

## REPORT BY H M INSPECTORS

On

### ACTON PARK JUNIOR SCHOOL, WREXHAM

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#### CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	5-6	6-7	7-8	8-9	9-10	10-11	11-12	2-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

#### GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### The school and its priorities

The school is situated in the northern outskirts of the town of Wrexham. The area is described as neither prosperous nor economically disadvantaged. The number of pupils on roll has remained steady at around 250 over the last four years, but has recently risen and currently stands at 274. The intake of pupils covers the full range of ability. There is a Resourced Unit which provides for 12 pupils who have special educational needs statements for speech and language difficulties. In mainstream classes there are 60 pupils on the special educational needs register, the majority are at the lower stages of need, three pupils are in the process of being assessed for statements and six pupils have statements. Ten per cent of pupils are entitled to free school meals, which is below average for both the local education authority [LEA] and national figures. With the exception of two pupils, whose first language is non-European, all pupils use English as their home language.

The school was last inspected in May 1996. Since that time, a new headteacher and deputy headteacher have been appointed and the Resourced Unit has been opened.

The school's vision statement is *Building on success together to ensure high quality education for all*. The school has carefully considered specific projects for development which all have the potential of a positive impact on standards. The main areas for further improvement identified by the school are: personal and social education; information and communications technology [ICT]; special educational needs and self-evaluation.

## 2. MAIN FINDINGS

### The main findings of the report

Acton Park Junior School is a good school where pupils enjoy a high quality of life in all their work and play. This is due to very good management, good teaching, a rich curriculum, and the effective care and consideration which exists between pupils and adults who work in the school.

### Standards of achievement

Pupils' standards of achievement in the different subjects of the National Curriculum [NC] and religious education are as follows:

Subject	Standard
English	Good
Welsh	Good
Mathematics	Good
Science	Good
Design and technology	Satisfactory
Information technology	Satisfactory
History	Good
Geography	Good
Art	Good
Music	Good
Physical Education	Good
Religious Education	Good

- Since the last inspection, good standards have generally been maintained with an improvement in science, geography and art.
- Pupils have more skills in information technology, but the national expectations for the subject have increased. The school has recently been able to make significant changes in the provision for information technology and is well placed to further improve upon standards in the subject.
- Standards achieved by pupils in 30 per cent of observed lessons were satisfactory, 65 per cent were good and five per cent were very good.

- The use of literacy and numeracy across the curriculum is good and information and communications technology is applied to a satisfactory standard.
- Pupils of all ages and capabilities, including those with special educational needs and those who use English as an additional language, are making good progress.

### **Educational provision**

- The curriculum provided by the school is good and fully meets requirements.
- There are clear schemes of work for all subjects which provide good guidance.
- There is effective planning for teaching, which gives equal access for all pupils to a full curriculum.
- There are high expectations for pupils' behaviour and standards of work from teachers and learning support assistants.
- Extra-curricular activities and educational visits are a strength of the school. They give pupils very valuable experience of heritage, culture and recreational activities.
- The provision for personal and social education is good.
- The use of assessment in English and mathematics is very good. There are many good aspects of assessment in the remainder of the curriculum.
- Parents appreciate the written reports and both formal and informal meetings concerning their children's progress.
- Provision for special educational needs is very good and fully meets the Code of Practice.
- The quality of teaching was good in 60 per cent of lessons, ten per cent were very good and the remaining 30 per cent were satisfactory.
- Teachers and learning support assistants work well together.
- Homework features prominently and helps pupils make progress.
- Procedures for promoting the welfare of pupils are very good.
- Partnerships with parents and community, schools and other institutions are very good.
- Partnership with industry is good.

### **Spiritual, moral, social and cultural development**

- The social and moral development of pupils is very good. Their spiritual and cultural development is good.
- Pupils' response to the school's spiritual, social, moral and cultural provision is very good.
- The daily act of collective worship makes a positive contribution to pupils' spiritual, moral and social development.
- There are several examples of the culture of Wales and other countries in the curriculum but there is scope for further activities, particularly in multi-cultural aspects.
- Pupils' behaviour and attendance are good.

### **Management and efficiency**

- The school community shares a common purpose to provide the best for pupils and a deserved sense of pride in the school.
- The overall quality of self-evaluation and developmental planning is very good, but lacks use of quantitative targets.
- Leadership and management by the governing body and senior staff are very good. The headteacher is a dedicated and astute leader.

- Financial management is very good, being well informed and firmly linked to whole school development planning.
- Systems for financial management have been audited and approved.
- The teachers are appropriately qualified for their duties.
- The ratio of pupils to teachers is not quite as generous as the average for the LEA. The recent appointment of additional learning support assistants has done much to improve this situation.
- The daily life of the school runs smoothly with well established routines.
- The secretary, caretaker, cleaning, supervisory and catering staff make very effective contributions to the running of the school and to pupils' welfare.

#### **Progress since the last inspection**

- The previous inspection of May 1996 identified four key issues for development. These involved the allocation of curriculum time, standardised assessment, safety and staff development.
- The school has systematically considered all the key issues from the previous inspection and put them right.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

In all the lessons observed, standards achieved were satisfactory or better. In 30 per cent of lessons standards achieved were satisfactory, in 65 per cent they were good and in five per cent were very good.

- Standards are good in religious education and all NC subjects, with the exception of information technology and design and technology where they are satisfactory.
- Since the last inspection standards have generally been maintained, with an improvement in science, geography and art. Whilst pupils have more skills in information technology since the last inspection, the national expectations for the subject have increased. The school has done much to keep pace with this change and is well placed to further improve upon standards in information technology.
- Pupils throughout the school, including those with special educational needs and also pupils who use English as an additional language, are making overall good progress.
- School records show an under-performance of boys compared to girls in Year 3 which becomes significantly less as they progress to the end of Year 6.
- The school set demanding targets for the 2001 NC tests [SATs] which were exceeded.
- Over the last four years there has been a steady improvement in SAT results.
- Compared with all schools in Wales, all SAT results were towards the upper quartile mark. Compared with similar schools in Wales [those with a free school meal entitlement between nine and 16 per cent] the SAT results were just above average for English and mathematics and overall were average. The school's results were above the average for the LEA.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards in using literacy and numeracy across the curriculum are good. The use of ICT to support learning in all subjects is satisfactory.

- Pupils speak audibly and articulate their ideas well. They converse easily with adults and other pupils.

- Many pupils concentrate and focus well on the task in hand. They listen carefully in assemblies and in most lessons, learning well from what they have heard.
- They read competently for their age and ability, and demonstrate good comprehension of texts and worksheets in their subjects. Pupils who require more practice in raising their literacy levels are given useful experience on a commercial individual learning programme.
- Most pupils write well in a variety of styles. In history and religious education many write at length. They use the terminology of different subjects confidently and accurately.
- Numeracy skills across the school are good overall. For example, pupils use number skills well in history in the context of talking about the Victorians and completing a grid for Victorian timetables. In Welsh, design and technology, physical education and music they apply aspects of numeracy constructively.
- The application of ICT skills across the curriculum is not sufficiently present in pupils' work. For example, word processing is underused in drafting work in English and minimal use of computers is made in music and art.
- Pupils competently research information on the internet and CD-ROMs. The use of data bases to produce block graphs is well established in several subjects. Where word processing is used, pupils' work is well laid out, for example, in their contributions for the annual school magazine.

#### 4. ETHOS OF THE SCHOOL

##### 4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' social and moral development is very good. Their spiritual and cultural development is good. Pupils respond very positively to the school's spiritual, social, moral and cultural provision.

###### *Spiritual*

- The twice weekly whole-school assemblies are well planned. There are class assemblies on the other three days of the week. Since the previous inspection class assemblies, have become more consistent in quality. The themes of the assemblies are comprehensive and range over a broad spectrum of spiritual, moral, social and cultural topics.
- The daily acts of collective worship take place in assemblies and make a significant contribution to the pupils' spiritual, moral and social awareness.
- Pupils are offered many opportunities for individual reflection on their own and others' values through circle time and aspects of the curriculum such as religious education, English and history. Many pupils have written their own appropriate prayers.
- Pupils take part in the LEA's Tapestry of Life and Faith Festival and the school has strong links with the local churches and clergy.

###### *Moral*

- The school's pastoral care programme emphasises the moral development of pupils.
- In all aspects of school life pupils learn from the good model of care for others and sense of purpose shown by all staff.
- The school is committed to fundraising for various charities such as Hope House, Nightingale House and the Maelor Hospital. Local senior citizens and members of the community attend concerts and services at the school, including the Armistice Day service.
- Pupils carry out the duties of prefects conscientiously and responsibly.
- Pupils have a very acute understanding of right and wrong behaviour and attitudes. This is evident from their conduct and comments in class and from the way they collaborate in group work. They play co-operatively together.

### *Social*

- There is an ethos of mutual respect in the school and pupils are courteous to visitors, with whom they converse easily and confidently.
- Parents and governors agree that the school is a happy and supportive community.
- Pupils develop very good social skills through the many public performances they give, through residential visits, such as to Urdd camps, and through the many study visits they go on in relation to their studies.
- They enjoy creating leaflets about their school for prospective pupils in the 'Adopt an Infant' project and contributing to the successful school magazine.

### *Cultural*

- Pupils gain a good understanding of cultural aspects through their curriculum.
- There is a Welsh dimension to many activities. Pupils explore the local area and further afield in history and geography, for example Chirk castle, the River Dee and Legacy. They use the Wrexham town library frequently as a venue for arts based projects.
- Pupils have competed successfully in the Urdd Eisteddfod and participated in the National Eisteddfod.
- The culture of Wales is further enhanced by an annual school eisteddfod and the celebration of St. David's day, but there is scope to extend this aspect in literature, music, assemblies and art.
- Appropriate attention is paid to other cultures within the provision, but there is scope for more in-depth approaches to attitudes to race and multicultural issues.

## **4.2 Behaviour and Attitudes**

Standards of behaviour are good. Pupils have a very positive attitude and this is reflected in the good quality of life in the school.

- The school's rules and code of conduct are fully supported by parents and the aims for pupils to be polite and helpful and to keep the school free from litter and graffiti are effectively achieved.
- Pupils behave well around school. At break-times they organise themselves well to play games such as football. These are conducted in good spirit and interruptions caused when adjacent 'matches' overlap, are routinely tolerated without incident.
- Staff supervision at break-times is good and ensures that pupils play together sensibly and safely.
- Behaviour in lessons is good and often very good and contributes significantly to pupils' progress and standards of achievement. They show interest in lessons, are often enthusiastic about their work and most sustain concentration very well.
- Teachers use effective strategies such as thoughtful grouping and seating arrangements, setting high expectations for good behaviour and rewarding very good behaviour with valued awards such as house points and certificates.
- Learning support assistants are effective in supporting pupils who have attention, emotional or behavioural difficulties and recently introduced individual behavioural plans are used well to focus on suitable targets for improvement.
- Good procedures, including good liaison with parents, are operated within the school on the rare occasions that pupils' behaviour becomes persistently challenging and these are generally effective. When these are insufficient to manage the challenge in individual cases, good liaison with and additional support from the LEA helps to resolve difficulties and prevent exclusion.

- The school is very effective in its procedures to deal with bullying or discrimination, including sexism and racism. Pupils are confident that they can approach staff and that any anxiety will be addressed fairly.

### **4.3 Attendance**

Overall, pupils' attendance and punctuality are good, which has a positive effect on their standards and progress.

- The great majority of pupils are eager to attend school and value the certificates and other rewards for good attendance awarded to individuals and classes.
- Absence and intermittent attendance are carefully monitored and the school intervenes promptly if problems occur.
- The school has made a realistic start towards improving overall attendance through reducing the number of holidays taken in term-time by informing parents of the target. Early intervention and the involvement of the Educational Social Worker (ESW) and other outside agencies means good progress is being made towards maximising individual attendance.
- Registration procedures are efficient and comply with requirements.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was satisfactory or better in all lessons observed, including 60 per cent where it was good, ten per cent where it was very good and in the remaining 30 per cent it was satisfactory.

- The quality of teaching is good, overall, and makes a very positive contribution to pupils' standards of achievement, their behaviour and attitude to learning and the good quality of life in the school.
- Teaching plans for each term and for individual lessons are well detailed ensuring that pupils make good progress. The regular planning meetings between teachers who teach the different classes in each Year group result in pupils of the same age being taught the same curriculum.
- There is an appropriate range of strategies to set work for pupils which is well suited to their differing abilities.
- Pupils' work is regularly marked with encouraging comments, which pupils value and find motivating. There are examples of marking which set specific tasks for pupils to help them make progress but this is not consistent in all subjects.
- Teachers have set overall learning targets for pupils in mathematics and English which are pasted in the pupils' exercise books. These targets are a positive aid to pupils' learning where they are precise and understood by pupils.
- Teachers have a good knowledge of the subjects they teach. Their understanding of information technology has increased significantly since the school recently started the national training programme in the subject.
- The use of specialist teachers has a noticeable impact on the achievement of the pupils in religious education, music, art and physical education.
- Good support is provided for pupils who use English as an additional language.
- A good range of groupings of pupils, from whole class to individual work, is suited to lesson content.
- An overhead projector is used in many classes as a positive aid to teaching but the quality of the image is variable. Effective use is made of video and audio tapes.

### **5.2 Assessment, Recording and Reporting**

The school's overall arrangements for assessment, recording and reporting of pupils' attainment and progress are good.

- Very good procedures are used consistently to assess and record pupils' attainments accurately in the core subjects through half-yearly standardised tests and ongoing assessment and recording of individual achievement of learning during lessons.
- The information resulting from these assessments is used very effectively to identify pupils who could do better and 'booster' groups are set up. These pupils are supported to very good effect by some teaching in small groups and in after-school sessions, which result in higher attainment.
- The school is effective in its analysis of SATs results and it sets targets for pupils' achievement which are higher than LEA expectations.
- In the foundation subjects, assessment is less precise. Pupils' learning is assessed at the end of a topic and recorded each term using NC criteria. This is a school focus for further development. In design and technology, history and geography, learning targets are being more clearly stated in schemes of work so that assessment may be more readily used in the teaching, assessment and planning cycle. This good development is likely to be effective in raising standards.
- Annual reports to parents are suitably detailed and give parents a useful and valued picture of their children's progress. These reports are supplemented by very well attended termly parents' evenings during which parents discuss their children's work programmes and the progress being made. The reports and meetings are very effective in promoting good collaboration between home and school over pupils' learning.

### 5.3 Curriculum

The school provides a good quality curriculum which offers breadth and balance and meets the requirements for teaching religious education and all NC subjects.

- The organisation into ten classes ( three in Year 3 ) works well as there are no cross-stage or across-year classes. Although the older classes have 33 or more pupils, they receive effective full-time support from learning support assistants.
- 'Booster groups' have been selected for focus on literacy and numeracy and raising boys' achievement. Pupils across the school, are thoughtfully set according to ability in mathematics and English.
- There are effective links between subjects and they give depth to the learning process.
- There are clear schemes of work for all subjects and these give good guidance to teachers to plan lessons. Lesson plans are thorough and suitably reflect the scheme of work ensuring coverage of the required curriculum.
- A homework policy has been formalised since the last inspection. Homework is relevant, consistently given to pupils and helps them to make progress.
- Visitors to the school and pupils' study visits to many places of relevance and interest make a very significant contribution to pupils' learning, for example Jodrell Bank, Wrexham Science Festival, Legacy and the Hoya Lens Factory. The timing of these events is efficiently linked to the teaching programme.
- The Cwricwlwm Cymreig has an appropriate place in many subjects, but this could be better supported by a more consistent use of incidental Welsh.
- Personal, social and health education successfully permeates the academic provision and the ethos of the school. The school identifies where the curriculum deals with these issues and is actively checking against coverage of the guidance produced by central government in these areas.
- Extra-curricular provision is very good. There is a great wealth of clubs and activities attended by good numbers of pupils who participate regularly and eagerly. These include a range of sports and musical activities, including two choirs, a band, an orchestra and peripatetic instrumental tuition. There is an interesting menu of clubs such as scrabble, 'eco', reading, maths and computer, cookery, gardening and drama.
- All pupils have appropriate access to the whole curriculum provided by the school.

- For those pupils whose curriculum is modified, the focus is on literacy. Those who are disapplied do not learn Welsh formally but are suitably introduced to incidental Welsh. Both groups are making steady progress.

#### **5.4 Support, Guidance and Pupils' Welfare**

The overall quality of provision for the support, guidance and welfare of pupils is good.

- All teaching and support staff know the pupils well. Pupils know who to turn to if they are in need of help or support.
- There are strong links with the associate infant school so that pupils' needs are well known from entry into school.
- Relationships between pupils and teachers are very good. Pupils value the varied ways in which the school recognises pupils' personal and academic achievements, such as the house system and the presentation of certificates.
- If parents want to discuss matters of concern they appreciate the ready access they have to teaching staff and the effective quality of support they receive.
- Should issues of bullying arise, parents report that they are dealt with very rapidly and sensitively and do not reoccur.
- There are well established routines to ensure the safety of pupils. For example, there are regular health and safety surveys carried out using an appropriate checklist with action taken if there is a need.
- Child protection procedures are well known in the school and also made clear to any supply staff.
- The governing body has been successful in making the road and entrance area to the school as safe as possible.
- All supervisory staff are trained and familiar with routines used to promote pupils' welfare.
- Arrangements for health education and sex education are appropriate.
- Healthy eating is positively promoted through recent changes made to the provision of break-time snacks.

#### **5.5 Provision for Pupils with SEN**

Overall the provision made for pupils with special educational needs is very good.

- Very good procedures which satisfy the requirements of the special educational needs Code of Practice are consistently implemented both in the mainstream classes and in the speech and language unit.
- Teachers responsible for pupils with special educational needs are well qualified and experienced in meeting the needs of the pupils. Support staff are suitably trained to carry out their various roles effectively.
- Pupils are effectively assessed for specific difficulties such as coordination, visual discrimination, auditory memory or emotional problems, and the school has established very good links with an occupational therapist, audiologist, educational psychologist, information technology advisor, professional counsellor and significant support from specialist ophthalmology.
- The very good data on pupils' progress resulting from regular assessments is used effectively to update learning targets in individual educational plans [IEPs]. This data is not collated for use in the identification of priorities for improving provision both for mainstream pupils and for those pupils in the Resourced Unit.

### **Provision to meet the special educational needs of pupils in mainstream classes**

- The special needs register is effectively used and managed and appropriate levels of support are provided in agreement with the LEA according to the outcomes of very good assessment of pupils' progress. At the time of the inspection 60 pupils were included on the register.
- The school responds quickly to any cause for concern and with the collaboration of parents makes suitable provision to meet pupils' needs, either in literacy, numeracy or behaviour.
- The quality of teaching is very good and pupils make very good progress in their basic literacy or numeracy skills.
- In withdrawal groups, a very good rapport is established through a positive use of praise and encouragement, tasks are well matched to pupils' needs and interesting and challenging approaches are used. These ensure that the pupils enjoy their sessions and have a positive attitude to learning.
- Registered pupils have good support in classes from appropriately deployed assistants as a result of effective liaison between the special needs coordinator, the visiting LEA special needs support teacher and the class teachers and learning support assistants.
- For pupils where there is a concern over their speech and language development, specialist support is not readily available due to depleted local services.
- A school policy for gifted and talented pupils is implemented to enable pupils to reach appropriate standards academically and develop their personal talents such as sporting or musical skills.

### **Provision within the Resourced Unit for speech and language**

Twelve pupils, aged from 7 to 11, from the Wrexham area attend the unit. All have statements of special educational needs related to speech and language difficulties.

- The unit is well managed with successful procedures which satisfy requirements. Staff are efficiently deployed to meet pupils' needs. Resources are good and used effectively.
- Pupils have a suitably modified, broad and balanced curriculum which is effectively enhanced by appropriate integration of individuals or small groups of pupils, with support from unit staff, into mainstream classes. All pupils in the unit benefit from being fully integrated into the life of the school.
- Very good use is made of regular assessment to check pupils' progress and inform the planning of pupils' learning targets.
- Pupils make very good progress in relation to their capabilities and language difficulties as a result of consistently good teaching, programmes of work matched to individual needs and good professional support from visiting speech and language therapists.
- As a result of good progress, a significant minority of pupils are re-integrated into mainstream classes by the time they reach secondary school age.

### **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school's links with parents and the community, schools and other institutions make a very good contribution towards pupils' overall development and standards of achievement.

- Parents are kept well informed about the school through the very good quality information provided including the school prospectus, annual report to parents, curriculum evenings, weekly newsletters, parents' notice

board, diaries and parents' evenings. They find the school welcoming and staff approachable for discussion of any concerns.

- Parents make a good contribution to school life in a variety of ways.
- The Parents Association Committee raises substantial amounts of money through well-supported events such as discos. Funds are put to good use, providing additional equipment and learning resources.
- A small number of parents and other adults help regularly in school supporting reading and computer work. Other parents contribute on an ad hoc basis, for example with cycling proficiency tests, after-school clubs, sport and on trips.
- The school's liaison arrangements with other schools, particularly the infant school and the main receiving secondary school, are very good. These arrangements effectively support pupils' learning as they move through their school lives.
- The school's very good links with other schools in the local consortium enable joint participation in projects, such as the Acton Park Maths Trail, which enhance pupils' learning and social experiences.
- The school makes very good use of the wider community and its members to develop pupils' social skills and the standards they achieve. For example, pupils make use of Acton Park and the town of Wrexham as a basis for their history and geography studies. A particular relevance is brought to the school's Remembrance Day service by the attendance of family representatives of those who died in war.
- The school's well-established partnership with the North East Wales Institute [NEWI], providing initial teacher training placements, makes a good contribution to standards in school. It supports staff development through mentoring as well as providing extra support for events, such as school trips.

## 5.7 Partnership with Industry

The school's links with industry are good.

- The school does not have a formal policy for partnership with industry but has several, useful links with local industry and commerce. These links benefit the school financially, such as mini-bus servicing and school magazine sponsorship. The activities also support the curriculum, for example, through the provision of learning resources and hosting visits made by pupils.
- There are no links with industry and commerce to directly support staff development.
- The relationships with the local training and enterprise council and other education-business contacts and support agencies are fostered on a wide front in a positive manner to the benefit of individual pupils and the whole school. The quality of these relationships is good.
- The pupils have not benefited directly from work-related education links but the school has used its links wisely. One good example of this is the school's activities as an 'eco' [ecologically active] school. This produces positive resources to support learning, such as the pond and wildlife area.

## 6. MANAGEMENT

### 6.1 Quality of Self-Evaluation and Planning for Improvement

The overall quality of self-evaluation and planning for improvement is very good.

- The school brings about continuing manageable and positive change. It does this through a well established and efficient cycle of: reviewing existing provision; planning for improvement; carrying out plans and evaluating the effect of changes made.

- All aspects of the work of the school are considered under five clearly defined headings. Each heading has either a direct or indirect effect on pupils' achievement.
- The school carries out very thorough procedures to analyse the quality of its educational provision. Senior management carries out consultations involving staff, parents and the governing body. The views from these consultations are brought together through formal meetings where a school development plan [SDP] is constructed.
- The SDP is clearly laid out and states objectives, costings, timescale and personnel responsible. There is appropriate detail for one year with realistic, qualitative success criteria but lacks a quantitative aspect. Developments beyond this one year are, sensibly, in outline only. The content of the SDP is practical and is implemented.
- There are formal and rigorous procedures to evaluate standards involving all teaching staff and pupils. These processes identify where additional help can be given to individual pupils, for example through 'booster' sessions, or where there is a need to further develop educational provision.
- The headteacher and curriculum co-ordinators monitor standards by observing teaching and examining samples of pupils' books. These systems have led to the sharing of good practice.
- Individual governors take a particular interest in a specific NC subject. By this means, they have good links with subject co-ordinators and visit classrooms to gain first hand knowledge of teaching and learning.

## 6.2 Leadership and Efficiency

The overall leadership, management and financial efficiency provided by the governing body, headteacher and teaching staff with management responsibilities is very good.

- There is a strong and deserved sense of pride, tradition and commitment to providing the best for pupils in the school. This view is shared by parents.
- The governing body is well organised and carries out its role in a very positive manner. The chairman of the governing body provides exemplary leadership in the work he carries out on behalf of the school.
- The headteacher is astute in her management skills, knows the school and community well and provides very good leadership. The deputy headteacher carries out his growing commitment to whole-school issues in a creative and effective manner. The headteacher and deputy headteacher work productively together as a team.
- Co-ordinators with subject and other whole-school responsibilities carry out their duties well. They are directly involved in planning and its implementation, monitoring standards and providing help and guidance to colleagues.
- All staff who support learning in the classroom have a positive effect on pupils' learning, self-confidence and attitudes to work.
- Recent appointments to support learning are having a positive effect on standards. A particularly innovative appointment is of an ICT technician who is providing very valuable support to both teachers and pupils.
- Staff meetings are well documented and indicate purposeful activities.
- The school has current and clear policies for its work.
- Accommodation and learning resources are used effectively. The efficiency of daily routines is very good. Teaching time is used to the full and meets requirements.
- The school takes great care over setting the budget which is very closely linked to the SDP. Through careful planning and additional grants from the National Assembly for Wales [NAfW], the school has planned sustained provision for the increased numbers of pupils this year. The LEA provides effective support in setting up and monitoring the school budget.
- A recent internal audit found records and systems to be very good. The school fund is administered very well by the school secretary and headteacher and is audited each year.

- The secretary, caretaker, cleaners and mid-day staff make a very positive contribution to the running of the school and pupils' well-being.
- The school complies with NAFW requirements.

### 6.3 Staffing, Accommodation and Learning Resources

The staffing of the school, the accommodation and the provision of learning resources are good.

- Teachers are appropriately qualified for the subjects they teach. There is a very low turnover of staff who have a record of very good attendance. There is a useful balance of experience and expertise.
- All adults working in the school are well deployed. Considerable thought has been given to the allocation of teachers to classes and the school has done its best to provide for continuity.
- Since the last inspection, a number of voluntary helpers have become paid members of staff and this is having a positive effect in the classroom.
- The ratio of pupils to teachers, at 23.8:1, is a little greater than the LEA average of 22.3:1. The recent innovation of employing learning support assistants has made class sizes more manageable.
- Induction and mentoring procedures for new staff are in place and carried out well.
- The quality of professional development is very good. In-service training [INSET] is based on the SDP and individual teachers' professional needs. This process is systematically managed and has a positive effect on the teaching and learning in the school.
- The recently re-modelled accommodation is very attractively furnished, well maintained and provides plenty of space for imaginative teaching. Displays are often stimulating and offer good learning cues to the pupils.
- However, there is a problem with noise penetrating thin partitions between classrooms and from the working areas outside classrooms and from the fan-assisted heating system. The level of noise is often disruptive and is not conducive to the development of listening skills.
- Learning resources are good and meet the needs of the NC in every subject.

## 7. SUBJECTS AND AREAS OF LEARNING

### Standards achieved by pupil

#### English

Standards of achievement in English are good.

#### Good features

- Pupils of all abilities are confident speakers whether in small groups, as a class or answering questions in a whole school assembly.
- Most speak audibly and many can develop clear ideas within discussion.
- Pupils listen attentively. The majority of pupils focus well and learn from what they have heard. They have good recall of stories and correctly sequence events. Overall, pupils understand and follow instructions accurately and promptly.
- Pupils are making good progress in reading for their ability and age. Some pupils read with good expression and fluency and are improving as a result of the recently introduced group reading initiative.
- Most have a good understanding of what they read, can discuss favourite characters and events in their books and make intelligent predictions of the book's possible ending. Many of the pupils' book reviews show insight into, and a love of, reading.

- They all have keen reference and library skills and know the difference between fiction and non-fiction. The contents and index sections of reference books are used skilfully.
- Teams from the school achieve well each year in the North East Wales Book Quiz.
- Pupils write in a variety of different styles, such as diary, narrative, reporting and creative genres. The booklets they write for pupils in the adjoining infant school, as part of the 'Adopt an Infant' scheme, demonstrate the interest and skills many pupils have in writing.
- Many pupils are benefiting from the developments in literacy which have been made in the school.

### **Shortcomings**

- A significant minority of more-able readers are not being sufficiently stretched by challenging and varied reading material.
- Pupils make insufficient use of word-processing to draft their work or, in the case of the more-able pupils, to extend the scope of their writing.

### **English as an additional language**

- The pupils who use English as an additional language are making good progress in acquiring language and using a wide range of vocabulary in their speaking. Their listening skills are good.
- Although they read satisfactorily, the level of writing and comprehension lags behind their other language skills.

### **Mathematics**

Standards of achievement in mathematics are good.

#### **Good features**

- The youngest pupils read the hour and half-hour accurately on analogue and digital clocks. Many cope well when reading the quarter-hour and all appreciate that this is the more difficult time to read.
- The more-able Year 4 pupils interpret Carroll diagrams and block graphs accurately. They correctly label the main features on a block graph.
- Year 5 pupils accurately draw, on paper, a good range of two-dimensional shapes. They use the computer to draw squares and rectangles. They have a very good practical application of drawing nets to make complex three-dimensional shapes.
- Year 6 pupils have a good understanding of co-ordinates and apply this to map reading and devising their own games. They have an appropriate knowledge of the relationships between fractions, decimals and percentages. They calculate area and volume by counting units and by measurement.
- Pupils in special educational needs classes have a good basic idea about estimating and measuring mass [weight] using appropriate scales and are familiar with metric units of mass.
- Homework features positively in pupils' understanding and application of mathematics. They complete planned set tasks well and also tackle more spontaneous challenges with enthusiasm.
- There are instances of inspirational mental calculations from pupils. For example, a few Year 3 pupils quickly calculate the number of days in 2 years and a Year 5 pupil identified alternative combinations of factors to make the same large number.
- Pupils of all ages, including those with special educational needs, are making good progress in their mathematics.
- In all classes, pupils explain their mathematical reasoning well and use appropriate terminology. They work with enthusiasm and interest.

- Throughout the school, pupils have a good appreciation of the application of mathematics to real-life problems. For example, in their study of area the oldest pupils in the school consider where these calculations are needed and list jobs ranging from road surfacing to curtain making.

### **Shortcomings**

- Younger pupils recite their multiplication tables to a reasonable standard, but recall of a specific calculation within a table is less secure.
- There are examples of the use of written prose to explain the nature of a mathematical investigation and how it is being answered, but too often pupils record figures only.

## **Science**

Standards of achievement in science are good overall but satisfactory in investigative and experimental work.

### **Good features**

- In Year 3, pupils achieve a good understanding of living things. They know the main parts of plants and animals and their functions. They understand the principles of food chains and describe the related terms of herbivores, carnivores, omnivores and predators. They know about the human body and the function of the muscles and skeleton. They are also familiar with the poles of magnets.
- In Year 4, pupils have a good basic knowledge of materials and classify them according to given properties. They successfully make simple electric circuits. They have a good understanding of the pitch and loudness of sounds using simple 'musical' instruments. They know about life-cycles and the conditions that are needed for plants to grow.
- Pupils in Year 5 understand the principles of healthy eating, the dangers of smoking and the misuse of drugs and alcohol. They know about the force of gravity and the how the movements of the earth causes night and day and the changing seasons. They name different sources of light and understand how shadows are formed.
- By Year 4, pupils experiment effectively with sound and understand the things that need to be kept the same. By Year 6, they have a clear understanding of the requirements of a fair test such as when investigating the relationship between the rate at which objects fall and their weight.
- By the end of Year 6, pupils achieve a very good knowledge and understanding of scientific facts and concepts across the range of the science curriculum and most pupils attain Level 4 in the NC tests. They have a good knowledge of forces such as gravity and friction. They are familiar with the electrical terms insulator and conductor. They set up and make diagrams of series and parallel electrical circuits including batteries, switches, and devices such as light bulbs.

### **Shortcomings**

- Pupils have had limited experience in planning and carrying out their own science investigations and experiments. This has been identified as a priority for improvement this school year and pupils are already achieving satisfactory standards.

## **Welsh second language**

Standards of achievement in Welsh as a second language are good.

### **Good features**

- Pupils respond positively to the lively teaching they receive from Welsh speaking and non-Welsh speaking staff alike.
- Where teachers use 'Helpwr Heddiw' appropriately the level of pupils' language acquisition is progressing solidly in a wide range of relevant topics.
- Throughout the school, there are examples of pupils who speak confidently and with reasonable accuracy. They have a good grasp of basic conversational conventions.

- They listen with interest when other pupils are practising their dialogues and role play.
- Pupils pay keen attention to, and clearly understand, the many good quality learning resources used in classes. This is particularly true of video work where most pupils quickly identify key words used in normal Welsh conversation.
- Pupils listen carefully to their teacher and repeat new words and phrases closely following the given pronunciation and intonation.
- Pupils competently read appropriate text from the board, television screen and other written materials. Their word-attack skills are, for the most part, correct and help with the fluency of their reading.
- Many pupils write clear, accurate Welsh following set language patterns. In general the spelling is good.

#### **Shortcomings**

- Pupils, especially the more fluent, make insufficient use of the Welsh texts to improve their reading.
- Pupils' progress in learning Welsh, although steady, is not well enough supported by the consistent use of incidental Welsh. For example, there is not enough learning of Welsh songs and hymns. The good practice of Year 4 pupils learning physical education through the medium of Welsh is not repeated sufficiently throughout the school.

#### **Design and technology**

Standards of achievement in design and technology are satisfactory.

#### **Good features**

- Pupils in Year 3 carry out, and clearly record, all aspects of the designing, making and evaluating process when they create sandwiches. They carefully research what types of bread and fillings are popular and design sandwiches based on this evidence. They make the sandwiches, following their plans, with very good awareness of safety. Their evaluation of what they have made is systematic.
- As part of their science work, Year 4 pupils make quiz games using electrical circuits and spectacles to wear at a party. The products made show a broad range of original ideas which meet the design brief given. They evaluate the spectacles they have made by considering what they would change.
- An attractive and interesting range of toys with moving parts have been made by pupils in Year 5. There is imaginative use made of cams to produce variable movement so that characters appear and disappear.
- Pupils in Year 6 have made Victorian games, such as hooplas, and greeting cards for specific occasions.

#### **Shortcomings**

- Pupils' recording of the designing, making and evaluating processes is not consistent.
- Evaluation of projects completed is rather subjective. Pupils tend to consider what they would change rather than matching products with the design brief. The brief they work to does not always lend itself to an objective evaluation.
- The work pupils do quite rightly supports and makes use of their learning in other subjects. However, the status of design and technology as a subject is reduced by the use of the several, different methods they use to record their work.

#### **Information technology**

Standards of achievement in information technology are satisfactory.

#### **Good features**

- Pupils are familiar with the school library data base and the use of the barcode reader to record the issue of library books.

- Younger pupils are competent in entering data into a database to produce block graphs. They are familiar with the use of sensors to measure sound and light levels.
- Pupils use logo programs to draw mathematical shapes on the monitor screen program a floor robot to travel around an obstacle.
- A small number of the oldest pupils have used a spread sheet to manipulate data.
- The oldest pupils in the school present their word processed work in a well organised manner. A particular example of this is the way they set out formal letters. They know how to compose and send e-mail.
- Year 5 pupils have used a scanner to reproduce parts of their hand-drawn artwork and used the image as a stimulus for further work.
- Some two weeks before the inspection the school started a new course to teach basic computer skills to Year 4, using the small suite of computers in the library. This scheme has been taken up with enthusiasm and has the potential to improve pupils' skills.

### **Shortcomings**

- Word processing is not widely used and pupils' skills in typing in and manipulating text are limited.
- Pupils use of files of stored clip art and the production of their own artwork using a range of tools from painting and drawing programs are underdeveloped.
- Older pupils know how to find out information from the internet. The internet service provider's log shows a significant amount of requests made by the school. During the inspection many of the appropriate requests put in by pupils were not available and a great deal of their time was wasted.
- There has been much hard work and positive development of the computer network in the school recently. During this change, the work completed by pupils has been lost. The new system of saving pupils' work has the potential to rationalise how pupils save their work, but the system has yet to become established.

### **History**

Standards of achievement in history are good.

### **Good features**

- Pupils in Year 3 have a broad knowledge of many aspects of the lives of the Celts. They have considered in detail the way people lived including, for example, their clothes, food, religion and ways of travelling around.
- Year 4 pupils have studied the topic 'ships and sailors' in a wide range of different contexts. More recently they have looked at the development of the locality using a well thought out programme of work.
- Pupils make thorough comparison of different aspects of society at different times in history and up to the present. Two examples of this are the ways in which homes and farming have changed down the years.
- Good use is made of old and modern photographs of the same area, particularly of Wrexham. Pupils appreciate the importance to visitors of the old school photographs and documentation which are displayed in the school. This gives them a good sense of the value of history.
- Pupils in Year 5 have a good knowledge of the characters and relationships between significant figures of Tudor times. They consider how people reacted to circumstances and decide which aspects were significant and which are interesting but background knowledge. They are familiar with a wide range of sources which can be used to find out about the past.
- Several pupils have developed a great personal interest in the subject and talk enthusiastically about what they know.
- A great strength of pupils' studies is the way in which they make relevant visits to places of historical interest which bring to life their work in class. All classes benefit from this approach. For example, Year 6 visited a Victorian school museum and carried out role play relating to the period. Their follow up work in class,

making comparisons between Victorian schools and their own experience, showed the good quality of their knowledge and how they correctly classify and make sense of it.

### **Shortcomings**

- There are no significant shortcomings.

### **Geography**

Standards of achievement in geography are good.

#### **Good features**

- Pupils in Year 3 gain a good knowledge of their local area and of Wales. They know the main geographical areas such as Snowdonia, and what animals they would find in different habitats such as rivers, estuaries, coast, mountains and forests. They represent geographical features and locations using a simple key. Their knowledge and understanding of farming and crops is enhanced by visiting a local farm.
- In Year 4, pupils make effective comparisons between two different localities. They consider physical features such as rivers, tributaries and estuary, and human features such as buildings, industry and transport. They know the countries of Britain and main features such as rivers and cities.
- In Year 5, pupils' geographical knowledge is extended to Europe and the world. They gain good insights into different regions and make good comparisons between the locality of Chembakoli in India and the weather and way of life in Britain. They study the advantages and disadvantages in aspects such as farming, health, education, and daily life. Pupils develop a good awareness of global citizenship.
- In Year 6, pupils have a good understanding of maps and scale and locate features using four-figure grid references. By comparing the River Dee with the Nile they gain a good knowledge and understanding of Egypt and the different ways that land is used and the impact humans have through irrigation, flood control and pollution.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement in art are good.

#### **Good features**

- Displays of pupils work show good progression in pattern work across the year groups. The use of colour is particularly well developed, for example the shades of blue used in a river theme.
- Pupils maintain a good sketch book which shows their developing skills with line, shading and perspective. Their skills of Year 3 pupils are encouraged effectively by the influence of a professional illustrator who accompanied them on a visit to the zoo.
- Pupils in Year 3 develop good skills in the use of charcoal and also contrasting colours to create effective images. The skills with line and form are good when doing portraits.
- In Year 4, pupils use crayon effectively to make good patterns with leaf rubbings. They show good form and tone with painting still life pictures and use colour well when making labels with a computer. Good skills with collage and mosaics to illustrate topic work are evident.
- In Year 5, pupils create a good likeness when doing portraits in the style of Elizabethan art and use pastel and chalk well on coloured paper to emphasise shapes and patterns. Good stained glass effects are achieved using wax, tissue and paint. Pupils use colour imaginatively in abstract art.

- Year 6 pupils use layering techniques to good effect to build up colour to enhance their designs in painting and batik using wax, paste and collage. They work in clay to produce effective three dimensional tiles based on selected portions of their designs and are developing basic skills with tools for sculpting and shaping.

### **Shortcomings**

- The range of art-work covered has been narrow with insufficient attention to the range of media used. This has been recognised by the school and work has started to extend pupils' skills to include different materials and work with clay.

### **Music**

Standards of achievement in music are good.

#### **Good features**

- The pupils are aware of the fact that they are in a school with a musical tradition, which many are keen to uphold the tradition. They enthusiastically contribute to two choirs, a band and an orchestra all of which produce good quality music in relation to pupils' ages and musical abilities. A significant number of pupils receive tuition from peripatetic teachers and this contributes greatly to the music making in the school.
- Pupils perform confidently and attain a high standard as shown on video evidence of the many musical events held by the school.
- They sing with exuberance, breathing correctly and with good posture. Many sing with clear diction and precise phrasing. Younger pupils grasp a melody quickly and show good understanding of pitch, dynamics and duration. Older pupils are making good progress in singing in two- and three-part rounds. Most have good understanding of the terms unison, canon and texture.
- They remember simple rhythms and repeat them accurately, recognise the sounds of orchestral instruments and identify them by name and section.
- Older pupils compose a chant well using the pentatonic scale, playing a layered ostinato with a drone and using an impressive range of instruments and voice.
- Pupils learn to appraise their own and their peers' work as well as that of famous composers.

#### **Shortcomings**

- The quality of pupils' appraisal skills is not as high as those in performance and, in some cases, composing.

### **Physical education**

Standards of achievement in physical education are good.

#### **Good features**

- Pupils with special educational needs are making significant progress in their physical skills of balance, hand-eye co-ordination, stamina, body awareness and control through challenging activities such as trampolining. Pupils make good use of high-quality local facilities for gymnastic activity and programmes of movement devised by an occupational therapist and physiotherapist.
- The school provides a wide range of extra-curricular activities for sports and games and takes part in local competitions, which provide sporting and athletic opportunities involving most pupils. These activities contribute substantially to pupils' good standards in physical education. Pupils are enthusiastic, enjoy their lessons and are proud of the school's sporting achievements.
- Pupils in Year 3 make good progress in games skills involved in football, netball and short tennis through well planned sequences of individual, paired and small group activities that are both enjoyable and challenging.

- In Year 5, pupils achieve good skills in movement to music using the body imaginatively and with an increasing sense of rhythm to create sequences and combine them into routines. They work collaboratively in groups and learn from each other by observing and evaluating their developing routines.
- Most pupils achieve good skills in all the prescribed elements of physical education. In swimming, the vast majority achieve at least the 25 metre swimming award before the end of Year 6.
- Most pupils in Year 6 also benefit from outdoor and adventurous activities such as orienteering and problem-solving and attend a residential outdoor pursuits centre.

### Shortcomings

- There are no significant shortcomings.

### Religious education

Standards of achievement in religious education are good.

#### Good features

- Pupils are aware that communities differ, that being a member carries responsibilities and that there is need to develop tolerance and respect both within and between communities. They understand the need for sharing and caring for each other and for those less fortunate than themselves.
- Pupils have sound knowledge of the elements of Christianity, stories from the Bible, and the main celebrations and festivals. Younger pupils write out the story of a parable in their own words and several can look for a deeper meaning.
- They are familiar with local churches and draw some of their architectural features in art.
- They have good basic knowledge of Judaism and Islam.
- They understand the meaning of prayer and compose perceptive prayers of their own in relation to their own thoughts and world events.

#### Shortcomings

- Although pupils do have some access to artefacts, their understanding of religion is not sufficiently built on their experience of them.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The previous inspection of 1996 identified the following key issues for the school to address:

1. The school needs to ensure that all subjects of the curriculum are allocated the recommended amount of time.
2. Assessment procedures should be formalised and standardised across the school and the results of assessment used to inform the planning of future work.
3. The school must adopt a policy regarding footwear that ensures pupils' safety.
4. The school should maintain and disseminate amongst the staff the examples of good and very good practice evident in many aspects of the school's work.

The school has systematically considered the above key issues and put them right:

1. The quality and amount of work being done across all subjects shows that curriculum time is managed well.

2. There are very good procedures for assessment in mathematics and English. Procedures for assessment have been standardised across the remaining subjects.
3. There are no issues with footwear or procedures for pupils' safety.
4. Through the monitoring of teaching and learning and a very good continuing professional development programme, the school is effectively disseminating good practice.

## 8.2 Key Issues for Action

The school needs to\*:

1. Raise standards further in the NC subject of information technology and its use as a key skill in other subjects.
2. Extend the very good practice of assessment and its use, currently carried out in English and mathematics, to make what exists in other subjects more manageable and effective.

[\*The school has already identified these issues for development and is in the process of implementing realistic plans.]

In addition to the above key issues, the school should note other areas for improvement stated in the report and act upon them. At the same time the school must not lose sight of the many things it does well and maintain these positive aspects.

## APPENDIX

### A. Basic Information About the School

Name of School	Acton Park Junior School
School type	Community
Age -range of pupils	7 to 11
Address of school	Box Lane, Acton, Wrexham
Post-Code	LL12 8BT
Telephone Number	01978 266345

Headteacher	Mrs Denise Edwards
Date of appointment	September 1999
Chair of Governors	Mr Dennis Perrin
Registered Inspector	Mr Glyn Gaskill
Dates of inspection	26 <sup>th</sup> to 28 <sup>th</sup> November 2001

### B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	76	59	70	69	274

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	3	12.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding special classes)	23.8
Average class size, excluding special classes	29
Teacher (fte) : class ratio	1.25

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	KS2	Whole school
Spring 2001	95.1	95.1
Summer 2001	93.8	93.8
Autumn 2000	94.4	94.4

Number of pupils excluded during 12 months prior to inspection.	1
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### C. Results of National Curriculum Assessments

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 52						
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	2	0	2	19	62	15	0	
		National	0	0	1	1	1	7	23	48	19	0	
	Test/Task	School	0	0	4	-	-	0	10	71	15	-	
		National	0	2	4	-	-	6	16	48	24	-	
Mathematics	Teacher assessment	School	2	0	0	0	0	0	17	62	19	0	
		National	0	0	0	0	1	5	21	46	27	0	
	Test/Task	School	0	0	2	-	-	0	15	62	21	-	
		National	0	2	2	-	-	5	18	42	31	-	
Science	Teacher assessment	School	0	0	0	0	0	0	8	71	19	0	
		National	1	0	0	0	0	3	16	51	29	0	
	Test/Task	School	0	0	2	-	-	0	8	69	21	-	
		National	0	2	0	-	-	2	14	51	30	-	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (1st lang.)			
by Teacher Assessment		by Test	
In the school:	75	In the school:	75
In Wales:	68	In Wales:	68

- 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

### D. The Evidence Base of the Inspection

The school was inspected by a team of four inspectors who were in school for a total of 11 inspector-days. Observation notes were made from 54 teaching sessions or activities. Discussions took place with governors, parents, teachers, support and ancillary staff, volunteer helpers and pupils from all teaching groups. Samples of work from each class, covering the whole curriculum, were looked at and noted.

In addition, the inspection team examined policies, curriculum plans, minutes of meetings, financial reports, school reviews and the school development plans. Evidence from a pre-inspection meeting with the governing body was taken

into account. Similarly there was a separate meeting attended by 49 parents and views also expressed in the 121 questionnaires completed by parents.

**E. Composition and Responsibilities of the Inspection Team**

Team Members	Subject responsibilities	Aspect responsibilities
Mr. G Gaskill Lead inspector	Mathematics, design and technology, history, information technology.	Context. Main findings. Standards achieved in subjects. Teaching. Support, guidance and pupils' welfare. Self-evaluation. Leadership and efficiency. School improvement.
Mrs. S Mewies Lay inspector		Attendance. Partnerships.
Mrs M Meredith Jones Team member	English, Welsh 2nd language, music, religious education.	Key skills. Pupils' spiritual, moral, social and cultural development. Curriculum. Resources.
Mr. J Phillips Team member	Science, geography, physical education, art.	Special educational needs. Assessment, recording and reporting. Behaviour.