

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

**All Saints' V. A. Primary School
School Hill, Gresford,
Wrexham. LL12 8RW**

School Number: 6653338

Date of Inspection: 20/11/06

by

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79517**

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All Saints' Primary Gresford 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 All Saints' Primary Gresford took place between 20/11/06 and 22/11/06. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. All Saints' Primary School is situated in the village of Gresford on the outskirts of Wrexham. It provides education for 292 full time pupils aged between 3 and 11.

2. There are 45 children in the nursery who attend on a part time basis. Pupils come mainly from Gresford and the surrounding villages. Attainment of pupils on entry is of average ability. There are no children from a predominantly Welsh speaking background. Most of the housing near the school is privately owned and about 10 per cent is rented accommodation.

3. There is very little social deprivation in the area. Ninety five per cent of pupils (95%) come from English speaking homes. 1.34% of the school are entitled to free school meals. This is considerably below the national average. Three pupils have support for learning English as an additional language and 31 pupils are registered as having special educational needs (SEN) including three for whom a statement of SEN has been made: this equates to 10% of the school population which is below average. Considerable renovation and additional accommodation has been added since the last inspection in October 2000. The school has achieved the Basic Skills Quality Mark and Investors in People. The present headteacher was appointed in April 2006.

The school's mission statement

- To develop a school in which effective teaching and learning enables pupils to achieve their full potential and become responsible members of society.

The school aims

- To promote the highest possible educational standards through the presentation of good quality work.
- To recognise and provide for the needs and talents of pupils to enable them to develop their abilities to the full.
- To recognise and reinforce positive standards of behaviour as agreed by the whole school community.
- To ensure that the curriculum includes all statutory requirements and is appropriate, flexible and relevant to the needs of the developing child.
- To help pupils develop a range of skills, think abstractly, gain information and form positive attitudes.
- To sustain and improve the quality of our work through regular monitoring and evaluating teaching and learning.
- To provide value for money.
- To make the best use of both human and environmental resources to enhance the quality of education offered to pupils.
- To make use of the School Development Plan to focus resources and the professional development of staff towards achieving agreed goals.
- To recognise that children are at the centre of education and whatever their race, religion or gender, should have an equal opportunity.

- To raise awareness of moral values and respect for the beliefs of others within a Christian ethos.
- To foster self confidence within a secure and happy environment.
- To develop a caring community which recognises equality of opportunity and fosters concern and respect for others.

The school's own priorities for development

- Set out easily understood objectives and reasonable but challenging targets which encourage whole hearted commitment from staff to change and improve.
- Specify clear outcomes related to improvements in standards and quality, against which progress can be measured.
- To examine current provision for spelling.
- To examine and develop role of parents in the general life of the school especially in Teaching and Learning and school improvement.
- To examine the impact of outside accreditation on teaching and learning by undertaking an *Investors in People* review.

Summary

4. All Saints' is a very friendly and caring school that sets very high standards. It has many outstanding features. Pupils benefit from a rich and varied curriculum. Amongst its numerous strengths are the team work displayed in the leadership and management of the school and the quality of teaching. In addition, the support of non-teaching staff and the relationship between all staff and pupils and pupils and their peers. There are also good relationships between parents and the local community. The inspection team agreed with the school's judgement in three key questions. Where there were differences, these arose as a result of the school placing insufficient emphasis in its self-evaluation report on the outstanding features of aspects of its provision.

5. The inspection judges the school as follows:

Tables of grades awarded

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

Standards

6. Overall, pupils' standards of achievement in the lessons observed in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	0%	0%

Grades for standards in subjects inspected.

Subjects	Key Stage 1	Key Stage 2
English	1	1
Mathematics	2	2
Geography	1	1
Design Technology	1	2
Information Technology	1	1
Music	2	1

7. The pupils overall standards of achievement in the lessons observed compare very favourably with the WAG figures set out in 'The Learning Country 1' which states " standards of achievement are at least satisfactory in 98% of classes we inspect (i.e. Estyn grade 3) and standards are good or very good in 65% of classes we inspect. (i.e. Estyn grade 1 and 2.)"

8. In 2006 standards achieved by pupils in the end of Key Stage 1 (KS1) teacher assessments in the core subjects of English, mathematics and science, exceed both the local and national averages. The proportion of pupils, gaining the higher level 3, was significantly above local and national averages.

9. In KS1 teacher assessments for 2006 show that the vast majority of pupils achieve national expectations (Level 2) in English 96%, in maths 96% and science 96%. Statistics include 36% who achieved level 3 in English, 42% in mathematics and 38% in science. The Core Subject Indicator (CSI) was 96% which exceeds the national and local averages.

10. In KS2, in 2006, the standards achieved by pupils in English, mathematics and science teacher assessment were well above local and national averages and in line with similar schools. In English at level 4 and above there were 93% in mathematics 95% and science 97%. Statistics include 32% who achieved level five in English, 52% in mathematics and 36% in science. The Core Subject Indicator (CSI) was 87% which exceeds the national and local levels.

11. Although Early Years was not inspected as one of the six focused areas, in the inspection teams judgement, Early Years pupils' progress is good with outstanding features and sets the standard for some outstanding level of progress throughout the school.

12. Pupils successfully acquire new knowledge, develop their ideas, and increase their understanding. Pupils have a good awareness of what they are doing, and what

they need to do to progress. This aspect of their work needs to be more formalised to give pupils more structured knowledge of their overall progress.

13. Children in Early Years make very good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of ICT. In KS1 and KS2, standards in the key skills of speaking listening, reading and writing are good with outstanding features across all subjects. This also applies to ICT. Standards in numeracy are good with no important shortcomings. Application of key skills, throughout the school as a whole and in the subjects inspected, are exceptional.

14. Pupils' standards in bilingualism are good. However there is a need to develop further conversational Welsh and vocabulary.

15. Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs).

16. Pupils' personal and social skills are very well developed as they progress through the school. Their behaviour is exemplary in all contexts. They are considerate, thoughtful and friendly to each other and show courtesy and respect to adults and visitors. They move quietly and carefully about the building and their behaviour, especially in the playground, is exemplary and an outstanding feature. They show a kind and supportive nature to all.

17. Average attendance for the twelve months prior to inspection is 96.1%. This is an outstanding achievement, for which the school can feel justifiably proud. It exceeds both the LEA and national averages for primary schools in Wales.

18. The Christian ethos is evident throughout the school. Every pupil is valued and encouraged to play a full part in school life.

19. Teachers ensure that equality of opportunity is implicit in all school activities. The curriculum helps to develop knowledge, understanding of and respect for the diversity of other peoples' beliefs, attitudes and cultural traditions within society. From the Early Years on, children begin to understand their role as part of a parish community and they value the opportunity to participate in community events.

The quality of education and training

20. The quality of teaching in the subjects inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	55%	11%	0%	0%

21. The overall quality of teaching compares favourably with the findings in the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales which states: "*In primary schools, teaching is good with no important shortcomings in 79% of lessons; of which 18% of lessons have outstanding features.*"

22. Teaching is a notable strength of the school. Outstanding features are evident throughout both key stages and early years. Teacher's planning is a particular

strength and supported by a wide and varied range of teaching and organisational approaches.

23. Teachers provide very good role models and the quality of the working relationship between the staff and pupils is exemplary. This is a key feature in the standards achieved as it makes a significant contribution to pupils' motivation, effort and learning.

24. The School has adopted a consistent and structured system for assessing pupils' achievements, progress and attainments. An outstanding feature is the effective use made of assessment information across all subject areas.

25. The school's effective procedures to identify pupils with SEN follow the statutory requirements of the Code of Practice. An outstanding feature is the focus on tailoring the work to the needs of less able pupils while the more able are stretched to enable these pupils to excel.

26. The annual reports to parents conform to statutory requirements. Pupil achievements and progress are presented in detail, especially in the core subjects.

27. The curriculum provided by the school is another significant strength. It provides a broad and balanced curriculum, which fully meets statutory requirements and successfully incorporates the promotion of spiritual, moral, social and cultural development of the pupils. The school's curriculum helps pupils develop their understanding and knowledge of sustainable development. Pupils' awareness of global citizenship issues is well promoted through the school's well established links with schools in other countries.

28. The school ensures that all pupils participate in a range of activities to develop their basic and key skills of communication, numeracy and ICT and apply them appropriately across the curriculum. Pupils' ability to use their ICT skills across the curriculum is a particular strength. There are many opportunities for pupils to develop their problem solving and creative skills.

29. There are positive initiatives in terms of *Y Cwricwlwm Cymreig*. However there are insufficient opportunities provided for incidental Welsh throughout the school, which restricts the pupils' bilingual skills.

30. The school has developed new initiatives to involve parents in the life of the school and this has led to an increasing number of the parents becoming actively involved in various supportive activities. The overwhelming majority of parents are very supportive and have excellent relationships with the school.

31. An outstanding feature is the school's commitment to ensuring all pupils have equal access to all the school has to offer regardless of background or circumstance.

Leadership and management

32. Leadership and management is an outstanding feature of the school. The headteacher is highly committed to the school and the progress and care of its

pupils. Curriculum management responsibilities at all levels are very effectively carried out. Curriculum leaders monitor and evaluate their areas of responsibility very well and share good practice with their colleagues.

33. Target setting is robust and honest. The school sets challenging targets for itself and the pupils. Analysis of data and benchmark information lead to systematic and strong evidence based approaches to school improvement planning.

34. The headteacher and governing body (GB) are very clear on the direction the school is going and they have a very good understanding of their roles and responsibilities.

35. Governors play an outstanding participatory role in the strategic development of the school. Overall staffing, accommodation and resources are very good and outstanding use is being made of the new learning areas inside and outside the building.

36. The school's budget is well managed and the headteacher and Governing Body ensure that funding is closely linked to the school's identified priorities and objectives. An outstanding feature is the organisation of the raising of funds for the school building, a project that was sustained over a six-year period. The resultant improvements are impacting on standards achieved. The school provides very good value for money.

Recommendations

The governors, headteacher and staff now need to:

R1: Continue to set challenging targets to maintain the high standards of achievement and quality of teaching across the curriculum.

R2: To improve and formalise, the process of self assessment and target setting for pupils.

R3: To improve the provision and delivery of bilingualism throughout the school and raise overall standards.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

37. The findings of the inspection team do not match the school's judgement in its self-evaluation report. The school awarded itself grade 2 and the inspection team deemed it grade 1. The team judged that trends in standards of attainment and achievement had been consistently high in KS1. In KS2 despite a fall in 2005, previous trends coupled with predictions show the maintenance of very high standards.

38. During the inspection, the pupils' overall standards of achievement in the subjects were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	50%	11%	0%	0%

39. The pupils overall standards of achievement in the lessons observed compare very favourably with the WAG figures set out in *'The Learning Country 1'* which states *'standards of achievement are at least satisfactory in 98% of classes we inspect (i.e. Estyn grade 3) and standards are good or very good in 65% of classes we inspect. (i.e. Estyn grade 1 and 2)'*.

40. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Though early years was not inspected as one of the six focused areas, in the team's judgement, Early Years pupils achieve very high standards in a well organised and stimulating environment.

41. Attainment has been consistently high between the years 2003 to 2006 in KS1. In KS2 trends have also been consistently high, other than in 2005 which coincided with the introduction of teacher assessment. The team analysed future targets set that show clear maintenance of high standards arrived at by a robust and honest system of assessment. There are no consistent or significant differences between boys' and girls' academic performance at the end of KS2.

42. KS1 teacher assessments, for 2006, show that the vast majority of pupils achieve national expectations (Level 2) in all three core subjects. In English 96% of pupils achieved level 2 or higher, and in mathematics and science 96% of pupils achieved level 2 or higher. These figures include 36% who achieved level 3 in English, 42% in mathematics and 38% in science. The Core Subject Indicator (CSI) was 96% which exceeds the national and local averages.

43. In KS2, in 2006, the standards achieved by pupils in English, mathematics and science teacher assessment were well above local and national averages and in line with similar schools. In English, 93% of pupils achieved level 4 or above and 95% in

mathematics and 97%. in science These figures include 32% who achieved level five in English, 52% in mathematics and 36% in science. The Core Subject Indicator was 87% which exceeds the national and local averages.

44. Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs).

45. The school sets challenging targets for pupils' attainment at the end of KS2, significantly above WAG targets. Pupils generally meet these targets. They are highly motivated in their lessons and confidently work well individually or in group sessions. An outstanding feature of their work is their focused approach to their tasks. They have a strong work ethic and show an increasing desire to widen their knowledge through research in dictionaries, thesaurus and use of the internet. Another outstanding feature is that this approach starts at an early age and the good practice continues throughout the school.

46. Inspection evidence also demonstrates that across the school, pupils' progress is good with outstanding features. They are well informed and understand what they need to do to improve their work. Pupils have a very good understanding about what they are doing and when questioned can refer to areas of their performance that they intend to improve.

47. Children in Early Years make very good progress in the key skills of speaking, listening, reading, writing, numeracy and the use of Information and Communication Technology (ICT).

48. Progress in key skills continues in KS1 and KS2, where standards in speaking, listening, reading and writing are very good in all subjects. Reading throughout the school is of a consistently high standard and is good with outstanding features. Pupils read widely for both research and enjoyment and show an increasing range of vocabulary. They are also very good in Information and Communication Technology. A particular strength is the pupils' consistent application of their information technology (I.T.) skills across a range of subjects. Skills in numeracy are good overall.

49. Pupils' standards in bilingualism have good features that outweigh shortcomings. There is a need for consistency. They can exchange greetings and follow instructions but rarely communicate further with adults or peers as they progress about the school.

50. Pupils' personal and social skills are very well developed, as they progress through the school and are an outstanding feature. Their relationship and support for each other, both within the school and playground is an outstanding feature. The school 'Buddy system' commences in the reception class where they 'buddy up' with pupils from the nursery. Both KS1 and KS2 pupils continue this admirable system which has an outstanding effect on the ethos of the school.

51. Pupils are considerate, thoughtful and friendly and show courtesy and respect to adults and visitors. They show a kind and supportive nature to all and in their behaviour around the school. They move quietly and carefully about the building and

their behaviour especially in the playground is exemplary and an outstanding feature. Pupils of all ages mix in the playground with few incidents and older pupils take great care with younger pupils.

52. Pupils' acquire and display very good problem solving skills and are very effective when working together in pairs, in groups or as a whole class. Throughout a range of subjects they display very good creative skills including the use of computer technology.

53. Average attendance for the twelve months prior to inspection is 96.1%. This is an outstanding achievement for which the school can feel justifiably proud. It exceeds both the LEA and national averages for primary schools in Wales. Unauthorised absence is less than 1.0 per cent. With few exceptions pupils arrive on time. The names of latecomers are recorded. Registration is completed promptly at the beginning of the morning and afternoon sessions and provides an opportunity to exercise and improve knowledge and understanding of Welsh. Lessons throughout the day begin on time.

54. Pupils have a very positive attitude to school and their work and show high levels of concentration and perseverance. An outstanding feature is the strong work ethic present in all classes inspected. They listen intently to both their peers and teachers and speak confidently and retain information on the wide range of knowledge that they are acquiring. Regardless of their social, ethnic or linguistic background pupils make very good progress, as do pupils of varying ability.

55. The progress pupils make in their spiritual, social and wider development is good with outstanding features. Mutual respect helps create a happy, caring and supportive learning environment. The School Council is proactive in school initiatives and the 'buddy' system', works exceptionally well and is itself an outstanding feature of the children's work. Pupils develop positive attitudes to citizenship and involve themselves in charitable fundraising. They apply themselves diligently to their tasks and when queuing are patient and wait their turn.

56. Pupils have good awareness and participate fully in the Christian ethos of the school. Through their study of other religions they develop an understanding of diversity and treat each other equally within the school community.

57. From the Early Years on, children begin to understand their role as part of a parish community and they take an active part in community events. Their visits to places of interest and involvement in community projects help them to understand their role in the community. They develop a very good understanding of wider issues and take full advantage of the opportunity to question visitors to the school. This is a particular strength especially in the older pupils.

The quality of education and training

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

Grade 1: good with outstanding features

58. The overall quality of teaching is very good with outstanding features. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	55%	11%	0%	0%

59. These figures compare very favourably with the averages in the most recent Chief Inspector's report which stated: *"In primary schools, teaching is good with no important shortcomings in 79% of lessons, of which 18% of lessons have outstanding features"*.

60. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team after observing a very high standard of teaching felt that the school had not taken sufficient account of the weighting in the Estyn Framework. The inspection team awarded a higher grade (Grade 1) than the school.

61. Teaching is a notable strength of the school. Outstanding features are evident throughout both key stages and early years. There is considerable evidence of the positive impact of teaching across the full curriculum.

62. The outstanding features of teaching are:

- Highly skilled teaching that challenges pupils to extend their learning and achieve their best;
- The excellent quality of working relationships that promotes learning so well;
- High levels of subject knowledge and of current best practice in primary teaching;
- Pupil-teacher interactions of a very high order;
- Very good identification of learning objectives and key skills which are shared with pupils to great effect;
- Very effective classroom management and teaching styles that include a wide range of visual, auditory and kinaesthetic approaches;
- High expectations and lessons conducted at a very good and lively pace;
- Very effective use of a range of work to match pupils' needs, including the more able pupils.

63. In the small number of less effective lessons, minor shortcomings included insufficient expertise and ability to extend pupils' vocabulary in Welsh and on occasions pupils being given insufficient time to share their ideas.

64. Teachers provide very good role models and the quality of the working relationship between the staff and pupils is exemplary. This is a key feature in the

high standards achieved, as it makes a significant contribution to pupils' motivation, effort and learning. Teachers set high expectations and pupils' efforts are praised. Pupils have great respect for their teachers and support staff.

65. Teachers have good and sometimes very good subject knowledge. Expertise is exchanged in music, physical education and information and communication technology. In lessons teachers are very enthusiastic and use a variety of teaching strategies and relevant resources very well.

66. Short term planning is of a high standard. There are clear aims and appropriate learning objectives that are made very clear to pupils at the beginning and during lessons. These enable pupils to achieve and extend their learning goals.

67. In the very best lessons, pupils move from class learning to group or paired discussions frequently and appropriately; the use of deadlines ensures that pupils are kept highly focused and ensures that time is well used.

68. Issues of gender, race and disability equality are proactively addressed. The provision for promoting equal opportunities shows outstanding features. This provision is central to the work of the school and permeates into the extra-curricular activities. The personal and social curriculum and 'circle time' provide opportunities to discuss real-life issues and these are approached with sensitivity and consideration.

69. Effective use is made of assessment information, especially day to day assessment, to group pupils and match work to individual needs and abilities. There is a good focus on tailoring the work to the needs of less able and the more able are stretched to enable these pupils to excel.

70. The quality of assessment, recording and reporting is good. The school has adopted a consistent and structured system for assessing pupils' achievements, progress and attainments. Results in standardised tests assist in establishing teaching groups and identifying pupils' achievements and also to identify those pupils who are underachieving.

71. The statutory requirements for assessment of the core subjects are well met. The foundation subjects are also assessed using the 'Moving On' documentation. These provide an accurate picture for individuals and year groups and identify the 'next steps/targets' across all subject areas.

72. Pupils' work is marked regularly. In the best practice, positive comments are included together with some which identify the next steps for improvement. Oral comments during lessons support and guide pupils to achieve and exceed their learning goals.

73. There is an emphasis on promoting learner's understanding of the purpose of assessment. Pupils have a sound knowledge of class targets but a more formalised structure to self assess and review their own progress has not developed to the same degree.

74. The annual report to parents conforms to statutory requirements. Pupil achievements and progress are presented in detail especially in the core subjects. The school is developing an opportunity for pupils and parents to have an input into the annual report. The school has an 'open door' policy to enable parents to discuss their children's work with teachers.

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

Grade 1: Good with outstanding features

75. The inspection team agrees with the school's self-evaluation grade for this key question.

76. The school provides a broad and balanced curriculum, which fully meets statutory requirements and successfully incorporates the promotion of spiritual, moral, social and cultural development of the pupils. There are excellent opportunities for pupils to achieve high standards and to reach their potential. Pupils also have every opportunity to involve themselves in all aspects of the life of the school. The school's curriculum planning enables accessibility to all pupils and ensures continuity and progression within all subjects and across all key stages. This is an outstanding feature of the school's work.

77. Pupils are grouped according to ability in many subjects and this ensures that the needs of all pupils, including those who are able and talented, as well as those with SEN are met and are supported effectively. Pupils who learn English as an additional language also receive appropriate planned support. The range of activities designed to meet the needs of all learners at the school is an outstanding feature of teachers' planning and provision.

78. The school ensures that all pupils access a range of activities to develop their basic and key skills of communication, numeracy and ICT and accounts for the outstanding application of many of the key skills by pupils. They are encouraged to apply them appropriately across the curriculum. These opportunities are included clearly within teachers' planning and are presented in an appropriate context within the lessons.

79. There are many opportunities for pupils to develop their problem solving and creative skills, and also their increasing independence in learning according to age and ability. There are many outstanding examples of this throughout the school.

80. Learning experiences are suitably adapted to meet individual pupil's needs, in their basic and key skills development. This provision is an outstanding feature of curricular planning and provision. Carefully considered deployment of teaching assistants and adaptation of tasks ensures that the work provided is challenging and realistic to meet all pupils' needs.

81. There are, however, insufficient opportunities provided for the use of incidental Welsh throughout the school, which restricts the pupils' bilingual skills.

82. The school provides a wide range of excellent out-of-school experiences, including an impressive range of musical, artistic and sporting activities and notably, opportunities for sailing at a nearby lake. In addition the governors organise a breakfast and after school club that are very well attended. Such activities are well organised and are outstanding features.

83. Visits to local places of interest, including historical sites within the immediate locality, complement the work undertaken in classes. The school makes effective use of visiting speakers from various organisations within the community. The outstanding ranges of activities enrich and extend pupils' learning, and provide a solid foundation for the pupils' social and personal development. They are enhanced through well-established links with the community, entertaining local senior citizens and joining with pupils from a nearby school for an Annual Peace Service at the local Church.

84. Collective worship is undertaken diligently and fully meets statutory requirements. It is mainly Christian in context and provides pupils with opportunities for reflection, as well as for planning and participation in aspects of spiritual development. The established links with the Church enrich the curricular provision and provide outstanding experiences of spiritual and moral issues. The Vicar makes regular visits to the school and takes the school assembly on a regular basis, as well as delivering aspects of the school's religious education curriculum. The school also uses the Church most effectively as a valuable source of study in many areas of the curriculum.

85. The school successfully develops a sense of moral responsibility within the pupils through an effective 'Buddy' system whereby older pupils provide a supportive environment for their younger peers at the school.

86. There are positive initiatives in terms of *Y Cwricwlwm Cymreig*. Participation in the School Eisteddfod and visits to the International Eisteddfod at Llangollen enriches pupils' awareness of Welsh cultural events.

87. The school incorporates other cultures into the curriculum through established international links with India and Kenya which develop pupils' awareness of their own and of other cultures within Wales, Europe and around the World. This is an outstanding feature of the school's work.

88. The school has developed new initiatives to involve parents in the life of the school and this has led to an increasing number of parents becoming actively involved in various supportive activities. Parents have organised a series of fund raising events, which have supplemented the school's budgetary provision and accordingly enriched the education their children receive at the school.

89. The 'open door' policy adopted by the school is ensuring that all parents have access to staff and are able to discuss the progress and development of their children in a supportive environment. The school encourages parents to help in the classes and in supporting pupils on a variety of out-of-school activities.

90. The school's work related education contributes to the broadening of pupils' understanding and experience of the world of work. The school has forged useful links with a range of organisations. Recent visits have been made by the Royal Mail, and to Park Hall, the Legacy Environmental Centre and Bersham Industrial Museum. Occasionally, visitors come in to school to talk to pupils about their work experiences. These visits and visitors make a useful contribution to raising pupils' standards of achievement and help develop pupils' understanding of the world of work.

91. The school has benefited materially through its industrial links, for example businesses and organisations have assisted in the provision of additional computers, sports equipment and items for the playground.

92. The school has established partnerships with the local College of Further Education, as well as with the local primary school's consortium. Strong links are established with the local high school whose pupils follow a programme of work experience at the school. Opportunities provided by the organisations such as *Career Wales* to support staff training and development through secondments with outside organisations, have not been fully exploited lately.

93. An outstanding feature of the school is its commitment to ensuring all pupils have equal access to all the school has to offer regardless of background or circumstance and this is borne out in practice. Social disadvantage and stereotyping is tackled by encouraging pupils to participate in all areas of the curriculum. The personal and social education curriculum is effective in addressing these issues. Pupils confirm that whatever the occasion, be it involvement in sports or games, clubs or extra curricular activities or visits, all are encouraged and welcome to take part. Parents also confirm the school is effective in promoting equality of access.

94. The school's curriculum helps pupils develop their understanding and knowledge of sustainable development. The pupils take great care in looking after a wildlife area in the old school garden and organise a variety of recycling projects. Pupils' awareness of global citizenship issues is well promoted through the school's well established links with schools in other countries and many of the pupils regularly communicate via e-mail with pupils abroad to share their experiences and to compare their lifestyles. Pupils also collect Christmas boxes for children in less fortunate situations abroad. These aspects are successfully incorporated into the school's curricular provision within subjects such as English, geography, religious education, and science.

95. The development of pupils' entrepreneurial skills is promoted through various activities. From the Early Years on, through role-play, pupils begin to develop problem solving skills and make considered decisions. Older pupils have successfully organised fund raising events in support of worthy causes.

96. The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and be sympathetic to and respect the needs of others. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time, assemblies and structured pupil discussions.

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

Grade 1: Good with outstanding features
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97. The inspection team agree with the school's self evaluation of this key question.

98. The school provides very high quality care, support and personal guidance to its pupils. The calm and positive atmosphere and relationships based on courtesy and respect are of a very high order, and an outstanding feature of the school.

99. Pupils of all abilities are fully included in the life of the school. Their 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. They are confident that they can turn to teachers and support staff at any time for advice and support. This is a particular strength of the school.

100. Pupils feel very much part of the decision making process as their views are regularly canvassed through the School Council. The School Council is highly efficient and has a real impact on the school. Its members are confident and they act in a mature and responsible fashion. This is an outstanding feature.

101. The school maintains a strong partnership with parents and carers in caring for, supporting and guiding their children. The school operates an effective home/school agreement. The prospectus, issued to each parent, provides a good overview of the school's aims, mission statement and procedures. Parents are kept in touch with events through notices and newsletters. Formal parent/teacher consultations occur three times per year, and informal contact with the head teacher occurs daily. The governors issue a written report annually and arrange a meeting for parents to discuss its contents. School reports indicate progress made and include targets for future development.

102. When children start school there is an effective period of gradual induction; they generally settle easily into school life and quickly learn the routines. Parents are fully involved in the process and this helps establish a very effective working partnership. There is exceptional support from staff and the buddying-up of new nursery pupils with reception pupils is an outstanding addition to the induction process.

103. Arrangements for receiving children who join at a later stage are equally effective. These arrangements comfort and re-assure young children in what for many, is their first prolonged separation from home. The induction programmes are an outstanding feature of this school.

104. The policies and schemes of work lead to personal support and guidance of high quality for the pupils. A particular strength of the school is the account it takes of the *Personal and Social Educational Framework* which enables all pupils to have access to a varied and relevant personal and social education programme which includes the healthy school initiative.

105. Registration periods are administered promptly at the start of the morning and afternoon sessions and provide an opportunity to exercise knowledge and understanding of simple Welsh phrases. Parents and carers are aware of the need to inform school if their child is unable to attend. The exceptional attendance results

reflect the outstanding processes used to take immediate action to investigate any unexplained absence. Attendance data is uploaded onto an electronic database where trends can be mapped and individual patterns analysed.

106. Good attendance is acknowledged and rewarded. Parents and carers are encouraged to get their children to school on time, but a few are late arriving. The education social worker (ESW) provides the necessary support should the school have any concerns.

107. Teachers apply the school's behaviour management policy consistently and act as positive role models. Older pupils ensure all pupils are included in playground activities and that no child is ignored or friendless. Behaviour management by both staff and pupils is an outstanding feature of the school.

108. The school's provision for ensuring the healthy development, safety and well being of all pupils is good with outstanding features. Health and safety issues are properly addressed with fire, electrical and other equipment regularly checked. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell during the day. The school regularly reviews and updates pupils' contact details.

109. Child protection arrangements are well documented and understood by all who work at the school. All staff have received training and are familiar with procedures. The head teacher and in his absence the deputy head, is the designated person responsible for child protection issues. He ensures all staff receive regular training, are vigilant and recognise the signs that a child may need protection.

110. The school's provision for pupils with additional learning needs is good with outstanding features. The school's effective procedures to identify pupils with SEN follow the statutory requirements of the Code of Practice.

111. Individual learning needs are assessed thoroughly with a strong emphasis on early intervention and through using a wide range of impressive strategies. Appropriate and relevant diagnostic and standardised tests are used to assess pupils' needs and the school uses these results to establish teaching groups. The application of a variety of appropriate strategies, identified within each pupil's individual learning plan (IEP), are carefully planned to meet pupils' needs,

112. The pupils' IEPs and individual behaviour plans (IBPs) are well written and effective use is made of an electronic computer programme to produce clear well presented plans and programmes of work which are specific and measurable. An outstanding feature is the school's own IEP framework for pupils who receive speech and language support. This framework provides enhanced identification of pupils' specific needs, which are not included in enough detail on the electronically produced IEPs. They are reviewed each term and staff are briefed regarding pupil targets, which are included in their lesson plans.

113. Annual reviews of pupils who have a 'Statement of Educational Needs' meet statutory requirements and parents are fully involved in all stages and aspects of SEN identification, provision and reviews.

114. The quality of differentiated provision through carefully planned tasks and resources for pupils with additional learning needs is an outstanding feature of inclusive provision within the school. This provision includes support for pupils for whom English is an additional language. Pupils who are more able and talented receive extended tasks, appropriate to their abilities and challenge them to attain high standards of achievement.

115. The staff make effective use of teaching assistants who provide excellent support and who are fully aware of each pupil's needs. They meet daily before the start of lessons and are briefed regarding their supportive role for specific pupils.

116. The school makes good and effective use of a range of professional support services, including specialist teachers and the LEA's advisory service. In class support is very well differentiated and is good with outstanding features. Learning needs are diagnosed effectively and appropriate intervention is a strength of the school.

117. A member of the Governing Body who is responsible for SEN meets with the special educational needs coordinator (SENCO) each term and reports back to the full Governing Body.

118. An effective staged response to low-level disruptive behaviour ensures that pupils are able to learn effectively without interference or disruption. The school has clear procedures to deal with pupils who may be in danger of being temporarily excluded, together with a planned programme of re-integration when relevant; these contribute to the outstanding behaviour within the school. No pupil had been temporarily excluded from the school within the twelve months prior to the inspection.

119. The school is a happy, caring community where pupils are valued and supported. Pupils, whatever their gender or social background, have equal opportunity to participate in all activities. Fairness, tolerance, equality and respect for different views and values are clearly promoted and are good with outstanding features. The small number of pupils with *English as an Additional Language* (EAL) are very well supported and have access to the full curriculum.

120. The policies and practices, at the school, foster positive attitudes amongst pupils on matters such as promoting equality on the basis of gender, race or background.

121. There are clear policies and strategies for promoting a high standard of behaviour. There are effective policies and procedures for preventing bullying. Any incidents of bullying are investigated thoroughly. 'Buddies' act as mediators which gives pupils the opportunity to resolve differences using their own resources and skills. This is an outstanding feature of the school.

122. The school fully complies with the statutory requirements regarding provision for disabled pupils and adults, and has suitable accessibility arrangements to ensure that at any time disabled learners receive equal access to the curriculum.

123. The school actively recognises and respects diversity which is celebrated during school assemblies and through many aspects of the curriculum.

Leadership and management

Key question 5: how effective are leadership and strategic management?

Grade 1: Good with outstanding features

124. The findings of the inspection team do not match the school's judgement in its self-evaluation report. The school gave itself grade 2 and the inspection team deemed it grade 1. The team judged that the leadership and management of the school by the staff and governing body are outstanding.

125. The present management team is developing after the appointment of the headteacher in the last six months. The headteacher is highly committed to the school and the progress and care of its pupils. He has brought experience and additional strength to add to a strong and committed team of professional and highly motivated staff. He is ably supported at senior staff level by the deputy headteacher and head of Infants. They share his philosophy, aims and values which are embodied in the school's mission statement of enabling pupils to achieve their potential. Staff work very well as a team. As leaders and managers they are well aware of their responsibilities for improving standards. Management processes throughout the school are focused on raising standards.

126. Curriculum leaders regularly review and evaluate their areas of responsibility and feed the information into the school's improvement plan. Targets set are challenging and realistic and all staff and governors carefully plot progress using a strong monitoring and evaluation structure. This comprehensive involvement of all those involved in school life is an outstanding feature.

127. The school takes very good account of national priorities and local partnerships. Local initiatives such as the 'Moving on' system that assesses and evaluates individual progress across all curriculum areas are having a noticeable impact on standards. Similarly, the Curriculum Leaders' course has had a significant impact on improving standards. The school is also involved in the healthy eating project, recycling as well as I.T and geography projects involving schools in Kenya.

128. An outstanding feature of the school is the very effective way it has organised and implemented the requirements to provide teachers sufficient time for planning, preparation and assessment. Experienced and well qualified teachers act as support staff to ensure that the very high standards are maintained in all classes and that the pupils are presented with new challenges.

129. The school's performance management systems are securely in place and based on an agreed policy with all parties. Staff development provides a clear structure for identifying training needs for all staff and colleagues work together to disseminate relevant information in training sessions. The school has also pursued accreditation for its work through Investors in People. All school staff are monitored and evaluated to assess the impact of their personal targets upon performance.

130. The headteacher and governing body are very clear on the direction the school is going and they have a very good understanding of their roles and responsibilities. The governors are highly motivated and enthusiastic and very effective. They are well informed of and very involved in the school on a regular basis. Some governors come in to school to monitor performance of teaching and learning and give in class support. This is an outstanding feature, as is their work in the six-year plan to improve the learning environment of the school, with additional facilities for the Early Years, music and I.T. as well as classrooms. Their fund raising and involvement in planning and construction has meant that there is a measurable impact on standards throughout the school.

131. All statutory obligations are met and a very effective committee system is in place that ensures regular contact with the school and its staff. They are highly involved in the strategic management of the school and are central to the shaping of improvements as seen in the development of the building.

132. The governors are well informed about the school and debate rigorously with their colleagues to ensure they make informed decisions based on the reports of the headteacher and staff.

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

Grade 1: Good with outstanding features
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133. The findings of the inspection team differ from the school's judgement of Grade 2 for this key question in its self-evaluation report. In the inspection team's judgement the variety of approaches that the school employs to evaluate its performance and raise standards had some outstanding features.

134. The school analyses its performance honestly and robustly using the Estyn framework relating to the seven key questions. The self-evaluation process by the Headteacher, all staff and governors is very comprehensive. They show considerable commitment to improving standards. All are proactive in the process of self-evaluation. The school's self-evaluation report matches the inspection team grades in 3 out of the 7 key questions. In the areas where the team disagreed with the school's self evaluation they raised the grade.

135. Analysis of data and benchmark information alongside the annual focus on core subject monitoring and the use of data from the *Fischer Trust* lead to a systematic and strong evidence based approach to school improvement planning.

136. There are very strong links between the self-evaluation process and the school improvement plan (SIP) which emerges. The SIP clearly identifies priorities, targets, responsibilities and costs. The senior management team and governors ensure that its various elements are very effectively supported by necessary resources. Progress in achieving targets is very carefully monitored. Governors have taken account of a range of influences, not least, since the last inspection, the need to improve the building to make it fit for purpose. The result of their efforts has had a considerable

influence on addressing the key issues of the last inspection, resulting in a marked improvement in standards. This is an outstanding feature of the school's work and ensures the school can continue to set ambitious and challenging targets.

137. The self-evaluation document produced by the school prior to the inspection is a document of high quality. This report is honest and thorough and all governors, staff and local education authority advisers were involved in its development. It is concise but clear and gives a detailed analysis of all aspects of school life.

138. The role of subject co-ordinators has developed very effectively during the last few years. Subject co-ordinators make very important contributions to the self-evaluation and planning for improvement. They regularly monitor planning and assessment, and use the information to assist in the development of the school improvement plan (SIP).

139. Coordinators share valuable information about pupils' achievements in their subjects and this is a particular strength of the school. They produce evaluative reports noting strengths and features for further development, relating to provision and achievement in their subjects. This they share with governors.

140. The new headteacher has, through open sessions and an 'open door' policy, sought the views of parents and stakeholders in the interest of driving the school forward. The school council is proactive in its work to assist in school improvements. A more formalised approach to seeking further views of all parents and pupils is being developed.

141. The headteacher and the leadership team carefully monitor teaching and have a very accurate picture of the staff's many strengths and any areas for them to develop. The provision of the new classrooms and work areas ensures that pupils get some outstanding specialist teaching from early years and throughout the school, in a number of areas, such as information technology and music.

142. The school successfully demonstrates that its actions have resulted in measurable improvements, not only in the standards achieved by pupils, but also in its provision for teaching and learning. Progress in the key issues identified in the previous inspection is good with outstanding features.

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

Grade1: Good with outstanding features

143. The inspection team agrees with the school's self-evaluation for this key question.

144. The school is well staffed with a good balance between experienced and younger teachers, and well-qualified teaching assistants who provide effective support. The staff work well together to ensure an enthusiastic and co-operative

school community and a high quality approach to teaching. Teaching is of a high standard and additional support teaching for PPA is good with outstanding features.

145. The school's resources are matched to priorities identified in the school development plan, matching pupils' needs. The use of resources within the core subjects is reviewed annually, while resources for the foundation subjects are reviewed on a two-year cycle. This process ensures that classrooms are equipped with appropriate, up-to-date and relevant resources. Interactive whiteboards have been installed in some classes, which enhance and complement the variety of teaching methods already used by the staff.

146. The school's strong links with local businesses and industry are good. This has helped to generate funds to purchase resources and materials for the school, in particular the ICT resources and the restocking of the school library. The new music centre ensures opportunities for pupils to further develop their creative skills. The use made of these resources is an outstanding feature.

147. The accommodation provides for good teaching, learning and support for all the pupils. The remodelling of the school has also had a positive impact on toilet and changing facilities for the pupils, as well as improving the outdoor play facilities of the school. The remodelling process has successfully addressed the key issues for action referred to in the previous report regarding the accommodation issues for the under-fives. It is now an outstanding contribution to the school. A new wildlife garden has been created which encourages the development of sustainable development.

148. The school secretaries and non-teaching staff contribute greatly to the smooth running of the school and the catering staff provide healthy options within their menu at breakfast and lunchtimes.

149. The school caretaker ensures that the building is always kept in a good condition and a cycle of maintenance has been identified and applied. The building is kept in good decorative order and impressive wall displays enhance the environment. However, the condition of the school playing field gives cause for concern. The shortcomings present, at the time of the inspection, prevent the pupils from developing their physical education skills to the full, as the surface of the field is prone to heavy floods and gathers pools of water. In order to overcome this shortcoming the school has made suitable arrangements with the local football club.

150. The organisation of teachers' time is well managed and suitable planning, preparation and assessment time is given to staff so as to ensure quality in provision that meets statutory requirements. Teachers use this time to ensure that good quality teaching is provided to all the pupils and that the assessment of pupils across all areas of the school's curriculum is thorough and relevant to future provision. Linked to this is the exemplary work of the highly qualified and experienced replacement teachers, who add to the pupils' experiences. Together they are an outstanding feature of the school.

151. The school has ensured that staffing structures to enable good curriculum provision, evaluation and development are in place. This arrangement is ready to be

incorporated into the new teaching and learning responsibilities (TLR) system, to be implemented in January 2008.

152. The school uses qualified teachers to cover for teacher planning and preparation time and these members of staff are also part of the planning process for their subjects. This arrangement ensures outstanding quality of teaching and continuity of provision for the pupils.

153. Performance Management systems are in place to support the staff and the monitoring process identifies their training needs. Staff regularly attend various in-service training courses to update their knowledge on recent developments and initiatives within their areas of expertise.

154. The school's budget is well managed and the Headteacher and Governing Body ensure that funding is closely linked to the school's identified priorities and objectives. The school's finance committee oversees and checks all expenditure on a regular basis and reports back on developments to the full Governing Body. An outstanding feature is the organisation of the raising of funds for the school building, a project that was sustained over a six-year period. The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

KS1 and KS2: Grade 1: Good with outstanding features

Outstanding features include:

155. Pupils throughout the school speak very confidently and clearly. They can address and perform to the whole school very well during worship and assembly. They listen attentively and respond enthusiastically, questioning adults and teachers appropriately with older pupils making extended responses when questioned.

156. Reading throughout the school is of a very high standard with pupils reading accurately and with growing confidence. The impact of the 'First Steps' literacy programme on reading standards is an outstanding feature in KS1. They assimilate new vocabulary, often subject specific and use it appropriately in context. In KS2 as they progress through the school, pupils take ownership of the books they read and enjoy a varied diet of both fiction and non-fiction books, regardless of gender.

157. In writing, pupils in KS1 show very good progress moving from emergent to independent writing. In KS2 the outstanding feature of the creative writing of pupils is the use of compound and complex sentences to introduce characters and set the scene. Pupils produce mature pieces of extended writing when writing their adventure stories, incorporating the correct use of paragraphs, accurate spelling and punctuation into their work.

Good features

158. Pupils in KS1 also express opinions through the character of '*Beat Baby*' during their circle time news. They listen very attentively and respond enthusiastically to their teachers and other adults.

159. All pupils have made a sound start to reading and by the end of the key stage, most are accurate readers with very good ability to use their phonic knowledge to build unfamiliar words. Younger pupils recognise familiar words in simple contexts and have a developing understanding of the relationship between letters and sounds. Older pupils read with accuracy and fluency, more able pupils read with very good expression and understanding using a wide range of cueing strategies. They express their preferences in books and some name their favourite authors.

160. Younger pupils copy simple words and phrases and the more able pupils write to '*Goldilocks*' using words and phrases independently. Older pupils write imaginative stories of appropriate length using lively and interesting vocabulary. Their use of a planning framework when writing invitations to a birthday party based on *Kipper's Birthday* shows effective use of a variety of sentences and an understanding of how to sequence a story. Work is well presented and pupils demonstrate increasingly accurate spelling and punctuation of known and unknown words.

161. At KS2 pupils build upon the high standards at KS1. They listen very carefully and speak confidently. Throughout the key stage pupils collaborate very well in discussions about topics such as helping children in India and sustainability. They are eager to talk to visitors and show a great deal of interest in what they have to say. Older pupils vary their expression and vocabulary very well to engage the listener.

162. The choice is varied but comedy and information books are favourites with year 6. More able pupils in years 5 and 6 discuss favourite authors such as Terry Pratchett competently and express firm opinions about writing styles. Pupils use dictionaries very effectively to check spellings and to discover the meaning of words. They have well-developed higher order reading skills and retrieve information very competently from non-fiction books.

163. In KS2 there are very good examples of writing in a variety of styles and for different audiences; these include letters, factual accounts for example the second world war, autobiographies, persuasive writing in geography, poetry and newspaper reports. Pupils produce mature pieces of extended writing when writing their adventure stories, incorporating the correct use of paragraphs, accurate spelling and punctuation into their work. Handwriting is joined and legible and work is very neatly presented.

164. In both key stages, EAL pupils make good progress and achieve good standards.

Mathematics

KS1 and KS2: Grade 2: Good and no important shortcomings

Good features

165. Pupils understand basic number and become confident through practical activities. They count and sequence numbers correctly to 20 and understand the concept of odd and even. Most pupils in lower KS1 state accurately a number, which is one more, or less than a given number. They understand and apply simple mathematical terms with increasing confidence.

166. Many pupils in KS1 show a good understanding of the value of money and identify various coins correctly and state the overall value of two coins added together. Less able pupils in KS1 correctly identify coins, which add up to stated amounts within 10p. The more able pupils in KS1 correctly add the cost of two items, mentally, up to £1.

167. Pupils in Y2 count forward and backwards in tens confidently. They display quickness and growing accuracy in mental warm up sessions. They know the difference between analogue and digital clocks and have a good concept of half past the hour. They adapt well to understand the importance of the minute hand in determining analogue time.

168. All pupils in KS1 estimate and measure lengths accurately and with growing confidence. They use relevant mathematical resources effectively to enhance their learning. They know the difference between short and tall, and heavier and lighter. Later in the key stage pupils have a good grasp of half and quarter and apply this knowledge appropriately in other areas of the curriculum.

169. Pupils in lower KS2 are confident in using strategies to double and halve given two digit numbers. They add up number bonds to 100 accurately in their books. They use different strategies to find and solve problems and explain their methodology confidently. Pupils have a good understanding of place value. In Y3 and Y4 pupils apply their mathematical skills in producing spreadsheets related to food bills and apply simple formula to assist them in their problem solving.

170. Many pupils in KS2 understand terminology relating to acute and obtuse angles and draw appropriate diagrams to indicate the properties of these angles. Most KS2 pupils estimate, then measure and draw angles accurately using a protractor. The more able pupils in KS2 correctly identify the highest acute angle, and the lowest obtuse angle possible. Many KS2 pupils measure the areas of given triangles accurately using appropriate strategies.

171. Most pupils in KS2 accurately express percentages as fractions of 100. They understand fractions, mixed numbers and calculate fractions with increasing accuracy. Their mental agility with multiplication and division facts is good.

172. Many pupils in KS2 recognise geometric shapes, such as parallelograms, and use appropriate resources to accurately measure their lengths and angles.

173. Older KS2 pupils collect relevant data and express their findings in a variety of tabular and graphical forms also using computer technology to produce their graphical representation.

Information Technology

KS1 and KS2: Grade 1: Good with outstanding features

Outstanding features include:

174. An outstanding feature is their ability to demonstrate a high level of skills that they have gained working either independently or collaboratively. They show a good recall of previous knowledge and question and revise their own work effectively.

175. From an early age pupils show confidence in working independently in terms of accessing programmes and the ability to use tools and icons appropriately.

176. In lower KS2 the development of Star Office presentations for a school in Uganda is exceptional. In addition to the presentations, e-mail contact is made by the pupils to their counterparts in Uganda, where they both develop their interpersonal communication skills. Also in lower KS2 pupils have a very good understanding of data bases and spreadsheets and confidently use the computers to produce

graphical representations. They use formula buttons very well in their spreadsheets and work independently to solve mathematical problems such as comparisons of food bills.

177. In upper KS2, an outstanding feature is the pupils' ability, with the minimum amount of instruction, to confidently apply a wide range of skills in their *Power Point* presentations researching the internet for information and for stimulating accessories such as video clips and music to enhance their work. Pupils' use of ICT to further their understanding of music and discuss and appraise compositions in light of their style and origin is good with outstanding features.

Good features

178. Pupils throughout the school use information technology equipment confidently in the context of the wider curriculum. They are confident in using class based computers in addition to the well-resourced computer suite.

179. In KS1, pupils demonstrate very good progress in the development of their skills based on solid foundations in the Early Years' classes. Pupils are well practised in drag and drop techniques, font and size selection. They save, retrieve and print their own work and search CD ROMs to access information and operate programmable toys with minimum support and increasing skill.

180. In lower KS2 pupils have a very good understanding of data bases and spreadsheets and confidently use the computers to produce graphical representations. They use formula buttons very well in their spreadsheets and work independently to solve mathematical problems such as comparisons of food bills. Pupils are increasing their understanding of the use of interactive whiteboards and work confidently alongside the teacher in developing these skills.

181. Pupils in upper KS2 extend such work to Power Point presentations, based on their work in geography and history. Very effective use is made of the internet and multi media technology to design and develop creative work.

Design Technology

KS1: Grade 1: Good with outstanding features

KS2: Grade 2: Good with no shortcomings
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Outstanding features include:

182. Pupils in Key Stage 1 show outstanding group learning skills. These they demonstrate through encouraging and supporting each other on a variety of projects.

183. They show good self discipline when working with others in Key Stage 1 and this serves the pupils well towards acquiring a good knowledge of designing, making, testing and evaluating their products. Pupils design and make and apply their

knowledge well. They also produce work of a high standard and evaluate their designs confidently.

Good features

184. Pupils develop good knowledge and understanding of design and technology. As they progress throughout the school, they are prepared to experiment with and investigate the effectiveness of a range of materials and equipment in relation to various tasks.

185. They show great awareness of safety and are confident when using a variety of tools, appropriate to their tasks. All pupils recognise and state correctly, the purpose of a variety of tools and resources used in design and technology lessons. The effectiveness of this process can be seen in KS2, where the pupils successfully apply their acquired independent learning skills to new and challenging projects.

186. Many KS1 pupils work well with a range of simple tools and materials to plan and design a sea monster puppet with moving parts. They use split pins and sticks effectively to give movement to their puppets.

187. In both key stages, pupils study in detail how a product works before they start their own designs based on a prototype. By KS2 most pupils use their knowledge of structures effectively to produce exploded diagrams indicating clearly how they intend to construct their toy vehicles. They use this information creatively as prototypes for their own impressive customised designs.

188. In KS2, all pupils design and create a wooden chassis for a toy vehicle. They understand the various processes involved in ensuring that the wheels are attached correctly and are able to move appropriately. They are aware of the need to plan and design their work in advance, and evaluate effectively the process involved in their designs. They also show good independent learning skills to make and design colourful shells for their toy vehicles using their own designs based on observations of custom cars. The pupils show good understanding of the type of covering appropriate for their vehicles.

189. Many KS2 pupils create clear and accurate designs of an electrical circuit to show how a switch operates a circuit. The more able pupils use this diagram independently as a planning source in order to create a circuit to connect a motor to drive the wheels of a toy vehicle of their own design.

190. All pupils in KS2 make a healthy fruit salad, and evaluate its properties with regard to recording taste, texture and appearance. They record their findings effectively by means of a set of measurable criteria, and present this information clearly, using appropriate terminology.

Geography

KS1 and KS2: Grade 1: Good with outstanding features

Outstanding features

191. Pupils in KS1 work very confidently with maps and correctly apply these skills to their mapping and local study work of the Gresford area. An outstanding feature for their age is their ability to talk about what makes the area of Gresford different from others and have clear opinions on what they regard as being attractive and unattractive in their locality. In their comparative study of St. Lucia KS1 pupils talk confidently when comparing the lifestyles of the two locations.

192. In KS2, the pupils' investigation skills are also an outstanding feature. They are familiar with collecting, analyzing and presenting evidence they have gathered in order to gain an understanding of geographical patterns.

193. Pupils in upper KS2 use e-mail to create links with Kenya's 'Korando Faith Children's Centre.' This is an outstanding feature which develops an awareness in the pupils of the interdependence of people and environments and how people impact on and protect global biodiversity.

Good features

194. In KS1, the pupils' geographical skills are developing very well.

195. Early in the key stage, they produce simple but accurate plans of the classroom and many pupils plot their journeys to school and include physical features. They move on to work competently with the maps given to them by their teacher and have a sound understanding of how to use simple co-ordinates recognising a range of symbols.

196. In KS1 pupils locate the United Kingdom on maps of Europe and the world and can name and locate the capital of Wales. They study St Lucia as a contrasting area overseas. Pupils describe the differences and similarities of the Welsh and St Lucian flags and discuss the distances and forms of travel from Wales to St Lucia. They identify the capital Castries on a map and compare their lifestyles with the children in St Lucia, including the music of both countries.

197. They discuss the work of different people within their community very well and realise the important contribution of the Doctor, the Vicar and the postman in their lives. Their understanding of direction, including compass points, has developed very well. They use the correct geographical terms, to recognise the physical and human features found in the local area.

198. In KS2, following field work in Llandudno, pupils discuss and debate using their findings confidently, as in the case of their survey of shops in the location. In the 'Environmental Quality Survey' of that town, they give opinions on their preferred place to live.

199. They exhibit a growing awareness of maps and scale, and their geographical vocabulary is extensive. Years 3 and 4 pupils make accurate use of co-ordinates in their study of India and pupils in Years 5 and 6 use 6 figure grid references during their local studies. Years 5 and 6 pupils are well informed about the geographical features of Kenya and use persuasive writing and ICT effectively to produce tourist posters.

200. In KS2, pupils collect and recycle paper. They have a very good understanding of the need to care for the environment and of sustainability. Pupils offer mature ideas and opinions on how to control pollution acknowledging their own responsibilities as well as those of others.

Music

KS1: Grade 2: Good with no important shortcomings.

KS2: Grade 1: Good with outstanding features.

Outstanding features include:

201. In KS 2 pupils develop their musical knowledge and benefit from a broad musical diet. They learn to play a wide range of tuned and untuned instruments both in class and in peripatetic sessions. Their confidence in all their musical activities and their ability to move between a range of musical instruments is an outstanding feature.

202. Another outstanding feature of their work is their ability to identify musical genre from around the world and specific areas of the British Isles. Pupils apply their musical skills over a number of curricular area including, geography, history and ICT.

203. They have very good understanding of the use of computer technology to study and enhance their musical skills and knowledge. In year 6 pupils' ability to compose sound pictures in groups and the imaginative quality of their compositions is also an outstanding feature.

Good features

204. The quality of singing throughout the school is very good. Pupils maintain appropriate pitch and clear diction with a clarity of lyrics which supports understanding. Pupils have many opportunities to sing in concerts, assemblies and the school choir and this impacts positively on their standards of performing. They have a good sense of rhythm and pay appropriate attention to breathing and dynamics.

205. In KS1 pupils use body percussion appropriately when singing and keep a beat to the chanting of names and places. They use a number of auditory and kinaesthetic actions to interpret high and low sounds. In Y1 pupils extend their skills to include their own simple compositions and they listen to each other's work and discuss the

effectiveness of their own and others contributions. They create sounds to represent mood and understand that different tempos are needed to make a song livelier.

206. In KS1 pupils are familiar with a number of musical instruments and discuss these sensibly in a variety of contexts, referring to them individually. They understand different timbre of voice and instruments and sing simple rounds effectively.

207. Pupils have a wide understanding of music and musical terms and many apply these skills in a range of additional musical activities that are well attended by pupils. There is a school orchestra that incorporates brass, wind, stringed instruments and percussion. Pupils enjoy performing in assemblies and concerts organised by a very committed musical team.

208. Pupils in Y6 show a clear understanding of pentatonic scales and follow a pictorial score to produce musical phrases.

School's response to the inspection

The headteacher, staff and governors wish to acknowledge the professional manner in which the inspection team conducted this inspection. We valued the opportunity holding a constructive dialogue with the inspection team members.

The headteacher and nominee inspector appreciated the continual debate and the positive response by the Registered Inspector to the school's efforts to resolve issues that required further exploration and investigation.

The inspection team was required to report on the standards achieved by the school in seven key areas. The governors and staff are pleased that the team reported all of these as Grade 1 - good with outstanding features.

The school is pleased that the team also recognised the following:

- All Saints' is a very caring school and sets very high standards;
- The quality of care and support for pupils was outstanding;
- The pupils' behaviour was outstanding and that they were polite, considerate and thoughtful towards each other;
- Relationships were outstanding and built upon a very secure knowledge of pupils and their achievements;
- Partnerships with parents and the local community were judged as a good feature of the school.

We are delighted with the findings of the inspection team that they found outstanding features in almost every aspect of the school and its life. We believe this reflects the hard work and commitment of a dedicated staff and governors. We found the inspection a positive experience. We are pleased the inspection team commented on both the standards of achievement and quality of learning which were both '*a noticeable strength of the school. Outstanding features are evident throughout both key stages.*' Both were found to be above the Welsh Assembly Government recommended targets.

The self-evaluation report was acknowledged to be a document of high quality. Where there were variations between the grading by the inspection team and the school, the inspection team understood that the school had been over-cautious and upgraded our judgments to Grade 1.

The headteacher, staff and governors are committed to maintaining the high standard already achieved and will strive for further excellence.

The school will address the recommendations in the report in a school action plan. A copy of the school's action plan in response to the inspection will be sent to all parents. The Governors Annual Report to Parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school.

Name of school	All Saints' Primary School
School type	Voluntary Aided
Age-range	3-11
Address of school	School Hill Gresford Wrexham
Post Code	LL12 8RW
Telephone number	01978 852342

Headteacher	Mr Glyn Williams
Date of Appointment	24 th .April 2006
Chair of Governors/ Appropriate Authority	Mr Robert Willis
Registered Inspector	Mr Glyn Scott
Dates of Inspection	20th-24th November 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	22.5	36	45	43	43	40	43	40	312.5

Total number of teachers			
	Full Time	Part Time	Full time equivalent
Number of teachers	14	3	14.8

Staffing Information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.3
Teacher (fte) : class ratio	0.9:1

Number of pupils entitled to free school meals	1.34%
Number of pupils excluded during 12 months prior to inspection	0

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	96.5	95.6	95.4
Autumn 2005	96.7	97.6	97.8
Spring 2006	96.4	94.5	96.2

Appendix 3

National Curriculum Assessment Results

End of Key stage 1

National Curriculum Assessment KS 1 Results: 2006			Number of pupils in Y2: 40				
Percentage of pupils at each level							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	2	0	2	60	36
		National	0	4	12	64	20
EN: Reading	Teacher Assessment	School	2	0	2	52	42
		National	0	3	11	63	23
EN: Writing	Teacher Assessment	School	2	2	4	72	20
		National	0	5	14	69	11
EN: Speaking and listening	Teacher Assessment	School	2	0	4	58	36
		National	0	4	14	55	26
MATHEMATICS	Teacher Assessment	School	2	0	2	54	42
		National	0	2	11	63	24
SCIENCE	Teacher Assessment	School	2	0	2	58	38
		National	0	2	9	65	24

- 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

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	96	In Wales:	81

National Curriculum TA Assessment KS2 Results 2006						Number of pupils in Y6		39		
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	0	7	61	32
	National	0	0	1	0	1	5	16	46	30
Mathematics	School	0	0	0	0	0	0	5	43	52
	National	0	0	1	0	1	3	17	46	31
Science	School	0	0	0	0	0	0	3	61	36
	National	0	0	1	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	87.2	In Wales:	70

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of fourteen inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 47 lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of 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, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
 - responses to a questionnaire from 109 parents;
 - documentation provided by the school before and during the inspection;
- and
- a wide range of pupils' past and present work.

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

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Key question responsibilities
Mr. Glyn Scott	Registered Inspector	1, 5,6, Information Technology, Music
Mrs Barbara Thorne	Team Inspector	2, 4, English, Geography
Mr Glyn Griffiths	Team Inspector	3,7. Mathematics, Design Technology
Mr. Charles Brentnall	Lay inspector	Contributions to 1,3,4.
Mrs Kate Goodwin	Nominee	
Mr. John McLennan	Peer Assessor	

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

Inspection Contractor:

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