwill messages to support people across the world.

### **Shortcomings**

239. Pupils in key stage 1 are unfamiliar with the purpose of symbols which are found in churches.
240. Pupils in key stage 1 are uncertain as to whether the stories they have heard, for example 'Noah's Ark' and 'Jonah and the Whale' are found in the Bible. Their knowledge and understanding of the stories told by Jesus is limited.
241. Pupils' knowledge of faiths other than Judaism and Christianity is underdeveloped in key stage 2.

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

The staff, governors and pupils wish to thank the inspection team for the thorough, friendly and professional manner in which they conducted the inspection. The inspection process has been a positive experience that has agreed with our evaluation that we provide a good standard of education with many outstanding features for the children attending our school.

We are delighted with the initial statement that we are a good school with outstanding features, particularly in the way we care for, guide and support our pupils.

We are proud of the fact that the percentage of lessons where pupils' standards of achievement were deemed grade 1 was particularly high.

The headteacher, staff and governors are proud that their vision for the school has been recognised and acknowledged. The governing body and the staff are committed to maintaining the high standards already achieved and will continue to monitor and evaluate in order to further the outstanding successes of Abermorddu School for the benefit of all our pupils.

An action plan will be put in place to address the three recommendations in the report. A copy of the schools' action plan in response to the Inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making.

We have found Estyn's new inspection framework to be an extremely rigorous, though, positive and productive experience.

## Appendix 1

### Basic information about the school

Name of school	Abermorddu C.P. School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Cymau Road, Abermorddu, Wrexham Flintshire
Postcode	LL12 9DH
Telephone number	01978 760647

Headteacher	Mr. I. G. Roberts
Date of appointment	1 <sup>st</sup> September 2007
Chair of governors/ Appropriate authority	Cllr. H. Isherwood
Registered inspector	Mrs. L. J. Williams
Dates of inspection	26 <sup>th</sup> – 28 <sup>th</sup> June 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	27	21	17	23	25	20	27	175

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9.4

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	18:1
Pupil: adult (fte) ratio in Nursery classes	13:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding Nursery and special classes	23
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	84.7	93.0	94.3
Autumn 2006	88.5	93.6	94.3
Summer 2006	96.8	94.7	93.6

Percentage of pupils entitled to free school meals	6.13%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		24		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4	17	50	29
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	4	29	38	29
		National	0	4	14	55	27
En: writing	Teacher assessment	School	6	0	17	72	0
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	6	0	0	61	28
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	5	0	5	53	26
		National	0	2	10	63	24
Science	Teacher assessment	School	5	0	0	58	26
		National	0	2	9	65	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	93.7	In Wales	80.6

#### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		21						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	14	68	18
		National	0.3	0	0.1	0.5	0.6	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	68	14
		National	0.3	0	0.1	0.5	0.5	3	14	47	33
Science	Teacher assessment	School	0	0	0	0	0	5	18	72	5
		National	0.3	0	0.1	0.5	0.3	2	11	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment	
In the school	77.3
In Wales	74.2

- 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

## Appendix 4

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

The inspection was carried out by a team of four inspectors, including a lay inspector, over a period of eight inspector days.

The headteacher was the nominee and played a supporting role during the inspection.

Pre-inspection meetings were held with the headteacher, parents, staff and governing body.

The inspectors met as a team prior to the inspection.

Twenty-seven questionnaires were returned, analysed and summarised.

Discussions, including post inspection meetings, were held with the headteacher, teaching staff and support staff.

Discussions were held with pupils and members of the school council and the eco council about their work in the school.

All documentation submitted by the school, prior to and during the inspection, was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.

Pupils were observed as they arrived and departed from the school and during the mid-day and other breaks.

Pupils' behaviour was observed at various times in the school day.

Samples of pupils' work, practical and written, from across the ability range in each age group, were examined.

Twenty-nine lessons or parts of lessons were observed.

Inspectors attended assemblies.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1, 4, 5 and 6 Children under five Design and technology Religious education
Mrs Carolyn Thomas Team Inspector	Key Question 7 Welsh second language
Mrs Eileen Jones	Key Questions 2 and 3 Music Art
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mr Ian Roberts Headteacher/Nominee	Contributions to all meetings

### **Acknowledgement**

*The Registered Inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

### **Contractor:**

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