

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Alexandra C P School  
Bodhyfryd  
Wrexham  
LL12 7AZ**

**School Number: 6652173**

**Date of Inspection: 6 February 2006**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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Alexandra CP 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 Alexandra CP School took place between 06/02/06 and 09/02/06. An independent team of inspectors, led by John Andrew Clark 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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. The school serves a community in centre of Wrexham. Most of the pupils are drawn from the Caia Park housing estate.
2. The school educates pupils between the ages of three and 11. There are currently 223 pupils on roll in the mainstream school with a balance of boys and girls. There are a further 30 children who attend the nursery part-time (mornings).
3. The school also has 36 pupils in special classes (the units). These include a Resourced Polycap unit for a range of special educational needs (SEN) aged four-seven; a Key Stage (KS) 2 unit for moderate learning difficulties for pupils aged seven-11 and an Assessment Unit for pupils aged four-seven. The numbers attending the units vary during the year.
4. There are 21 pupils with a statement of SEN which is above average. There are 44 pupils identified by the school with SEN at school action or school action plus.
5. The majority of pupils are from White British backgrounds for whom English is the main language. Approximately 5% of pupils are from minority ethnic families. A small percentage of these pupils speak English as an additional language. Their first languages include Portuguese, Polish, Malayalam and Urdu.
6. At least 33% of pupils are eligible for a free school meal which is above the national and local average. The school describes the community as largely socially disadvantaged.
7. The attainment of children when they start school is generally very low.
8. The school was built just before the last inspection in 2000. The headteacher was appointed in September 2002.

### **The school's priorities and targets**

9. The school aims to enable children to fulfil their potential through the provision of high quality learning opportunities. It plans to provide a happy, secure and caring environment to foster positive behaviour and attitudes.
10. The current priorities include:
  - Raising attainment at KS1 through early intervention;
  - implementing new assessment procedures;
  - developing the school council further;
  - developing pupils' involvement in assessment and target setting, and
  - priorities in the subject areas.

## Summary

11. This is a good school. The improvement since the last inspection has been good with outstanding features because of the high quality of leadership and management which are raising standards of teaching and learning well.
12. The school's views in the self-evaluation report correspond to the judgement of the inspection team in three of the seven Key Questions. The inspection team identified outstanding features in many aspects of leadership and management.

### 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?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

### Standards

13. Standards of achievement are good with no important shortcomings.
14. The standards achieved in the lessons observed were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	71%	10%	0%	0%

15. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. There are outstanding features to children's achievement in several areas of learning. This is very good improvement since the last inspection.

### Areas of Learning For Under-fives

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

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Under-fives	1	1
English	2	2
Mathematics	2	2
History	2	2
Information technology	2	2
Physical education	2	2

16. The pupils succeed well in their work regardless of their social and linguistic background. The pupils with SEN both in the units and the mainstream make good progress and achieve the targets set for them.
17. The results of National Curriculum (NC) assessment in 2005 for KS1 were below the national and local average. They were also below the average for schools with similar free school meal ratios. However, they show a steady trend of improvement over the last five years and pupils' achievement from their attainment on starting school is good.
18. The NC assessment results in 2005 for KS2 were above the national and local averages and in the upper quartile in comparison with similar schools. There has been a very good trend of improvement since the last inspection. Both boys and girls make good progress.
19. Pupils of all ability make good progress. However, more able pupils do not always show sufficient independence and initiative in their work.
20. Children under five make outstanding progress in oracy, reading and emergent writing. They also achieve very well in problem solving and physical development. Key Stage 1 and KS2 pupils make very good progress in listening. In accordance with their ability they make good progress in reading, writing and numeracy. Many pupils make good progress in creative and problem-solving skills. Pupils, including those with SEN, make good progress in the key skills.
21. Pupils with English as an additional language achieve well.
22. The pupils' speaking and bilingual skills are generally good but are not as consistently well developed as other key skills and progress is inconsistent.
23. The pupils' development in learning and personal and social skills is good with outstanding features.
24. The pupils work very well independently and in groups. They have good strategies for solving problems, gathering and organising information and they work productively. They are learning to be self-critical although they could be more involved in assessing their work and setting challenges for themselves.
25. The pupils' behaviour in lessons and throughout the school day is very good. They are friendly and helpful towards one another and courteous to the staff and visitors to the school.
26. The pupils' personal development is good. Their spiritual and moral development has outstanding features as a result of their responses to acts of collective worship, in circle time and the impact of the overall ethos of the school.
27. Pupils achieve satisfactory levels of attendance. The average attendance for the three terms before the inspection was 92%.

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

- 28 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
22%	72%	6%	0%	0%

29. This is well in excess of the current national target of 50% Grade 1 and Grade 2 teaching and above the target of 65% for 2007.
30. Teaching for children under-five is good with outstanding features. This is a significant improvement since the last inspection. Activities are very well planned to stimulate and challenge all abilities and to successfully promote independence in learning.
31. Lessons are presented with skill and imagination; teachers use a wide range of interesting resources and use information and communication technology (ICT) effectively.
32. The relationships are outstanding and built upon a very secure knowledge of the pupils and their achievement. All staff, including the teaching assistants, make a very effective contribution to teaching.
33. Pupils with SEN in all settings are taught well. The staff work very well to the guidance in individual education plans (IEP). Lessons are stimulating and focus very well on developing key skills.
34. There are comprehensive arrangements for assessing and recording the progress made by pupils in the Desirable Outcomes and the NC. Pupils' work is marked regularly and purposefully. All statutory requirements are met. There is good practice, particularly for the oldest pupils, in involving them in assessing their own work and setting targets but this is not consistently promoted through the school. There are outstanding features to the assessment procedures and their use for the under-fives. The quality of reports for parents is good.
35. The curriculum is very well planned and constantly under review. Work is very well matched to the needs of all learners and basic and key skills are promoted well.
36. Welsh culture and heritage are given a high profile, although some opportunities for incidental conversational Welsh are missed during the school day.
37. The curriculum is enhanced by a good variety of educational visits and visitors and involvement in the local community. There are activities for pupils outside school hours and the After School club makes a good contribution to the school ethos. The involvement of both boys and girls in sporting and other activities makes a good contribution to their awareness of equal opportunities.
38. The pupils' personal and social education is developed well through a detailed scheme and the use of community visitors such as nursing and police services. There are outstanding features to the pupils' spiritual, moral, social and cultural development.
39. The school contributes to pupils' understanding of global awareness. There is limited provision for sustainable development and the pupils' experience and skills of the world of work.
40. Provision for pupils with SEN is good in both the units and the mainstream. There are good links with educational services. The procedures for the early identification of SEN, record keeping and monitoring are effective. The provision meets statutory requirements.

## **Leadership and management**

41. The quality of leadership is an outstanding feature. The headteacher has created a very effective team. He has a clear educational vision and effective strategic plans to guide school improvement.
42. The self-evaluation process is outstanding and very well managed. The staff, parents, pupils and governors contribute well to the process. There has been a very significant improvement to the quality of leadership by subject leaders and the monitoring and evaluation of achievement in subjects are of a high standard. This is very effective for the under-fives and in raising standards of information technology.
43. The targets set for school improvement are appropriate and based on a thorough analysis of all the data available to the school. The school makes very good use of local and national initiatives to improve teaching and learning.
44. The governing body fulfils its statutory responsibilities well. Governors take a very active and imaginative role in developing and reviewing policies and have strategic plans for evaluating their success.
45. There are outstanding features to the deployment of staff. The school offers good levels of specialist teaching and makes very good use of teaching assistants and other staff.
46. Teachers make effective use of a good range of high quality learning resources, including ICT. The accommodation is of a good quality, despite some heating problems and displays of pupils' work are of a high standard.
47. The financial management is very sound. Resources are used effectively to provide best value for money.
48. The school is very well placed to continue to improve.

## **Recommendations**

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

- R1 provide more challenge for the most able pupils;
- R2 raise standards of speaking;
- R3 improve pupils' involvement in assessing and improving their own work, and
- R4 strengthen provision in bilingual and entrepreneurial skills and involvement in the world of work.

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 with no important shortcomings

49. The findings of the inspection team match the judgement made by the school in its self evaluation report.
50. The table below shows the standards achieved in the lessons observed during the inspection:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	71%	10%	0%	0%

51. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's learning. There are outstanding features to the children's achievement in several areas.

#### Areas of learning for under-fives

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

52. Standards of achievement are good in KS1 and KS2. In all the subjects inspected, standards are good with no important shortcomings. The following table shows the standards in subjects at each key stage:

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
History	2	2
Information technology	2	2
Physical education	2	2

53. The pupils succeed in their work regardless of their social and linguistic backgrounds. Pupils with SEN make good progress and achieve the targets set for them.
54. At the end of KS1 standards in the NC assessments in 2005 for reading, oracy, writing, mathematics and science were below the national and local averages. They were below average when compared with schools with similar proportions of free school meals. However, the trend shows steady, positive improvement over the last three years. The core subject indicator or CSI, which is the measure used to compare attainment, was 70% against a national figure of 80% and a similar school's figure of 73%.
55. The children enter the school with lower than average standards and the progress the pupils make through KS1 is at least as good as that normally

expected. There are strong indications that improved achievement for children under-fives is beginning to raise achievement through KS1.

56. By the end of KS2 the NC assessments were above the national and local averages. They were in the upper quartile in comparison with similar schools. The CSI for 2005 was 73% compared with a national average of 70% and an average for similar schools of 64%. This reflects the strong trend of improvement since the last inspection and indicates the good achievement pupils of all abilities make the longer they are in school. The achievement is particularly remarkable because the percentage of pupils with SEN is much higher than average.
57. Children under five make outstanding progress in oracy, reading, emergent writing and numeracy. They also achieve very well in problem solving, creative and physical development. Key Stage (KS) 1 and KS2 pupils make very good progress in listening. In accordance with their ability they make good progress in reading, writing and numeracy. Many pupils make good progress in creative and problem-solving skills. Pupils, including those with SEN, make good progress in the key skills.
58. Although pupils make good progress in developing listening skills, their speaking skills are less well developed. This is most noticeable in the limited vocabulary some pupils use. The school has begun to address this, particularly by focusing on developing the specific vocabulary needed in different subjects, but there are some opportunities missed to further improve speaking skills.
59. Throughout the school pupils make very good progress in working co-operatively in pairs and small groups. Their development of personal and social skills is very good.
60. Children under five make good progress in acquiring bilingual skills but their progress as they move through the key stages is erratic.
61. The pupils' behaviour in lessons and throughout the school day is very good. They are friendly and helpful towards one another and courteous to the staff and visitors to the school.
62. The pupils enjoy coming to school and benefit from its warm, friendly ethos. The staff are very good role models and relationships are outstanding. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive.
63. The pupils' personal development is good. Their spiritual and moral development has outstanding features through their responses to acts of collective worship, in circle time and the overall ethos of the school. Discussions with the pupils, including members of the school council, indicated that they have a good awareness of equal opportunities, tolerance and a respect for diversity. They learn to recognise positive qualities in themselves and others and treat everyone with respect.
64. Pupils achieve satisfactory levels of attendance. The average attendance for the three terms before the inspection was 92%. Registration arrangements meet statutory requirements. Pupils are generally punctual at the start of the day, however a few pupils are often late.

65. Pupils participate in some aspects of the life of the community and experience the world of work, however the opportunities are limited and underdeveloped.
66. Standards have improved well since the last inspection.

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

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

#### **Grade 2: Good with no important shortcomings**

67 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
22%	72%	6%	0%	0%

68. The findings of the inspection team match the judgement made by the school in its self evaluation report.
69. This is well in excess of the current national target of 50% Grade 1 and Grade 2 teaching and above the target of 65% for 2007.
70. Teaching for children under-five is good with outstanding features. This is a significant improvement since the last inspection. Activities are very well planned to stimulate and challenge all abilities and to successfully promote independence in learning. The teamwork between the teacher and teaching assistant makes a very good contribution to the effectiveness of teaching for under-fives. The teaching in the reception class is particularly inspiring because of the teacher's highly motivating manner and very well planned questions which develop the children's learning skills very well. The planning, led by the subject co-ordinator, is of a high quality linking closely to the Desirable Learning Outcomes and matching the assessed individual needs.
71. Teachers have a good subject knowledge of the subjects of the NC. Lessons are planned very well. The key skills are given good emphasis and promoted across the curriculum. The skills required for all subjects are broken down into small steps which effectively ensure the pupils' progress through the school. Lessons have clear learning objectives and these are shared with pupils throughout the lessons. Lessons are often presented with imagination and good use of resources. Many activities involve practical investigations, role-play and drama. The vibrant teaching based on the school's own 'Roman Museum', for example, leads to good learning and motivation in history.
72. The school makes effective use of a range of teaching activities to meet the varying needs and abilities of the pupils. Teachers set individual and class targets which are shared with the pupils, and they organise learning groups effectively so as to maximise the full potential of each pupil. However, some opportunities are missed to challenge the most able through deeper questioning and further involvement in reflecting on their work. Staff use appropriate learning resources and materials which challenge each pupil and support them to achieve their targets. Each pupil's progress is tracked and analysed and the information gathered used to inform future planning and provision.

73. The teachers make good use of ICT to communicate ideas and involve pupils in their learning. In the best lessons, teachers use the interactive whiteboard very well and provide pupils with good skills for independent work using ICT.
74. The school makes good provision for pupils whose English is their additional language, for example the encouragement of Polish understanding. Teachers and 'athrawon bro' cater well for the development of Welsh/English bilingualism but are aware of the need to develop the provision further to ensure consistent progress.
75. All adults have high expectations for pupils' behaviour and concentration. They set time limits for completing work and pupils work productively as a result. The pupils enjoy coming to school and benefit from its warm, friendly ethos. The staff are very good role models and relationships are outstanding. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive.
76. Pupils with SEN are taught well both in the mainstream and in the units. Teachers and support assistants work well together and are well informed. They have a good understanding of their pupils' needs and plan work accordingly.
77. The school has policies in place which successfully promote equal access and opportunity for all pupils. The teachers and support staff and have a very good knowledge of their pupils and ensure that in all aspects of school life there is equal opportunity for all.
78. There is very good promotion of equal opportunities in every school policy to actively address issues of fairness, consistency, gender, race and disability. The personal social and education (PSE) programme and circle time coupled with activities such as the Tapestry of Faith and the developing role of the school council, enhance pupils' awareness and understanding of equality and inclusivity issues. The school's reading materials have an ethnically diverse content. Both boys and girls sit in mixed groups and are encouraged to play netball and football in mixed sports teams. There is no stereotyping in tasks undertaken by pupils.
79. The school provides reports on pupil progress to parents, and these include future targets for the pupils. The pupils with SEN are similarly assessed regularly and their identified needs are outlined in detail within their IEP. All information about pupil progress is shared with the parents and pupils, and parents are contacted if any concerns arise regarding the pupils. All recording and reporting procedures meet statutory requirements.
80. Teachers make good and effective use of a variety of tests and use the results to inform for future planning and set targets for learners. The school has identified the development of pupils' involvement in assessment and setting targets for their own performance as a priority. The pupils participate through identifying their strengths and aspects of learning, which could be improved. Teachers' marking of pupils' work are also encouraging and provides suggestions as to how each pupil could improve their work. The school sets achievable and measurable targets for pupils with SEN and these are reassessed and evaluated on a regular basis, leading to the setting of new targets for a specific period of time.

81. Staff plan efficiently to cater for the wide-ranging needs of pupils with SEN. IEPs provide an effective teaching and learning tool for pupils with learning difficulties.
82. As a result of recent initiatives in assessment, pupils are developing a sound understanding of why they are being assessed and how they can plan their own improvement in standards. This is particularly effective in the lower school and some KS2 classes. Good marking generally supports this well, although some opportunities are missed to involve pupils in setting their own targets.
83. The quality of assessment is good overall and improving. There are outstanding features to the quality and use of assessment in the nursery and reception. All staff very skilfully make and record regular observations of the children's achievement which are very closely matched to the expectations of the Desirable Learning Outcomes. These are used to set new targets and guide the planning. The systems are very comprehensive and manageable and are a key reason for the improvements to provision in the early years.

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

<b>Grade 2: Good with no important shortcomings</b>
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84. The findings of the inspection team match the judgement made by the school in its self evaluation report.
85. The school provides a good range of experiences across all the age ranges of the school. The curriculum is equally accessible to all pupils, and provides a broad and balanced provision, including effective support for those pupils with SEN, and the more able and talented. The ethos of the school ensures a strong commitment to excellence in all aspects, while the content and context of the curriculum are directed to support pupils to achieve high standards and encourages them to be involved in all aspects of school life. Staff ensure that lessons show continuity and progression in pupils' learning and ensures that new concepts which are introduced to the pupils are well understood.
86. There are outstanding features to the learning experiences for the children in the early years. There are very good links made between different areas of learning, for example, printing and painting activities are used well to develop mathematical skills. All activities for nursery and reception children have a very strong focus on developing basic skills such as independence and self-reliance.
87. The school ensures that all pupils receive maximum opportunities to develop their key skills of communication, numeracy and ICT and apply them across the curriculum. There are still opportunities to develop pupils' speaking skills further. The development of ICT as a key skill is a significant improvement from the last inspection. There are good opportunities for pupils to develop their speaking skills although these are not consistent enough to enable pupils to attain the highest standards.
88. Provision for the pupils' personal development is good. Their spiritual and moral development has outstanding features through the impact of acts of collective worship, in circle time and the effect of the overall ethos of the school. Discussions with the pupils, including members of the school council, indicated

that they have a good awareness of equal opportunities, tolerance and a respect for diversity. They learn to recognise positive qualities in themselves and others and treat everyone with respect.

89. The partnership with the parents and carers is good with effective and supportive links. Very good parental volunteer support is received particularly in the early years and with helping in the classroom with reading and working with pupils.
90. The school organises workshops on family literacy, numeracy, language and play for parents and carers. Opportunities also exist for them to be involved in year assemblies and celebrations.
91. Currently there is no parents' and teachers' association, and fundraising and social activities are school led. All such activities are well supported throughout the year.
92. The partnership arrangements with the community are good but opportunities for pupils to participate in community life is somewhat underdeveloped. There are examples of pupils performing at some events in the town and visiting and performing in a local shopping area, and elderly citizens' residence during festival periods, overall the experiences are limited. A variety of opportunities arise to raise monies for charitable causes including local ones at harvest time.
93. There are close links with the 'Venture' a local youth project and developing links with the area's Community First Project through staff and governors. Local organisations and businesses support the school in many of its fund raising activities. Good use is made of local facilities
94. Pupils benefit from the wide range of visits made to the school by visitors such as the local clergy, police officers, fire service personnel, charity workers, nurse and sporting providers, particularly Wrexham AFC.
95. There are very good partnership arrangements with Rhosesni High School through the family schools consortium and it is an outstanding feature. Pastoral arrangements for the transition from KS2 to KS3 are well structured and organised. Opportunities for Y5/6 pupils to visit the High School exist throughout the year. There are strong bridging units for Y6/Y7 transition in mathematics, language and science as well as a joint story telling initiative. Staff from the two schools meet to share experiences and good practices in the core subjects.
96. The arrangements for initial teacher training are good with an effective formal partnership in place with North East Wales Institute (NEWI) in Wrexham. The headteacher is the senior mentor and there are three other trained mentors. The programme of induction and training is well implemented and monitored. All these arrangement are used well, to the benefit of pupils and students.
97. Pupils benefit from some work-related activities such as role play in the early years with the support of a local estate agent. There are a few good examples of local businesses and institutions supporting school world of work activities. In addition visits made by the police, fire service, nurse, voluntary groups and others contribute towards pupils' learning and understanding of the world of work.

98. Little opportunity currently exists for staff to raise their understanding and experience of the world of work or for learners to develop their entrepreneurial skills.
99. Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of social disadvantage issues and ensuring equality of access to school provision. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as classwork tasks, extra-curricular activities, community initiatives, performances and games.
100. Some provision is made for teaching sustainable development within subject areas and topic related environmental visits. The school council also is beginning to develop initiatives to promote environmental matters. Evidence exists that pupils have been engaged in recycling initiatives within the school, participating in tree and bulb planting and developing a herb garden. However, currently, the promotion of sustainable development is underdeveloped.
101. Themes within the personal, social and education programme and subjects such as history and geography, charity events and the activities of the school council make a good contribution towards enhancing pupils' understanding of global citizenship, third world matters and democracy.
102. The school's provision takes good account of national priorities and initiatives, particularly in relation to equality of opportunity, tackling social disadvantage, diversity and disability.
103. The school curriculum meets statutory requirements of the NC and the locally agreed syllabus for religious education.

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

<b>Grade 1: Good with outstanding features</b>
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104. The findings of the inspection team exceed the judgements made by the school in its self-evaluation. Outstanding features were identified throughout the school.
105. The school provides very high quality personal guidance to its pupils. The pupils' attitude towards the school is very positive and they hold the view, which they express strongly, that their school is a very caring and happy community.
106. All staff know the children well and are aware of their background. The personal and pastoral care arrangements are effective and are a strength of the school's provision. Breakfast and after school clubs are well deployed.
107. The school's provision for pupils with SEN is good both in the mainstream and in the units. The school has thorough and effective procedures for identifying pupils who are underachieving and who may have additional learning needs. The procedures to assess pupils at an early stage are undertaken by all members of staff and supported efficiently by the SEN co-ordinator (SENCO), and all procedures involved meet the Welsh Assembly Government (WAG) Code of Practice and meet statutory requirements.

108. In the mainstream the SENCO and class teachers work well together to provide a fully inclusive provision for all pupils with SEN. Work is matched well to pupils' needs in all subjects and this ensures the full involvement of all pupils with SEN in the school's provision. The teachers in the units provide a broad and full curriculum for the pupils developing basic and key skills very well through all subjects.
109. In both the mainstream classes and the units progress of pupils with SEN is outlined in their IEP and periodical reviews show that these pupils are making good progress as indicated by assessment scores in the basic skills of reading and mathematics. Teachers carry out regular assessment of pupils' progress in basic skills by means of standardised tests which provide a measurable indication of progress and criterion referenced tests which indicate specific areas for improvement. The school uses these results to inform future planning, and for setting targets which are measurable and specific and which serve to identify future pupil progress.
110. Pupils benefit from excellent support within the school by its support staff, who work under the direction of teachers and know the targets set for the pupils they support. The school ensures that all year 6 pupils with SEN who transfer to local high schools are supported appropriately to ensure smooth transition.
111. The school holds regular reviews to discuss progress of all pupils on the school SEN register. Parents are fully involved at all stages and are invited to contribute to their children's reviews, and these procedures fully meet statutory requirements. Parents of pupils with SEN report that they feel that their children are well supported throughout the school.
112. The school maintains strong links with outside agencies as required and implement relevant recommendations made by professionals such as the educational psychologists.
113. Relationships with parents are close and consistently positive responses were received at the meeting prior to the inspection. Communication with parents is effective and the school responds positively to suggestions. Parents are very supportive of the school. The home/school agreement informs everyone of their responsibilities and meets statutory requirements.
114. The new computerised registration system is being effectively developed to monitor attendance and punctuality. Registration periods are undertaken appropriately and the whole process meets statutory requirements. The management and monitoring of behaviour are very effective. These factors have an overall beneficial effect on pupils' progress and confidence and help them thrive in a caring and supportive environment.
115. An effective child protection policy is in place with named co-ordinators and all staff have received training together with guidance documentation. They are aware of procedures within the school. Risk assessments are undertaken as required with certain activities or class visits.
116. Health education is strongly promoted within the school. The school participates in the Healthy Schools' project and effectively promotes the healthy development, safety and well being of pupils. The school menu has been changed to include healthy foods, external providers lead sessions on

substance misuse, the school nurse delivers sessions on growing up and accelerated learning initiatives and sports clubs promote healthy living.

117. A clear and well-implemented health and safety policy is in place. The personal and social education programme and circle time are effectively used to promote a range of personal, health and welfare issues and the school receives good support from the nurse and the community police in delivering various aspects of this programme.
118. Clear policies exist on race equality, equal opportunities and diversity. The school has very good arrangements in place to raise pupils' understanding of these matters. Multicultural themes and the awareness of the importance of racial equality is developed through religious education, personal and social education, assemblies, an appropriate range of reading material and partaking in the Tapestry of Faith initiative.
119. The school provides appropriate guidance and support for disabled pupils and seeks additional support when required. The ethos of tolerance and understanding ensures that such pupils are not unfairly treated. The school provides very high quality personal support to all pupils, which is greatly appreciated by the parents.

## **Leadership and management**

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

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

120. The findings of the inspection team exceed the judgements made by the school in its self-evaluation. Outstanding features were identified throughout the school.
121. The quality of leadership provided by the headteacher, staff and governing body is one of the outstanding features of the school's work. The headteacher provides a very clear vision for the school's development and sets a very good example through all his work. He is very well supported by the deputy headteacher who has taken a significant role in school improvement. The staff work well as a team, share agreed values; they have high expectations and a clear sense of purpose. There are outstanding features to the clarity of purpose the headteacher shows which have led to significant improvements in leadership and management of subjects, SEN and, in particular, the Under-Fives.
122. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement. The management of the SEN units is effective and leads to good levels of inclusion.
123. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, the school has gained the Investors in People award and Basic Skills Agency Quality Mark accreditation.
124. There are thorough and purposeful arrangements for the professional development of teachers and support staff. All staff have appropriate time during the school week for planning and preparation and this is used effectively.

The headteacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.

125. The day-to-day management arrangements are effective and the school day runs smoothly.
126. The governing body fulfils its statutory responsibilities well. There is a good strategic plan for the governors' role in school development. The governors have a thorough understanding of policies and their implementation. They monitor the effectiveness of initiatives well and contribute significantly to the overall initiative of the school. They have developed imaginative ideas for learning more about the school; for instance, they regularly join the pupils for lunch to find out more about healthy food provision.

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

**Grade1: Good with outstanding features**

127. The findings of the inspection team exceed the judgements made by the school in its self-evaluation. Outstanding features were identified in many aspects of the school's self-evaluation and school development process.
128. The school's evaluation process is an outstanding feature of the way the school operates and is a model of best practice. Everyone is involved and aware of current objectives and the progress being made. There is also a strong culture of aiming for continuous improvement.
129. The headteacher, governors and staff know their school very well and are fully committed to improving standards. Subject leaders work closely and very effectively with the senior management team to manage their areas of responsibility. They regularly reflect on and discuss with other teachers how to improve the standards pupils achieve, teaching and resources. They all prepare subject action plans with clear targets for improvement. These plans are on display in the staff room where progress is recorded.
130. There is a well-planned rolling programme of self-review for all aspects of school provision. Relevant staff have been trained in the use of the local education authority's (LEA) school based review package. The process involved the subject leaders being responsible for termly reports to staff meetings on the progress with their action plan. The headteacher then reports to the governors on the overall progress. A very good feature is that non-teaching and support staff are also made aware of progress. The school is an Investor in People and works well to the requirements of the Standard.
131. Good efforts are made to include the views of parents through informal soundings and parental consultation on policies such as lateness, attendance and behaviour. The views of pupils are taken into account during the school's own inspection day linked to performance management where teachers discuss and review with the learners their work. Opportunities for learners' views to be better co-ordinated in future will arise through the work of the school council. Pupils do evaluate what they are able to do in a subject through the assessment procedures and they also are involved in self-assessing their work after it is marked.

132. The inspection findings match those of the school in four out of the seven key questions. This is because the inspection team found outstanding features in many aspects of leadership and management. The school is aware of these features but has been cautious in their grading.
133. The school development plan is comprehensive and is produced from the subject action plans and whole school needs. It sets out clear targets and is costed. There are appropriate timescales and procedures to evaluate progress. As with self-evaluation school planning also involves everyone and progress is monitored regularly in staff, senior management and governors' meetings.
134. The performance management of the all the staff is effective in developing the school. All staff are set clear and manageable targets to meet their professional needs.
135. There are outstanding features to the progress made since the last inspection. Standards in key skills and several subjects, particularly ICT have risen. The provision for under-fives is much improved and very significantly improved is in the leadership skills of subject coordinators.

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

<b>Grade 1: Good with outstanding features</b>
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136. The findings of the inspection team exceed the judgements made by the school in its self-evaluation. Outstanding features were identified in many aspects of the schools' resource provision particularly in the deployment of high quality teaching and support staff.
137. Teachers are appropriately qualified and are well deployed in relation to their experience and expertise. The ratio of adults to pupils is very beneficial to the pupils' quality of learning and their support and guidance. The school employs a very good number of teaching assistants who are committed to their work and make a valuable contribution. Teaching and support staff undergo relevant and regular in-service training which the head teacher deems best for curriculum and professional development.
138. Teachers and pupils have access to a wide range of appropriate and good quality resources which clearly enhance teaching and learning
139. The accommodation in this purpose built modern building is of high quality. Classrooms are light and spacious. There is ample room for the teaching of small groups and shared classes teaching. However, there are some problems with the heating system which leaves a few areas too cold. The well-maintained building strongly contributes to the pupils' sense of self-worth and their good progress in social skills. They are very proud of their school.
140. Although the grounds of the school are extensive they have not been imaginatively developed and are not being fully exploited as an important school resource.
141. The school's resources are efficiently administered to improve the quality of teaching and learning experiences for all.

142. The deployment of staff, including the school secretary, is very constructively managed. Roles are carefully developed and staff respond very professionally to the well-considered responsibilities they are given.
143. Resources are carefully matched to the priorities specified in the school development plan.
144. Governors, senior management and curriculum leaders at all levels throughout the school conscientiously analyse development economically and efficiently. The school gives 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**

145. The children make very good progress in developing their language skills. They have outstanding listening skills. They listen very well to adults and to each other.
146. Children are making very good progress in acquiring early reading skills. Those children who enter school with low language skills make outstanding progress in basic letter and word recognition. They recognise most letters in lower case and capital form.
147. Progress in early speaking skills is very good. The children, many of whom start with very limited speaking ability, quickly develop a good vocabulary based on the activities for all areas of learning. They address each other by name and increasingly speak in full sentences. They respond well to the staff's gentle, but probing questioning. They use language well in role-play, for example, in telephoning the doctor or ordering from the café.
148. The children's writing skills are very well developed. By the time they leave the reception class they have a good understanding of how to construct a story with a beginning, middle and end and are very confident to 'write' freely for a wide range of purposes. They systematically develop increasing pencil control and an early knowledge of the structure of letters and words. They make good use of ICT for early writing.

##### **Good features**

149. The Welsh language is successfully introduced to children with the majority understanding and responding to a range of everyday commands. Children repeat number rhymes, count in Welsh and know the names of different garments on a washing line at every given opportunity, thus significantly increasing their standard of achievement. Children's response to instruction in Welsh is good.

##### **Shortcomings**

150. There are no significant shortcomings.

**Personal and social development**  
**Grade 1: Good with outstanding features**

**Outstanding features**

151. The children show strong empathy for the feelings of others and are very sensitive to issues, difference and intolerance. They respond very well to the opportunities in reception to express their ideas in role-play and circle time.
152. The children become very independent and self-reliant. The very well structured activities develop their ability to select what they want to do and persevere for long periods. This is very evident in the role-play and reading areas. They sort and organise their work well and contribute well to the tidying process. They discuss how well they are doing with the staff becoming increasingly self-critical.
153. The children are very highly motivated. They respond exceptionally well to the exciting and imaginative teaching in reception class, but all staff successfully encourage children to high levels of enthusiasm and concern for their work.

**Good features**

154. The children are polite and friendly. They work well alongside each other in nursery and become increasingly involved in sharing games and playing together.
155. The children concentrate for long periods of time particularly in the reception class. They stick with their work even when it is difficult. For example, many children showed considerable care when spreading butter on cream crackers and in cutting and pasting activities.

**Shortcomings**

156. There are no important shortcomings.

**Mathematical development**

**Grade 2: Good with no important shortcomings**

**Good features**

157. Children in the nursery and reception make good progress in counting. They respond well to the many activities which require counting or simple addition. By reception class, they count accurately to ten and beyond matching numbers one to one.
158. The children classify and sort patterns of beads in repeated arrangements. Some of the more able children create complex patterns repeated accurately several times with minimum support.
159. In reception, the children count in groups of two and ten using a wide range of counting and sorting resources well.
160. The children in reception sort and match coins and other objects by size and value. They respond well to challenging questions from the teacher. They make accurate measurements using shoe prints and straws.
161. Children recognise a good range of 2 dimensional shapes. They know that a square has four sides and a circle is round.

**Shortcomings**

162. There are no significant shortcomings.

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

### **Grade 2: Good with no important shortcomings**

#### **Good features**

163. The children develop a good knowledge of many aspects of family life and the world around them through the excellent range of role play activities, well planned topics and many visitors such as the members of the police, school nurse and the lollipop lady.
164. The children have a good knowledge of their local environment. They observe snails through a magnifying glass and make detailed pictures and sentences about them. By reception class, they have a good knowledge of the changes of the seasons and the colours of the autumn leaves.
165. All children understand that living things should be treated with care and concern, and their understanding is enhanced through the use of puppets during role-play activities. Their skills and understanding of the use of ICT in the world around them develop appropriately.
166. Reception children develop a very good awareness of the sequence of their day in school, retell past events well, and have a good idea of the difference between weekdays and weekends. They know that squirrels hide acorns in autumn and dig them up when they are hungry in spring. In discussion, children name some healthy foods and explain why eating some food could damage their teeth.
167. Children have a good awareness of different faiths and listen to stories from Christianity and Judaism. They have visited the church and celebrated baptism and other festivals. They make interesting drawings from religious artefacts.

#### **Shortcomings**

168. There are no significant shortcomings.

#### **Physical development**

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

#### **Outstanding features**

169. The children make very good progress in developing co-ordination while moving in dance and gymnastics. They move very well in response to music in the reception class, showing a good awareness of the nature of the music and vary their movements accordingly. They jump, hop and skip around each other with very good control.
170. The children develop very good control of pencils, pens and paint brushes through regular use and highly challenging writing and drawing activities.

#### **Good features**

171. The children have a good understanding of how to play safely outdoors and in. They understand the need for a warm up and the impact of exercise on their health. They link this to their knowledge of healthy eating.
172. Gross-motor skills are developing very well as they push, pull and peddle wheeled vehicles with increasing confidence and ability. They change and share vehicles when directed and follow the designated route responding to the adult's signals appropriately.

## **Shortcomings**

173. There are no important shortcomings.

## **Creative development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

174. Children sing a large variety of songs and rhymes in English and Welsh. They play percussion instruments to accompany their singing.

175. They work in large and small media creating paintings, prints and drawings linked to all areas of learning and different topics. The children often show good levels of skills in applying paint and mixing colours.

176. They make many pictures using collage, sticking and cutting techniques. By reception class, the children are often able to select the best way to join materials and show considerable care in gluing without making a mess. The cutting skills of many of the children are well-developed.

## **Shortcomings**

177. There are no important shortcomings.

<b>English</b>
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### **Key Stage 1: Grade 2: Good with no important shortcomings**

### **Key Stage 2: Grade 2: Good with no important shortcomings**

#### **Good Features**

178. In both key stages pupils demonstrate very good listening skills in lessons and in assembly. They pay close attention to their teachers and to each other and have good recall of what they have heard. Most respond quickly to instructions and respond accurately.

179. Pupils in KS1 make steady progress in reading at a level appropriate to their age and interest. They respond positively to the recent emphasis on new reading strategies by staff and are developing confidence in using their knowledge of phonics and word recognition to tackle new words.

180. Some more able pupils have a good understanding of the conventions of books.

181. Pupils have a clear concept of what constitutes a sentence and punctuate accordingly. The less able pupils are making particularly strong progress in this element of writing.

182. Most pupils are making steady progress in producing legible handwriting. Progress in spelling is slow but positive and a distinct improvement in standards has recently been observed consequent upon the well considered focus by staff on various spelling strategies.

183. In their narrative writing on Goldilocks more able pupils show confidence in their ability to write at some length.

184. All pupils, including those with SEN, make discernible progress in communicating meaning in fictional and non-fictional writing.

185. Key Stage 2 pupils communicate easily with each other in pairs or small groups. Their very good listening skills result in very good recall of earlier learning, for example in the genres of myths and legends.
186. They are confident in answering and formulating questions.
187. Pupils have responded well to the group and shared reading experiences recently introduced in the school. All pupils are confident and a small minority of the pupils listened to could read aloud with good expression and pace. They are making progress in skim reading and scanning off-screen.
188. Pupils are developing their use of dictionaries and thesauruses well. Most pupils have sound understanding of what they read.
189. They can differentiate between fiction and non-fiction and use the index to find information.
190. Most pupils can predict the outcome of a story imaginatively demonstrating satisfactory understanding of character and plot. In some classes, pupils are able to evaluate their responses to books and express them clearly in their book reviews.
191. Pupils write in a number of different styles but, especially, recount narrative and descriptive pieces and make good progress in planning and structuring their written work.

### **Shortcomings**

192. Pupils' limited vocabulary hinders their ability to express their ideas and to communicate as fully as they are obviously eager to do.

<b>Mathematics</b>
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**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

### **Good Features**

193. Pupils make good progress in counting and ordering numbers through KS1.
194. Pupils in Y2 have a good understanding of doubling and halving numbers to 20 and above.
195. By Y2, pupils use strategies such as 'rounding up' effectively to calculate quickly. They explain the methods they use well.
196. Pupils in KS1 have a good knowledge of basic two and three-dimensional shapes. The more able pupils describe similarities and differences between the properties of different shapes well.
197. Pupils with SEN make good progress in learning basic mathematical facts and use their knowledge effectively in well-structured problems.
198. Pupils make good progress through KS2 in learning and applying multiplication and division facts. By Y5, they respond very quickly and accurately to quick fire questions involving a combination of mathematical operations.
199. Pupils are developing a good mathematical vocabulary, although this is not consistently developed.
200. The pupils set out written calculations very carefully and accurately.

201. Pupils make good progress in data handling and, by Y6, they sort and organise data from census information into a good range of graphical forms.

### **Shortcomings**

202. A minority of Y6 pupils show limited understanding of how to solve mathematical problems.

## **Information technology**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

### **Good Features**

203. Pupils are making good progress in all aspects of the subject as they progress through the school. They benefit from the well-planned scheme of work.

204. By Y2, pupils have good basic skills. For example, they log on independently, find and open programs, store and file their own work.

205. Year 1 pupils manipulate the mouse well to select and control objects on the screen. They match objects to names and cut and paste titles for their work.

206. Pupils use a good range of art programs to create labels, booklets and brochures in both key stages.

207. Pupils in KS2 make good progress in word processing skills. They often bring their poetry and stories to life by effective use of different fonts, colours and presentation styles. They make many of the labels for displays.

208. The pupils have a good understanding of the potential of the Internet for research. They are very aware of possible safety issues and limitations of its use. Pupils use the resource intelligently to support learning in many subjects.

209. Most pupils use spreadsheets effectively to organise data and make calculations.

### **Shortcomings**

206. A minority of older pupils in KS2 lack independence in their use of ICT, particularly spreadsheets and data handling.

## **History**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

### **Good Features**

207. Most pupils have a good understanding of the vocabulary of history. In KS1, many pupils grasp the concept of interpretation.

208. Pupils have a good understanding of timelines relevant to their designated study period and of their own personal milestones.

209. Key Stage 1 pupils are increasingly aware of past, present and future. When they compare the backgrounds and lives of Florence Nightingale and Betsi Cadwaladr they have good recall and use of detail and demonstrate a very good understanding of what history is and how they can learn from it.

210. In both key stages, pupils can express an outstanding, mature empathy with the victims of historical events, for example the dedication of Betsi Cadwaladr in KS1 and the feelings of an exiled Roman Soldier and the grief of families involved in the Gresford Disaster in KS2.
211. Pupils know how they can learn about history and many can interpret historical artefacts, research books and the Internet and develop a bank of knowledge.
212. Pupils have a sound grasp of which sources are primary and which are secondary and the importance of differentiating between fact and opinion.
213. Older pupils with SEN investigate many different aspects of, and differences between, the Celts and Romans. They use the school's Roman Museum and other excellent resources well.
214. Throughout the school, pupils use open and closed questioning. Older pupils in KS2 utilise this skill well in their hot-seating exercises.
215. Many can deduce the causes and effects of events under study.

### **Shortcomings**

216. More able pupils need to produce extended writing independently.

### **Physical education**

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

### **Good Features**

217. Pupils in both key stages make good progress in acquiring the skills and techniques of gymnastics, dance and games. Key Stage 2 pupils also progress well in swimming, athletics and contact games.
218. All pupils warm up and cool down correctly and clearly understand the effect of exercise on their bodies.
219. They work well individually, in pairs and in small groups, carrying and using space and apparatus safely.
220. All pupils respond immediately and correctly to directions.
221. Pupils in KS1 generally show good control on apparatus, employing jumps, slides and rolls.
222. They demonstrate development in balance and creating imaginative shapes.
223. Pupils with SEN in the assessment centre make good progress in acquiring individual dressing skills, moving in a controlled manner and showing both confidence and curiosity in exploring movements of the various equipment.
224. Key Stage 2 pupils use space quietly and sensibly demonstrate sound control when running, freezing and balancing.
225. They are conscious of the need to pay heed to health and safety issues.
226. In gymnastics they plan and sequence their moves carefully to achieve fluency of movement. Most pupils develop a good sense of rhythm and co-ordination.
227. In the best lessons pupils act as, and observe from, good practice and are developing astute self-evaluation skills.

228. They endeavour to improve their skills and are aware of the need to present their performance well.

229. Pupils compete with commitment in team games.

### **Shortcomings**

230. In some lessons pupils did not observe others' work sufficiently to enable them to judge others' and their own progress.

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

The headteacher, staff and governors would like to thank the registered inspector and his team for their professionalism. The staff appreciated the frequent opportunities to engage in constructive dialogue with team members.

As nominee inspector, the headteacher, welcomed the opportunity to participate fully in the inspection process.

The school is delighted with the inspection findings. The report is extremely positive and highlights that the school's progress since the last inspection is good with outstanding features.

The school's staff are extremely happy to know that the quality of teaching exceeds National targets for this year and even for 2007.

The school is extremely pleased that the inspection team noticed that 'the pupils enjoy coming to school and benefit from its warm, friendly ethos. The staff are very good role models and relationships are outstanding. Pupils have a feeling of belonging to a happy orderly community where learning can thrive.'

The children are very pleased that their progress has been recognised by the inspection team and that their 'very good behaviour' was acknowledged.

The school is delighted that so many aspects of it were deemed to have outstanding features by the inspection team. The inspection report is a clear and positive endorsement of the work of all staff, children, governors and parents involved with Alexandra School. The report clearly acknowledges the school's culture of on going improvement and identifies very high standards of teaching and learning, teamwork and care.

The school will fully address the recommendations of the inspection team by incorporating them into the school development plan.

## Appendix 1

### Basic information about the school

Name of school	Alexandra C P School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Bodhyfryd Wrexham
Postcode	LL12 7AZ
Telephone number	01978315120

Headteacher	Mr Richard Lloyd
Date of appointment	September 2002
Chair of governors	Mrs Carol Crump
Registered inspector	Mr Andrew Clark
Dates of inspection	6-9 February 2006

## 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	30	37	40	28	31	35	29	30	260

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	1.04	15.04

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27.4
Pupil: adult (fte) ratio in nursery classes	12
Pupil: adult (fte) ratio in special classes	2.3
Average class size, excluding nursery and special classes	27.4
Teacher (fte): class ratio	1.3

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn	87	93.5	93
Spring	79	87.8	92.5
Summer	80	88.2	92

Percentage of pupils entitled to free school meals	34
Number of pupils excluded during 12 months prior to inspection	4

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:					31
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	3	3	23	63	7	
		National	0	4	13	63	20	
En: reading	Teacher Assessment	School	3	3	40	47	7	
		National	0	3	11	63	23	
En: writing	Teacher Assessment	School	3	3	17	77	0	
		National	0	5	14	69	11	
En: speaking and listening	Teacher Assessment	School	3	3	23	57	13	
		National	0	4	14	55	26	
Mathematics	Teacher Assessment	School	3	0	23	60	13	
		National	0	2	11	63	24	
Science	Teacher Assessment	School	3	0	20	63	13	
		National	0	2	10	65	23	

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

In the school	70%	In Wales	80%
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### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6					30				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	6	0	17	57	20	
		National	1	0	0	0	1	5	16	46	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	47	40	
		National	0	0	0	0	1	3	17	49	28	
Science	Teacher assessment	School	0	0	0	0	0	0	0	50	50	
		National	0	0	0	0	0	1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment

In the school	73	In Wales	70
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- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of ten inspector days in the school and met as a team before the inspection. The school nominated the headteacher to join the team.

These inspectors visited:

- 37 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team held post inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
John Andrew Clark Registered Inspector	Key Questions 1, 2, 5 Context, summary and recommendations Under-fives Information technology Mathematics
Gwynoro Jones Lay Inspector	Key Questions 4 and 6 Contributions to all Key Questions
Meiriol Meredith Jones Team Inspector	Key Questions 3 and 7 English History Physical education
Richard Lloyd Nominee	

### **Acknowledgment**

***The inspection team would like to thank the staff and governors for their cooperation and support during the inspection.***

### **Contractor:**

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