

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**BLACK LANE PRIMARY SCHOOL
LONG LANE
PENTRE BROUGHTON
WREXHAM
LL11 6BT**

School Number: 665/2187

Date of Inspection: 9th – 11th June 2003

By

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Registered Inspector 78957

Under Estyn contract number: T/281/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

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

GRADE DESCRIPTIONS

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

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

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	6
2. MAIN FINDINGS	
The main findings of the report	6
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	12
3.2 Standards achieved in key skills across the curriculum	14
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	15
4.2 Behaviour and attitudes	16
4.3 Attendance	16
5. QUALITY OF EDUCATION	
5.1 Teaching	17
5.2 Assessment, recording and reporting	18
5.3 Curriculum	20
5.4 Support, guidance and pupils' welfare	20
5.5 Provision for pupils with special educational needs (SEN)	21
5.6 Partnership with parents and community, schools and other institutions	22
5.7 Partnership with industry	24
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	24
6.2 Leadership and efficiency	25
6.3 Staffing, accommodation and learning resources	26

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives	27
English	31
Mathematics	32
Science	33
Welsh second language	34
Design and technology	35
Information technology	36
History	37
Geography	38
Art	39
Music	40
Physical education	41
Religious education	42

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	42
8.2	Key issues for action	43

APPENDIX

A.	Basic information about the school	44
B.	School data and indicators	44
C.	Results of National Curriculum assessments and public examinations	45
D.	The evidence base of the inspection	47
E.	Composition and responsibilities of the inspection team	48

1. CONTEXT

The school and its priorities

Black Lane Primary School is on the outskirts of Wrexham and serves the village of Pentre Broughton and the surrounding area. There are 162 pupils on roll aged between 3 and 11 years old. Twenty children attend the nursery class each morning and the remaining pupils are taught in six classes grouped mainly by age. About half the pupils come from the surrounding rural areas and half from the outskirts of Wrexham.

The school considers that the pupils come from a variety of socio economic backgrounds and that they represent the full range of ability. On entry to the nursery class, most children reach typical levels for their age in all ¹six areas of learning. All but one bi-lingual pupil, come from homes where English is the first language. There are a small number of pupils from Traveller backgrounds. About 10 percent of pupils are eligible for free school meals. Four pupils (2.6 percent) are identified by the school as having special educational needs (SEN) and of these, one pupil has a statement. This is well below the national average.

A significant proportion of pupils move into and out of the school in Key Stage 2 (KS2) and this has a negative effect on the school's results in National Curriculum assessments at the end of Year 6.

The main aims of the school, stated in the prospectus, are:

'to develop a secure and happy environment where each child is able to develop his or her full potential. The physical, social, emotional and mental needs of each individual are developed by means of a broad and balanced curriculum suited to the needs and age of the child.'

The school's main priorities for improvement, identified in the current school development plan are to:

- develop the planning for teaching key skills across the curriculum;
- develop the use of information and communication technology;
- review and develop the school's strategies for assessment and its use.

2. MAIN FINDINGS

The main findings of the report

Black Lane Primary School is a good school with many strengths. There is a most pleasant and purposeful learning atmosphere throughout the school.

¹ The six areas of learning for children under five are: personal, social and emotional development; language, literacy and communication; mathematical development; knowledge and understanding of the world; creative development; and physical development.

- The overall quality of the educational provision for children in the nursery and reception classes is good. The children in both classes are making good progress towards the ²Desirable Outcomes for Children’s Learning in all six areas of learning. Standards of achievement in each area of learning are as follows:

Area of Learning	Standards of achievement	
	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Good	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Physical development	Good	Good
Creative development	Good	Good

- Pupils in Key Stage 1 (KS1) and Key Stage 2 (KS2), achieve at least satisfactory standards in all National Curriculum subjects and in religious education. Standards of achievement in each subject are as follows:

Subject	Standards of achievement	
	Key Stage 1	Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (second language)	Good	Good
Information technology	Satisfactory	Good
Design and technology	Satisfactory	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Good	Good

- In all 38 lessons observed, children in the nursery and reception classes achieved good standards. In lessons in KS1, pupils achieved good or better standards in 80 percent of lessons and satisfactory standards in the remaining 20 percent. Standards of achievement in KS2 were good or better in 66 percent of lessons, satisfactory in 27 percent but unsatisfactory in the remaining seven percent of lessons.
- The progress made by all pupils, including those with special educational needs (SEN), is good overall. Standards of achievement of pupils with SEN are good. Progress in English in both key stages is good in reading and writing and satisfactory in speaking and listening. In KS1, progress is satisfactory in information technology (IT), design and technology and physical education. In all the other subjects, progress is good. In KS2, progress is good in all subjects.

² The Desirable Outcomes for Children’s Learning describe what most children in Wales achieve in each of the six areas of learning by the end of their time in the reception year.

- In KS1, standards of attainment in the national tests and assessments in 2002 were close to the national average in English, a little below average in mathematics and above average in science. The standards have been sustained close to or above the national average in all three subjects for the last five years. In 2002, the proportion of pupils reaching Level 3 in English and mathematics was below the national average. No pupils reached the higher level, Level 3, in science. Girls generally outperform boys in all three subjects.
- In KS2, standards of attainment in the tests and assessments in 2002 were below the national and local average in English, a little above average in mathematics and well above average in science. The results in English were affected by the significant number of pupils who joined the school in the last four terms before the assessments. Of these, a high proportion did not reach the levels expected nationally for their age.
- A high proportion of pupils attained the higher level (Level 5) in English and in science. In mathematics, a good proportion attained Level 5. There has been a significant trend of improvement in mathematics and science since 1999. Girls tend to do better than boys in English, but boys outperform girls in mathematics and science. Standards of attainment are rising faster in KS2 than in KS1.
- Standards achieved in the key skills of speaking, listening, reading, writing, numeracy and ICT across the curriculum are satisfactory overall. Where pupils are well challenged to develop their writing and speaking skills, they display a good development of individual style and expression. Too little use is made of information and communication technology (ICT) tools during lessons across the curriculum and, as a result, there is limited development of pupils' progress in this skill.
- The school has a good ethos. The quality of pupils' spiritual, moral and social development is good. The quality of cultural development is satisfactory. This reflects the school's positive ethos, encouraging the establishment of a caring, family community. Pupils respond well to this provision.
- The standards of behaviour and attitudes are good with aspects of social behaviour being very good at times. Pupils are aware of the school's expectations; they respond well to firmly established routines. They are confident and polite to one another, staff and visitors. Pupils have good attitudes towards work in the classroom although a few pupils occasionally lack concentration and application.
- The school's systems for monitoring and promoting good behaviour and to deal with any form of bullying or racism are very good. They are consistently applied by all teachers and support staff and are fully understood by the pupils. As a result, pupils are able to get on with their work and this has a positive effect on the standards they achieve.
- Levels of attendance are satisfactory. Most absences are due to illness or to parents taking their children on holiday in term time. Sometimes, the holidays taken during term time are in excess of the recommended 10 days and this means that pupils miss important parts of the teaching and their progress is slowed.

- The school provides a good quality of education. The quality of teaching is good throughout the school. In 10 percent of lessons observed during the inspection the quality of teaching was very good, in 63 percent it was good and in the remaining 27 percent it was satisfactory. There were no unsatisfactory lessons. This is a good improvement since the last inspection.
- In some lessons, pupils are over-directed by the teacher and the range of learning strategies offered is too narrow. In these lessons, pupils have too few opportunities to learn through practical activities, problem solving tasks and discussion. Shortcomings also occur when the lesson time is too long and the teacher's expectations are not sufficiently high. These factors slow the pace of learning.
- For example, in a science lesson, time was wasted on completing worksheets that added nothing to the pupils' understanding of their study of plants and how they grow.
- The overall quality of the school's procedures for the assessment, recording and reporting of pupils' work is satisfactory. The school's use of a variety of standardised assessment tests from Reception to Year 6 gives teachers a good basis for identifying individual strengths and weaknesses in specific areas, such as reading. However, whole-school assessment and recording procedures are over-complicated and do not provide teachers with a sufficiently informative and accessible system for tracking individual progress or underachievement.
- The quality of the curriculum for children in the nursery and reception classes is good. It includes well planned opportunities for children to make progress in all six areas of learning. The curriculum for pupils in KS1 and KS2 is broad and includes all the subjects of the National Curriculum and religious education. However, an over-emphasis on the core subjects of English and mathematics means that the time allocated to the other subjects is limited.
- Planning for the development of pupils' skills in the key areas of speaking, listening, reading, writing, numeracy and ICT is satisfactory. Teachers' planning does not consistently focus on the development of these key skills and so the provision is variable across the school.
- Y Cwricwlwm Cymreig is promoted well through subjects including history, geography, art and music and supported through educational visits.
- The arrangements for pupils' social and personal development, including health and sex education, are good and are successfully integrated into the curriculum. The pupils respond well to the curriculum. The development of pupils' personal skills is very good.
- A very good range of extra-curricular activities including sports, music, science, art and dancing is provided for pupils. A wide range of educational visits, visitors to the school, residential visits and themed 'sleepovers' enrich and extend pupils' learning and have a positive effect on the progress they make both personally and academically.
- Homework is set regularly and followed up effectively. It complements the work done in lessons and makes a satisfactory contribution to pupils' progress.

- The support, guidance and attention to pupils' welfare provided by the school are good. Pupils work and play in a happy, secure and supportive environment where their personal and social development is of paramount importance. Very good quality personal guidance gives pupils the confidence to approach adults for help with any difficulties they encounter. Levels of educational guidance are satisfactory overall.
- The provision for pupils with special educational needs is good. Pupils' needs are identified early and they are given a good level of support. Support staff are well deployed and trained; they make a significant contribution to the success of the school's provision. Parents are kept informed at every stage.
- The school has established very good partnerships with parents and community, schools and other institutions. These partnerships contribute a great deal to pupils' development and standards of achievement and are a strength of the school. The school has very good arrangements for supporting pupils when they transfer to the secondary school.
- Parents receive regular information of good quality from the school and have regular opportunities to discuss their children's progress. However, about 20 percent of those responding to the questionnaire sent to parents before the inspection stated that they would welcome more information about what is taught in school.
- There are some items missing from the prospectus and the Governing Body's annual report to parents and they do not fully comply with the National Assembly for Wales requirements.
- There are some satisfactory links with local commerce, business and industry which enrich elements of the curriculum.
- The management and efficiency of the school are good overall. The headteacher, staff and governors work very well together to promote the stated aims of the school. They have a strong commitment to school improvement.
- The headteacher provides very good leadership. She has a very good grasp of the relative strengths and shortcomings of the school and a clear vision for how improvements can be made. The headteacher has been very successful in building an effective team of teachers and support staff who work very well together and put the needs of the pupils first.
- The quality of self-evaluation and planning for improvement is satisfactory. The head teacher has a very good understanding of the strategies to be used and what needs to be done to develop these. She is well focused upon evaluating the quality of the school's provision and its impact upon standards.
- The school has introduced appropriate systems for monitoring the quality of teaching and learning, especially in the core subjects of the National Curriculum. The teachers who have responsibilities for the leadership of subjects and aspects provide good support for their colleagues but their role in monitoring and evaluating the work of the school in order to identify priorities and devise appropriate strategies for future action is underdeveloped.

- Effective use is made of a range of standardised test results and teacher assessments to set suitable whole school targets for achievements in English, mathematics and science. However, data analysis procedures are currently not sufficiently well used to identify specific areas requiring improvement.
- The governors work effectively to provide good support for the headteacher and staff. They play a satisfactory role in monitoring the quality of the school's provision and the progress made by pupils. They are kept well informed, are knowledgeable about standards in the school and are involved appropriately in strategic decisions. However, they are not sufficiently closely involved in evaluating curriculum initiatives to judge their effectiveness and contribution to whole-school improvement.
- The school makes good use of all available resources. Staff use their time well in lessons to support and challenge individuals and groups of pupils. However, some lessons are rather long and the range of learning strategies used is limited which means that the pace of learning slows down. Good use is made of the accommodation and learning resources to promote pupils' learning.
- Finances are managed efficiently and used well to support school improvement. Strategic financial planning decisions support the priorities for improvement identified in the school development plan. The governors monitor spending to ensure good value for money but do not have sufficiently rigorous strategies for evaluating the impact of their spending against success criteria.
- The day-to-day management, organisation and financial administration of the school are efficient. The secretary provides good support for the headteacher and staff, freeing them to concentrate on their work with the pupils. The ancillary support workers provide very good support for the pupils and the teachers and have a positive impact on the quality of education and the learning environment.
- The school is appropriately staffed and the accommodation is sufficient to meet the needs of the National Curriculum and the curriculum for children in the nursery and reception classes. The provision has a positive impact on the progress pupils make and the standards they achieve.
- Although improvements made to the building some years ago are attractive, some of the features are unhelpful. The greatest drawback is that the classrooms are cramped and limit the range of learning opportunities the teachers can provide. The sliding doors between the classrooms provide no soundproofing. Pupils manage to concentrate remarkably well considering the inevitable distractions from the next classroom. The last inspection team pointed this out but nothing has been done to improve the situation. Depending on the season, the atrium becomes unhealthily hot or, reportedly, unbearably cold and so is of little use as a teaching space for most of the year.
- The classrooms and shared areas are enhanced by the very high quality displays of pupils' work. These are attractive and stimulating and reflect the way in which staff value and celebrate the pupils' achievements. The building is maintained to a high standard of cleanliness by a dedicated team. These factors have a positive effect on pupils' attitudes to learning and contribute to the standards they achieve.

- There is a good range of good quality learning resources to support teaching in almost all subjects. Although the school has increased the number of computers in the school since the last inspection, there are still not enough to give the pupils sufficient opportunities to develop their skills and to use technology to support their learning.
- The school complies with statutory requirements and takes note of guidance from the National Assembly for Wales (NAW).
- The school has made good progress overall in addressing the five key issues given at the time of the last inspection in June 1997.

The particular strengths of the school are:

- the good standards of achievement;
- the good provision for children in the nursery and reception classes and the progress they make;
- the good provision for pupils with special educational needs;
- the good quality of teaching throughout the school;
- pupils' good behaviour and attitudes;
- the good quality of the curriculum throughout the school;
- the good provision for pupils' spiritual, moral and social development;
- the good provision for the support, guidance and welfare of pupils;
- the very good contribution that the schools' links with parents and the community makes to pupils' overall development;
- the very good leadership provided by the headteacher and the teamwork of the staff and governors.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- When children start school in the nursery, most children reach typical levels for their age in all ³six areas of learning. The children are making good progress and most are on course to achieve at least the early learning goals in all six areas of learning by the end of their year in the reception class. The standards of achievement of these children are good in all six areas of learning.
- Children in the nursery and reception classes achieve good standards in lessons in all six areas of learning. Pupils in KS1 achieve good or better standards in 80 percent of lessons. In the remaining 20 percent of lessons, standards of achievement were satisfactory. In KS2, standards of achievement were good or better in 66 percent of lessons. In the remaining lessons, standards of achievement were satisfactory in 27 percent of lessons and unsatisfactory in the remaining seven percent of lessons.

³ The six areas of learning for children under five are: personal, social and emotional development; language, literacy and communication; mathematical development; knowledge and understanding of the world; creative development; and physical development.

- Pupils in KS1 and KS2 achieve at least satisfactory standards in all the National Curriculum subjects and in religious education. Overall, standards of achievement are good in both key stages. Standards of achievement are as follows:

Subject	Standards of achievement	
	Key Stage 1	Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (second language)	Good	Good
Information technology	Satisfactory	Good
Design technology	Satisfactory	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Good	Good

- The progress made by all pupils, including those with special educational needs (SEN), is good overall. Standards of achievement of pupils with SEN are good. Progress in English in both key stages is good in reading and writing and satisfactory in speaking and listening. In KS1, progress is satisfactory in information technology (IT), design and technology and physical education. In all the other subjects, progress is good. In KS2, progress is good in all subjects.
- The results of the National Curriculum Assessments for 2002 showed that pupils' attainment at the end of KS1, based on their performance in the three core subjects of English, mathematics and science, was well above the national and local average. At KS2, standards of attainment in 2002 in the three core subjects were a little below the national and local average.
- In KS1, standards of attainment in 2002 were close to the national average in English, a little below average in mathematics and above average in science. The standards have been sustained close to or above the national average in all three subjects for the last five years. No pupils reached the higher level, Level 3 in mathematics or science. The proportion of pupils reaching Level 3 in English was below the national average. Girls generally outperform boys in all three subjects.
- In KS2, the pupils' standards of attainment in 2002 were below the national and local average in English, a little above average in mathematics and well above average in science. The results in English were affected by the significant number of pupils who joined the school in the last four terms before the assessments. Of these, a high proportion did not reach the levels expected nationally for their age.
- A high proportion of pupils attained the higher level (Level 5) in English and in science. In mathematics, a good proportion attained Level 5. There has been a significant trend of improvement in mathematics and science since 1999. Girls tend to do better than boys in

English, but boys outperform girls in mathematics and science. Standards of attainment are rising faster in KS2 than in KS1.

- All pupils, whatever their age, gender, ethnicity attainment and background, are provided with equal opportunities to make progress and achieve well.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in key skills across the curriculum are satisfactory overall.

- Pupils' listening skills are good across the school. They listen carefully in lessons and during whole-school occasions, such as assemblies. Most pupils maintain good levels of concentration and listen politely to the views of others in group and class discussions. They carry out instructions willingly and respond quickly to requests.
- Pupils' speaking skills are satisfactory overall; where they are given adequate opportunities to express their thoughts and ideas, they respond with good, extended answers to questions and challenges. On these occasions, they express themselves clearly and confidently in subjects across the curriculum. They are articulate and fluent in their speech and develop a growing confidence through discussions with each other and through responding to teacher questioning. As they mature, they acquire a good range of general and subject-specific vocabulary which they use accurately and in the correct context. However, pupils are not given sufficient opportunities to develop their oral skills in all classes and their progress is inconsistent.
- Pupils read well in subjects across the curriculum. They follow written instruction correctly and younger pupils make good progress in consolidating their phonic understanding. Pupils read clearly and above average and average ability pupils read with a good range of expression. They have a good understanding of the material they are reading and there is consistent progression throughout the school. Many pupils enjoy talking about their preferences for authors and genres of literature and they are acquiring good reading habits. Reading skills are used effectively in all subjects to access information and to extend knowledge and understanding. Pupils acquire a good range of library skills which help them access information and extend their research activities.
- Writing skills across the curriculum are satisfactory. Most pupils have an appropriate understanding of the structure required for particular written tasks and of the style in which they need to approach them. However, pupils have limited opportunities to draft and redraft extended pieces of writing in a range of subjects. Where pupils are well challenged to develop their writing skills, they display a good development of individual style and expression. Standards of presentation of written work vary widely and, although satisfactory overall, spelling, punctuation and handwriting are areas requiring further attention.
- Numeracy skills are good. Pupils have a secure understanding of number and place value. As they mature, their estimating and investigative skills develop well and they can detect patterns and predict outcomes. Problem-solving skills also develop well and pupils are prepared to explore a range of different strategies and approaches. The school's focus upon raising standards in mental mathematics has been effective in providing pupils with

greater confidence to tackle numerical problems and they successfully apply their mathematical knowledge and understanding in subjects across the curriculum.

- Standards in information and communication technology (ICT) are satisfactory overall. Most pupils have an appropriate grasp of basic ICT skills, such as word-processing and working with databases. However, too little use is made of ICT tools during lessons and, as a result, there is limited enhancement of pupils' learning in subjects across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The quality of pupils' spiritual, moral, social and cultural development is good overall. This reflects the school's positive ethos, encouraging the establishment of a caring family community. Pupils respond well to this provision.

- Pupils' spiritual development is good; this is reflected in the quality of the daily acts of collective worship where pupils are encouraged to reflect upon their responsibilities to others and to respect the feelings of their peers. Collective worship is well organised and appropriately based on Christian traditions. Pupils participate enthusiastically in hymn singing and a reverent atmosphere marks periods of prayer and reflection. Visiting speakers help pupils to extend their spiritual awareness and this is underpinned during religious education lessons.
- Pupils' moral development is good. They have a clear understanding of the difference between right and wrong and are proud of their school. Pupils show a good level of respect for each other and for adults; they care well for learning resources and for the school environment. The head teacher and all the staff are good role models for pupils and encourage them to become involved in the life of the local community and in charitable work, so that they are made aware of the needs of people less fortunate than themselves.
- Pupils develop well socially. They work effectively together in pairs and groups during lessons and are prepared to support each other's learning. Older pupils welcome opportunities to take responsibility around the school and they perform their duties courteously and conscientiously. Relationships between teachers and pupils and between pupils themselves are good and are based upon mutual respect. Pupils play happily during breaks and are aware of the needs of others. The school values the achievements and contribution of every individual and these are celebrated during assemblies.
- Pupils' cultural development is satisfactory. Y Cwricwlwm Cymreig is well addressed in a number of curricular areas, such as literacy, history, geography, music, art and sport. Pupils have good opportunities to appreciate the history and traditions of Wales through visits to sites such as Chirk castle. The St. David's Day celebrations enable pupils to acquire a good repertoire of Welsh hymns and folk songs.
- Pupils' multi-cultural understanding is not as well developed as their awareness of their own culture. They have limited knowledge and understanding of the major world

religions and though they know about the economic and social problems of India through their geographical studies, they are not routinely challenged with opportunities to extend their awareness of non-European cultures and to consider the similarities and differences in values, attitudes and beliefs.

4.2 Behaviour and attitudes

The standards of behaviour and attitudes are good with aspects of social behaviour being very good at times.

- The school is very effective in promoting good behaviour. Policies are clear and are implemented consistently. Pupils are aware of the school's expectations; they respond well to the firmly established routines.
- Pupils are confident and polite to one another, staff and visitors and, as a result, there is a most pleasant and happy learning atmosphere throughout the school and this contributes to the stimulating learning environment.
- The good standards of behaviour and attitudes have a positive effect on learning and on the quality of life in the school. The school is clearly achieving its aims in relation to the ethos it seeks to establish; as a result, the school is a civilised, lively but orderly community.
- Pupils' good behaviour, attendance, endeavour and work are recognised in the rewards system. This is organised effectively and is valued by the pupils and parents.
- Almost all pupils demonstrate good attitudes towards work in the classroom and work with concentration. A few pupils occasionally lack concentration and application.
- Policy and procedures on bullying are good and pupils are aware of the action to be followed if they have concerns.
- The school has responded positively to social inclusion measures as outlined in Circular 3/99 (NAW).

4.3 Attendance

The standards of attendance are satisfactory with average attendance in the three terms before the inspection being 91.89%.

- Registers are maintained accurately and in accordance with statutory requirements. Teachers are conscientious in recording data and in following procedures on attendance matters.
- There is very little unauthorised absence and the school day operates smoothly, punctually and without any fuss.
- Registers for the current educational year reveal a very high number of pupils who go on holiday and who take occasional day holidays during term time. Taking this parental practice into account and absences related to illness and other genuine reasons for missing

school during the year, some pupils miss a significant amount of school time. This has a negative effect on the progress pupils make.

- The school receives valuable support from Educational Social Workers in relation to a range of attendance matters.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good throughout the school.

- The quality of teaching was very good in 10 percent of lessons observed, good in 63 percent and satisfactory in the remaining 27 percent. There were no unsatisfactory lessons. This is a good improvement since the last inspection.
- The quality of teaching for children in the nursery and reception classes is consistently good or better. The teachers and the nursery nurses work very well together. They have a very good understanding of how young children learn; they match the learning resources and activities to the children's interests and ability to provide them with stimulating learning opportunities. The plans for teaching state clearly what is to be taught and this enables the adults to interact very effectively with the children to challenge and support their learning. Because of the good quality of the teaching, the children make good progress towards the early learning goals in all six areas of learning.
- The quality of teaching for pupils in KS1 was good or better in 80 percent of lessons. In the remaining lessons, the quality of teaching was satisfactory. Where the quality of teaching is very good, the teacher manages the time in the lesson well and keeps the pace of learning brisk by providing well matched activities in which the pupils are actively involved. For example, in an English lesson, the pupils were absorbed and worked with concentration throughout a lesson where they acted out the story of 'Jim and the Beanstalk'. By the end of the lesson, they had made very good progress in developing their language skills and in understanding the characters in the story. Where shortcomings occur, the pupils have to listen to the teacher for too long and have too few opportunities to offer their own ideas.
- The quality of teaching for pupils in KS2 was good or better in just over 70 percent of lessons and satisfactory in the remaining lessons. The very good teaching is characterised by well planned lessons in which the learning activities are varied and pupils have many opportunities to contribute their ideas. For example, in an English lesson in KS2, the poem was well selected to interest the pupils and the teacher made good use of paired and small group discussions to really make the pupils think.
- Shortcomings occur when the lesson time is too long and the teacher's expectations are not sufficiently high. For example, in a science lesson, time was wasted on completing worksheets that added nothing to the pupils' understanding of their study of plants and how they grow.

- In some lessons, pupils are over-directed by the teacher and the range of learning strategies offered is too narrow. In these lessons, pupils have too few opportunities to learn through practical activities, problem solving tasks and discussion. This slows the pace of learning.
- The quality of teaching for pupils with SEN is good. The teachers match the work well to their needs by matching the results of assessments to identify the next steps in their learning. Teachers and support staff intervene to support pupils and help them to make progress towards their individual targets. Teachers generally control and manage the behaviour of challenging pupils well.
- Throughout the school, teachers give regular feedback to pupils in lessons to encourage them and set them new challenges. Pupils' written work is marked regularly but comments do not consistently relate to the learning objective for the task or indicate what the pupil needs to do to improve.
- Relationships between adults and pupils are positive. The adults make good use of well focused praise to motivate pupils to concentrate and work hard. They provide pupils with good role models by treating them politely and with respect. These good relationships contribute to the progress the pupils make and the standards they achieve.
- In some classes, the teaching provides opportunities for pupils to take increasing responsibility for their own learning. In some lessons, pupils are over-directed by the teacher and have too few opportunities to make decisions about the way they will approach the task or record their learning. This is also evident in the over-use of photocopied worksheets.
- Teachers have good subject knowledge. Effective use is made of their specialist knowledge in history, swimming and information technology at upper KS2, with staff exchanging classes for these subjects. This contributes effectively to the progress pupils make and the standards they achieve.
- Homework is set regularly and followed up effectively. It complements the work done in lessons and makes a satisfactory contribution to pupils' progress.

5.2 Assessment, recording and reporting

The overall quality of the school's procedures for the assessment, recording and reporting of pupils' work is satisfactory.

- Pupils' work is regularly marked but, in some classes, teachers' comments are insufficiently rigorous and informative to help pupils and their parents understand what they need to do next in order to raise their standards of achievement. Teachers' assessments of standards achieved are accurate and strengths and weaknesses are well identified but, where individual targets are set, these are not sufficiently specific to inform pupils of the next step forward in their learning.
- Pupils are generally made aware of assessment criteria before they complete their tasks, but systems to encourage pupils to evaluate the quality of their own work and of the

progress they make are underdeveloped. This means that they are not sufficiently helped to set their own clear stepped targets to improve the quality of their work.

- Most teachers use assessment outcomes to identify individual weaknesses and areas of learning that require reinforcement. However, the systems that would ensure that assessment informs the planning of future work are not sufficiently well embedded on a whole-school basis. Whole-school assessment and recording procedures are over-complicated and do not provide teachers with a sufficiently informative and accessible system for tracking individual progress or underachievement.
- Individual portfolios of pupils' work are collated to track their progress and teachers have used these well to identify and address differences in the achievements of boys and girls. However, there are no moderated, annotated samples of work, based upon National Curriculum criteria, which would give teachers a common understanding of expected levels of achievement in the core and foundation subjects. Procedures for assessing pupils' standards in the foundation subjects of the National Curriculum are underdeveloped.
- The school's use of a variety of standardised assessment tests from Reception to Year 6 gives teachers a good basis for identifying individual strengths and weaknesses in specific areas, such as reading. Comprehensive records of pupils' attainments and progress are kept and used to identify and target areas requiring further development.
- The school has made some progress in developing its monitoring of pupils' progress, especially in the core subjects of the National Curriculum. Lesson observations and scrutiny of pupils' work by the headteacher and subject co-ordinators ensure that there is greater consistency of provision in these curricular areas.
- The school is developing procedures for analysing assessment data to indicate where improvements in standards are required and to set realistic targets to be achieved by individuals, year groups and the whole school.
- Assessment and recording procedures are effective in ensuring that all pupils have equality of opportunity and that they are provided with learning experiences which match their needs and abilities. The requirements of the SEN Code of Practice are fully met and Individual Education Plans (IEPs) identify clear learning steps. Pupils with SEN are regularly assessed and the outcomes are effectively used to identify progressive learning goals. Teachers and support staff successfully intervene to support pupils and help them achieve their targets.
- Appropriate consultation meetings are held for parents to discuss their children's progress with teachers. The head teacher and staff make themselves readily available to discuss matters of concern at other times.
- Reports to parents meet statutory requirements; they are informative and easily comprehensible. Comments address the attainment targets in all subjects and give parents good quality feedback about their children's progress and the areas of their work which require further development.

5.3 Curriculum

Overall, the quality of the curriculum is good for children in the nursery and reception classes and in both key stages. The provision is socially inclusive and ensures equality of access and opportunity for all pupils.

- The curriculum for children in the nursery and reception classes provides well for all six areas of learning. The plans are detailed, thorough and imaginative. They are well matched to the needs of the age group and ensure that children make good progress towards the desirable learning outcomes and are well prepared for their transition to Y1.
- The curriculum coordinators have worked hard to produce useful schemes of work. There are detailed long and medium-term plans for both key stages and these are well linked to the National Curriculum. This is good improvement since the last inspection. However, planning for the development of the key skills across the curriculum lacks focus and opportunities for pupils to use these skills are often missed.
- The curriculum for information and communications technology has developed well since the last inspection. The support provided by the local education authority's advisory teacher has had a very positive impact on the staff's subject knowledge and they are now much more confident in teaching the subject. Their increased confidence has had a positive effect on the standards pupils achieve.
- The quality of the curriculum for pupils in KS1 and KS2 is good. It is broad and includes all the subjects of the National Curriculum and religious education. Shortcomings occur where teachers over-plan and the teaching becomes inflexible and not sufficiently responsive to the pupils' changing learning needs. The work that pupils are asked to do at home is appropriate for their age and stage of development and helps them to make progress.
- Y Cwricwlwm Cymreig is promoted well through subjects including history, geography, art and music and supported through educational visits.
- The arrangements for pupils' social and personal development, including health and sex education, are good and are successfully integrated into the curriculum. The pupils respond well to the curriculum and the development of their personal skills is very good.
- A very good range of extra-curricular activities including sports, music, science, art and dancing is provided for pupils. Other activities include a wide range of educational visits within the local area and beyond and an interesting variety of visitors to the school. Residential visits and themed weekends for the older pupils make a good contribution to their personal and social development. These activities enrich and extend pupils learning and have a positive effect on the progress they make.

5.4 Support, guidance and pupils' welfare

The support, guidance and attention to pupils' welfare provided by the school are good.

- Pupils work and play in a happy, secure and supportive environment where their personal and social development is of paramount importance. Very good quality personal guidance

gives pupils the confidence to approach adults for help with any difficulties they encounter. Levels of educational guidance are satisfactory overall; in most year groups, pupils have a clear understanding of how they can improve their standards of achievement.

- There are good quality relationships throughout the school. Staff know their pupils very well and take a keen interest in their well-being. Pupils are confident in seeking the help and support of adults in the school.
- Personal, social and health education is well addressed across the curriculum, though there is no timetabled opportunity for using a strategy such as circle time at present. Pupils have good opportunities to discuss matters which concern them; strong links with the local community and with local organisations such as the police enhance their understanding of current social issues and problems. They are given appropriate opportunities to develop an awareness of the dangers inherent in modern society.
- A Sex Education policy has been introduced and implemented. Pupils receive appropriate instruction in line with this policy.
- An Equal Opportunities policy is in place. The school takes care to ensure that all pupils have access to the curriculum at a level matched to their age, needs and abilities. The caring ethos of the school ensures that everyone connected with it is treated fairly and equally.
- Procedures for dealing with child protection are well established and the school has close and fruitful links with Social Service agencies. A detailed policy has been fully implemented and is well understood by staff.
- An effective security system ensures that pupils and staff work in a safe and secure environment.
- Pupils are well supervised at break and lunchtimes. Mid-day supervisors make a valuable contribution to the care and welfare of pupils.
- The school has a comprehensive health and safety policy and a set of procedures that are carefully and regularly monitored.

5.5 Provision for pupils with special educational needs (SEN)

The school makes good provision for pupils with SEN and meets all the requirements of the Code of Practice.

- An effective and detailed whole-school policy has been implemented which pays due regard to the Code of Practice. All members of staff are committed to its successful operation.
- At the time of the inspection, one pupil had a statement of special educational needs. The needs of the pupil are being met according to that statement.

- There are currently seven pupils on School Action and School Action Plus. All these pupils have access to a broad, balanced and relevant curriculum and they are very well integrated into the life of the school.
- The school has good arrangements for pupils with SEN. There is a well trained and caring special educational needs co-ordinator (SENCO) and a member of the governing body is appropriately designated to have oversight of the provision for pupils with SEN. Support staff are well deployed and trained; they make a significant contribution to the success of the school's provision.
- The school has effective arrangements for the early identification of special needs and for discussion with parents. Meticulous records are kept on each pupil's attainment and progress. Monitoring and evaluation procedures are well developed to promote good levels of support in all curricular and extra-curricular areas.
- The IEPs are of good quality. They clearly indicate current levels of achievement, the specific areas requiring attention and they set relevant and meaningful stepped targets to address areas of difficulty. The targets describe small steps in learning that can be readily measured and which provide strong incentives for pupils to improve and gain greater self-esteem. The IEPs are regularly reviewed, progress is monitored and parental involvement is encouraged at all stages of the process.
- The Special Needs Co-ordinator (SENCO) effectively co-ordinates programmes for pupils throughout the school. She liaises closely with class teachers to ensure that teaching and learning strategies and resources are closely matched to pupils' needs. Good links with external agencies gives the school valuable access to expert advice and support when requested.
- Pupils with SEN work successfully alongside their peers in mainstream classes and they benefit from working in co-operation with other pupils. Good planning of differentiated activities and tasks enables them to experience success at levels suited to their abilities. Pupils who work in withdrawal groups for part of the time benefit from the support they receive to improve their reading and other language skills.
- The school gives good consideration to promoting the further development of able and gifted pupils through planned extension work.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community, schools and other institutions are very good and are a strength of the school.

- The prospectus is available to all parents and distributed to parents of all new pupils when pupils start school; in addition, a booklet is also available about the nursery class. However, there are some items missing from the prospectus and the Governing Body's annual report to parents and they do not fully comply with National Assembly for Wales requirements.

- Parents receive a regular flow of information about school events and activities which is of good quality. A Home/School Agreement is firmly established.
- The school operates an open-door policy whereby parents are welcome to visit the school to discuss problems at mutually convenient times.
- A series of information and open evenings are held for each Year Group when parents have opportunities to discuss their children's progress; there is very good support for these meetings. In the questionnaire completed by parents before the inspection, about 20 percent indicated that they would welcome more information about what is taught in school.
- The PTA is active in fund raising events and raises a large sum of money annually for special projects and activities. Parents are supportive of events and readily assist when approached; in addition, a few parents give valuable support as volunteers in classrooms.
- The arrangements for admitting pupils into the school are sensitive and thorough and help them to settle quickly. Similarly, arrangements for the transfer of Y6 pupils to secondary schools are extensive and very well established.
- The school is community conscious and the community at large is used well as an educational resource. In return, the community respects its school and is highly supportive in many ways. Extensive links with the community are used well in supporting areas of the curriculum and school life.
- Links with other schools are effective through in-service training (INSET), sporting and cultural activities such as the Urdd.
- An area of activity that has strengthened considerably since the last inspection is the development of curricular links and partnerships with the secondary school to which the majority of pupils transfer at the end of Year 6. A number of initiatives have been introduced. For example, pupils begin some work in the primary school that is continued in the secondary school. When pupils have transferred to the secondary school, the primary school teachers meet with secondary colleagues to review and evaluate pupils' progress.
- There are strong links with a teacher training establishment and third year students visit the school annually on placements. Placements are also provided for students on further education courses and for young people on work experience projects from secondary schools.
- Very good use is made of a whole range of support services from the Local Authority and other agencies.
- Pupils annually support national charities and projects.
- The range and number of links make a very valuable contribution to the life of the school, the quality of education provided and pupils' general development.

5.7 Partnership with industry

Partnerships with industry remain underdeveloped but are satisfactory overall.

- There is no policy for improving pupils' awareness of the world of work or increasing their knowledge of economic and industrial understanding (EIU).
- A few appropriate visits are made and a number of speakers visit the school in connection with project work which support pupils' learning effectively.
- Local business contacts are supportive of the school in relation to equipment and fund raising.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The head teacher provides very good leadership in this aspect of the school's work; she is well focused upon evaluating the quality of the school's provision and its impact upon standards.
- Effective use is made of a range of standardised test results, together with teacher assessment of pupils' capabilities, to set suitable whole school targets for achievements in English, mathematics and science.
- The head teacher has worked hard to establish a good team spirit and a shared vision on ways of taking the school forward. Pupils are valued as individuals and are encouraged to reach their full potential.
- From the baseline profile, pupils' performance is monitored and progress is tracked through the key stages. Information gathered from assessments and test data is used to predict expected levels of achievement. The upward trend in performance in recent years indicates that these procedures are effective; however, data analysis procedures are not sufficiently well focused upon identifying specific areas requiring improvement.
- The school has introduced appropriate systems for monitoring the quality of teaching and learning, especially in the core subjects of the National Curriculum. The outcomes of monitoring are carefully recorded to keep track of strengths and to identify areas requiring further development. However, current monitoring activities are not sufficiently regular or focused to help staff identify priorities and devise appropriate strategies for future action.
- Subject co-ordinators have some opportunity to monitor the quality of teaching and learning and the rate of pupils' progress in their areas of responsibility. However, the present systems are too informal to provide them with a precise overview of standards, especially in the foundation subjects. As a result, it is difficult for foundation subject co-

ordinators to establish and develop strategic plans to raise standards in their subject areas. The lack of a strategy such as a collection of samples of moderated, annotated work makes it more difficult to ensure that teachers have a common understanding of expected levels in subjects across the curriculum.

- A self-evaluative culture is growing amongst staff and they have identified several areas which require greater focus; these include the greater use of ICT tools in the classroom and more precise integration of key skills in teachers' planning. Teachers are keen to develop their professional expertise through attendance at a range of in-service training courses. They have also made visits to other schools to share good practice; specialists, advisors and advisory teachers have provided valuable training.
- The governing body supports the headteacher and staff in evaluating the quality of the school's provision and measuring the progress made by pupils. However, governors who are linked to particular curriculum areas are not sufficiently closely involved in monitoring and evaluating curriculum initiatives and assessment procedures to provide them with an overview of their effectiveness and contribution to whole-school development.

6.2 Leadership and efficiency

The leadership and efficiency of the school are good and the headteacher, staff and governors work together very well to promote the stated aims of the school. They have a strong commitment to school improvement.

- The headteacher provides very good leadership. She has a very good grasp of the relative strengths and shortcomings of the school and a clear vision for how improvements can be made. The headteacher has been very successful in building an effective team of teachers and support staff who work very well together and put the needs of the pupils first. The development of the team approach to school improvement is largely due to her ability to identify individual skills and expertise and to build people's confidence by delegating appropriate responsibilities to them. The deputy headteacher supports the headteacher and staff by taking on a range of significant tasks including, for example, responsibility for assessment.
- The governors work effectively to provide good support for the headteacher and staff. Their committee structure is used well to make the best use of individual skills and expertise and to make effective use of time in meetings. They are kept well informed, are knowledgeable about standards in the school and are involved appropriately in strategic decisions.
- The teachers who have responsibilities for the leadership of subjects and aspects of the school have worked hard to develop a range of useful policies and schemes of work that are having a positive impact on the quality of teaching and on pupils' standards of achievement. They provide good support for their colleagues but their role in monitoring and evaluating the work of the school is underdeveloped.
- The school makes good use of all available resources. Lessons begin and end promptly and the staff ensure that pupils are kept busy throughout. Staff use their time well in lessons to support and challenge individuals and groups of pupils. However, some

lessons are rather long and the range of learning strategies used is limited which means that the pace of learning slows down. Good use is made of the accommodation and learning resources to promote pupils' learning.

- The headteacher makes best use of the staff's skills and expertise. The teachers and support staff work efficiently together because tasks are well delegated and roles and responsibilities are made clear.
- Finances are managed efficiently and used well to support school improvement. Strategic financial planning decisions support the priorities for improvement identified in the school development plan. The governors monitor spending to ensure good value for money but do not have sufficiently rigorous strategies for evaluating the impact of their spending against success criteria.
- The day-to-day management, organisation and financial administration of the school are efficient. The secretary provides good support for the headteacher and staff, freeing them to concentrate on their work with the pupils.

6.3 Staffing, accommodation and learning resources

The school is appropriately staffed and the accommodation is sufficient to meet the needs of the National Curriculum and the curriculum for children in the early years classes. The provision has a positive impact on the progress pupils make and the standards they achieve.

- There are sufficient well qualified and experienced teachers to enable the National Curriculum and the curriculum for the children in the early years classes to be taught. There is a good number of support staff and they have a positive impact on the progress pupils make.
- Although improvements made to the building some years ago are attractive, some of the features are unhelpful to the staff in providing a purposeful learning environment. The greatest drawback is that the classrooms are cramped and limit the range of learning opportunities the teachers can provide. For example, there is little room to provide older pupils with practical, problem solving approaches to learning and, for the children in the early years classes and in KS1, to have opportunities to learn through play. The sliding doors between the classrooms provide no soundproofing. The pupils manage to concentrate remarkably well considering the inevitable distractions from the next classroom. The last inspection team pointed this out but nothing has been done to improve the situation. The atrium becomes unhealthily hot in summer and the staff report that in winter it is unbearable cold. Consequently, it is of little use as a teaching space for most of the year. There is a good-sized hall, playground and grassed area.
- The accommodation for the nursery and reception classes is cramped. Although the teachers make very good use of the space available, it limits the range of learning experiences that can be offered to the children at any one time. The outdoor area is developing well, and is used as much as possible to ease the pressure on the space indoors. However, as there is no covered area, there are days when it cannot be used. The lack of a dedicated food preparation area in the nursery is a further shortcoming.

- The classrooms and shared areas are enhanced by the very high quality displays of pupils' work. These are attractive and stimulating and reflect the way in which staff value and celebrate pupils' achievements. Teachers make good use of the limited space available to them in the classrooms and shared areas. The building is maintained to a high standard of cleanliness by a dedicated team. All these factors make a positive contribution to pupils' attitudes to school and, thus, to the standards of achievement.
- There is a good range of good quality learning resources to support teaching in almost all subjects. These are very well cared for and organised and are easily accessible to staff and pupils. Although the school has increased the number of computers in the school since the last inspection, there are still not enough to give the pupils sufficient opportunities to develop their skills and to use technology to support their learning. Many books have been replaced and the resources for reading are now satisfactory.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of education for children in the nursery (three to four year olds) and reception (four to five year olds) classes is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Most are on course to achieve at least the Desirable outcomes for Children's Learning in all six areas of learning by the end of their year in the reception class. The standards of achievement of these children are good in all six areas of learning.

There are particular strengths in the way in which assessment is used to match the activities to the needs of the children. The staff have a very good knowledge of the needs of the age group and this is evident in the stimulating learning opportunities they provide for the children. The provision is well led.

Good features

Personal, social and emotional development

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- Children in the nursery quickly gain confidence in relating to other children and to the adults. For example, at snack time, many of them enjoy chatting to their friends and respond well when adults initiate conversations with them. They are confident within the well established routines in the nursery.
- In the reception class, the children work well together in small and large groups. They know that one of the rules for 'circle time' is to take turns to talk and are able to follow this. They cooperate well to share equipment and to take turns even when there is no direct adult intervention. For example, children working as part of a team to play a game of skittles waited for their turn without a fuss.

- In the nursery, most children manage to take off and put on their coats independently. Almost all the children in the reception class can get changed for physical activities without help. All the children in the early years attend to their personal hygiene independently.
- The children in both classes are confident to choose activities independently and sustain their concentration for increasingly long periods. They show interest in and excitement about the activities and are developing positive attitudes to learning. They handle resources carefully and help to tidy them away at the end of lessons. For example, children in the nursery stroked the petals of the flowers on their snack table very gently as they talked about the colours.

Language, literacy and communication

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- The children in the nursery and reception classes listen attentively to adults and respond promptly to instructions and questions. Most of the children of nursery age are beginning to take turns in conversations with adults and with their friends. Most of the children in the reception year are confident to initiate a conversation with an adult or a child, to ask a question or offer their ideas to the class group.
- The children make good gains in developing a wide vocabulary and are increasingly fluent in explaining their ideas. For example, children in the reception class enjoyed using correctly words such as ‘arachnids’, ‘thorax’ and ‘abdomen’ when they talked about spiders and insects. They also make good gains in learning Welsh. They say and understand a number of simple phrases and use the Welsh words for animals including dog, cat, snail, bird and duck.
- Children in the nursery handle books appropriately, show an interest in stories and demonstrate an understanding that words and pictures carry meaning. When they use the role-play area, they make up or act out familiar stories with their friends. They recognise the initial sounds of many words and recognise their name and other familiar words. Most children in the reception year have a good knowledge of letters and their related sounds. They read an increasing range of words and use their knowledge of phonics to help them to read unfamiliar words. They are keen to take books, including the story sacks, home with them to share with their parents.
- Children in the nursery class make good progress in gaining control over the marks they make and some are able to write their names and a range of letters. Many ‘write’ using strings of letters that they know to add captions or explanations to their pictures.
- In the reception class, the children continue to make good progress in writing. Most use invented and correct letters shapes to write their message. For example, the teacher has transcribed for one girl, *‘this is M..... she likes counting’*. The most able children are able to write, with support, simple sentences such as ‘I have a toy.’ They use their knowledge of phonics to help them to spell simple words. Their understanding of how

writing is used is helped by parents' involvement in writing the adventures of the toy bear, 'Black Lane Bear', who goes home with a child each weekend.

Mathematical development

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- The children in the nursery know a range of number songs and rhymes and enjoy counting in all sorts of contexts. Many are able to say the numerals to five and are beginning to count with increasing accuracy. They sort objects into sets by colour and shape. For example, they match knives, forks and spoons to coloured templates.
- Most children in the reception class recite numbers confidently to at least ten and are generally accurate. They can also count to eight in Welsh. They are beginning to recognise and record the numerals clearly and with increasing reliability. For example, when the children played a game of skittles, they were able to record each child's score. They were able to talk about 'one less' and 'one more'. Some children are able to sequence numbers and objects correctly. For example, the children were able to put a set of ladybird toys in order by the number of spots and then check that the numerals hidden beneath their wings were in the right order.
- In the nursery class, the children can colour a repeating pattern of two colours. They use number language to talk about the models they have made, for example, 'a tall tower' or 'a long train'. They recognise simple two geometrical shapes including circles and squares and use these to create patterns.
- In the reception class, some children are able to devise and sustain a repeating pattern using four or five colours. They use number language such as 'long', 'longer' and 'longest' when they compare the lengths of paper worms they have made. The children recognise and name a cylinder and know that there is a circle at each end.

Knowledge and understanding of the world

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- In the nursery class, the children have looked at how the environment changes from season to season when they go on, for example, autumn and winter walks. They have collected leaves and berries and looked carefully at the patterns on the leaves when they used them to print designs. They investigate things that float or sink.
- Children in the reception class have learnt about spiders and insects and know how many legs each of them has. They name the head, thorax and abdomen and try to record these accurately when they make observational drawings. Children enjoy working with the school cook to find out how materials change when they are mixed together and baked. They know from an investigation using puppets that magnets attract some metal objects. When they heard the story of 'The Three Little Pigs' they made houses of straw, sticks and bricks and tried to blow them down. They understand why the brick house was the strongest.

- The children learn about the work of a number of people who help us. For example, there have been visits from the caretaker, the school nurse, the policeman and the postman. When they learnt about growth, they looked at how they have changed since they were babies and had a chance to compare themselves with small babies when a mum and baby visited the classroom.
- Children in the nursery are confident when using the computer and are gaining good control of the mouse when they point and click on an object on the screen. In the reception class, the children use the computer to get information. For example, they explored the Internet to find different versions of the story of 'The Three Little Pigs'. The children learn to use a programmable floor robot and make it follow the instructions that they key in.
- The children in both classes learn about some of the important events and festivals in their own culture. For example, they make pancakes on Shrove Tuesday and celebrate other major Christian and Welsh festivals.

Physical development

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- The children's manipulative skills develop well as they handle a variety of mark makers, jigsaws, small-scale toys and malleable materials. For example, children in the nursery class are gaining good control of pencils to create patterns and some letter shapes. They cut around shapes with increasing accuracy.
- In the reception class, the children use dough with great care to make models of ladybirds and caterpillars. They work carefully and with good control to add the details such as spots and eyes. Observational drawings of plants show that the children look carefully and use pencils with great skill to show details.
- When they use the outdoor area, the children show an awareness of others' need for space and move about safely. Nursery children using the wheeled toys show good control over direction and speed. Children in the reception class, run, jump and balance on the large equipment with varying degrees of skill. Some are very well coordinated and have very good balance whilst others are more cautious and less confident.

Creative development

Standards of achievement are good. The children make good progress in this area of learning and almost all are on course to reach the early learning goals by the end of the reception year.

- The children in both classes know a good number of songs and singing games in English and in Welsh. They sing with enjoyment and a sense of rhythm. For example, children in the nursery class confidently sing 'The farmer's in his den' and most recall the words.
- Children in the nursery have used salt dough to create Christmas decorations and construction toys to make a monster. They use their hands and leaves to make prints and express their ideas in paint, collage and drawing. In the reception class, the children learn

to mix colours to paint animals. They create large-scale collages using a variety of techniques including printing, painting and collage.

- The children in both classes gain good experience in inventing and retelling familiar stories in the stimulating role-play areas; this fires their imagination well.

Shortcomings

- There are no significant shortcomings in the standards achieved by children in the nursery and reception classes.

English

Standards of achievement in both key stages are satisfactory in speaking and good in listening, reading and writing.

Good features

- Pupils in both key stages generally listen attentively and respond to the teachers' questions with increasing confidence. Pupils in Year 1 are making good gains in extending their vocabulary and their use of more complex language structures in well planned opportunities to re-tell stories they have heard through role play and the use of puppets. In a music lesson, they described a storm using a rich range of vocabulary including phrases such as 'The waves are swirling up and diving down.' and 'a bright new sky'.
- In Year 2, pupils develop their speaking skills through techniques such as 'hot seating'. In most lessons in Year 2 and in KS2, pupils answer questions confidently but briefly. Working in pairs, pupils in the Year 4/5 class talked sensibly together to share their ideas about a poem. They listened to their partner and responded to one another's comments.
- In reading, pupils in KS1 make good progress in acquiring and using strategies to help them read unfamiliar words. Pupils in Year 1 show an enthusiasm for books and most are confident to use their knowledge of phonics to help them to read. The majority of pupils in Year 2 read accurately and can discuss the storyline. The more able readers use clues within the sentence to help them to predict unfamiliar words. These pupils read fluently and use a good range of expression. They talk confidently about the characters in the story, predict possible outcomes in the story and give their reasons.
- Pupils in KS2 continue to make good progress. At lower KS2, most pupils read accurately and with expression. They self-correct and make use of a good range of strategies to help them to read. By the end of Year 6, almost all pupils read fluently and expressively. They express preferences for certain types of books and have favourite authors. They know how to use contents and index pages and have secure library skills.
- In KS1, pupils write for a range of purposes including, poetry, labelled diagrams, stories, accounts and reports. By the end of Year 2, almost all the pupils use some sentence punctuation and make good use of their knowledge of phonics to help them spell the

words. Most present their work well, sometimes using word processing to produce their writing. They are learning to use a joined style of writing but most still print.

- Pupils in KS2 continue to write for a range of purposes and for a variety of audiences. For example, they write play scripts, narratives, reviews, biography and poetry. Pupils in upper KS2 often use imagery well in their writing. A focus on grammar, spelling and punctuation is helping the pupils to make generally correct use of the conventions. They are becoming more accurate and consistent in their use of speech marks and apostrophes by the end of the key stage. Pupils' handwriting is variable in Year 3. Pupils make good progress in Year 4 and, by the time they are in Years 5 and 6, most write in a clear, legible and joined hand and take a pride in their work.

Shortcomings

- In Year 2 and in KS2, pupils' skills in speaking for a range of purposes and at greater length does not develop as well as it might because there are insufficient planned opportunities for such activities.
- The presentation of written work of a significant number of pupils in lower KS2 is marred by poorly formed handwriting. The writing is often not joined and some letters are badly formed.
- In KS2, there is little extended writing beyond a couple of pages.

Mathematics

Standards of achievement are good in both key stages.

Good features

- KS1 pupils have a secure grasp of place value and can order numbers up to 100 accurately and confidently. They understand the principles of addition and subtraction and can apply these principles to simple problems.
- KS1 pupils are competent at sorting, counting backwards and forwards, addition and shape work. They recognise odd and even numbers and understand how to use halving and doubling to help them in their calculations.
- KS1 pupils have a good understanding of money and can recognise the value of a variety of coins. They use simple mathematical vocabulary accurately and in the correct context. Their work books show appropriate recording of their findings and they use the correct mathematical symbols.
- KS1 pupils can identify a variety of 2D and 3D shapes; they make progress in KS2 in their understanding of the properties of these shapes, including identifying lines of symmetry and calculating perimeters and areas. KS2 pupils work confidently with co-ordinates.

- By the end of KS1, pupils achieve good standards in their mathematical investigations and most record their findings appropriately in rows and columns. They make a good start to data handling and can record their findings in simple graphs.
- By KS2, many pupils can make choices based upon probability and are becoming more secure in their understanding of multiplication and division. The school's focus upon raising standards in mental mathematics has been effective and pupils are confident in explaining the strategies they used to solve a mathematical problem. They are developing more agile mental strategies to tackle numerical problems; they are making good progress in estimating and predicting outcomes.
- KS2 pupils have a secure understanding of measuring in standard and non-standard units. They show a growing facility in investigating methods of measurement and their calculation of areas, perimeters and volume is good. They can accurately identify and measure a variety of angles.
- Recall of multiplication facts is good overall. Most pupils make good progress in applying their knowledge to a variety of problems, including those in other curriculum areas.
- Pupils have a good understanding of simple and compound fractions. They recognise the relationship between fractions, decimals and percentages and draw accurate graphs to illustrate their findings when handling data.
- KS2 pupils show growing confidence in tackling problems using mental mathematical strategies. They respond well to challenging questioning and are prepared to examine different strategies by which they can arrive at a reasonable solution. They enjoy the challenge of investigative work and share their ideas and findings with each other.

Shortcomings

- The presentation of the mathematical work of a minority of pupils is insecure and untidy; this hampers the progress that they make.
- Pupils make insufficient use of ICT tools to enhance and extend their mathematical skills.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages have an appropriate understanding of life processes, living things, physical forces and materials. The focus on healthy lifestyles has enabled them to understand the effect of exercise on their bodies and the importance of a balanced diet.
- Pupils' practical and experimental work is good overall. They give suitable suggestions for setting up investigations, linked to the topic they are studying and show a secure understanding of the importance of establishing the correct sequence in recording the

steps they have taken in their experiments. A growing importance of the importance of fair testing is evident as pupils mature. Most pupils record their findings appropriately in a range of formats, including charts, graphs, diagrams and annotated illustrations.

- In KS1, pupils have a good understanding of the conditions necessary for plants to grow. They contribute articulately to oral discussions and record their findings accurately. Pupils understand the sequence of growth and explain the functions of each part of a flowering plant.
- KS1 pupils can name a range of natural and man-made materials and they describe their properties correctly, placing them into appropriate categories. They identify some of the changes that take place when materials are heated and cooled and recognise which changes are reversible and which are irreversible.
- In lower KS2, pupils use a good range of scientific vocabulary and their investigations provide them with good understanding of the conditions necessary for good growth. They have a secure understanding that light is a source of energy and that it is reflected when it falls on shiny surfaces. They know that magnets attract some materials and not others. Their observational skills are well developed.
- By the end of KS2, most pupils have good knowledge and understanding of the characteristics of living things. They name the functions of the circulatory and respiratory systems and recognise the need for a skeleton frame.
- By Year 6, pupils can explain that batteries use chemical energy to make electricity. They have good knowledge of the structure of electrical circuits and record their learning in labelled diagrams and written descriptions. They show a good development of prediction skills and are clearly aware that only one variable can be changed when setting up a fair test.
- KS2 pupils collect and use data carefully and sensibly; they compare the information provided by their data and come to reasonable conclusions.

Shortcomings

- Pupils make limited use of ICT tools to extend their knowledge and understanding and to develop their research and information-seeking skills.

Welsh second language

Standards of achievement are good in both key stages.

Good features

- KS1 pupils can ask and answer simple questions in Welsh within a known pattern. Most know the names of colours, parts of the body and furniture within the classroom. They can speak meaningfully about the weather and their standards of pronunciation are good overall.

- In KS1, pupils can count in Welsh, at least up to 20 and they have a secure understanding of sentence structure, answering questions in complete sentences.
- KS1 pupils generally record their learning appropriately; they record their likes and dislikes within known sentence patterns and they have a good recall of vocabulary.
- In KS2, most pupils can recognise common nouns and verbs and they can form the negative correctly when answering questions. They recall the correct words for a range of foods and clothes and gradually gain confidence in using the language during the routines of the school day. They understand a variety of classroom instructions, requests and questions and they reply confidently, using set phrases. The classroom displays and labels contribute to the effective development of the language.
- Pupils enjoy singing Welsh hymns and songs during lessons and in school assemblies. They sing with good diction and pronunciation and show good comprehension of the subject matter of the song.
- At the upper end of KS2, pupils can construct a simple dialogue and their work shows a secure grasp of correct grammatical constructions. Several pupils attempt to use the correct mutations in their dialogues and they record their learning well.
- By the end of KS2, pupils read texts competently and accurately. They inject appropriate expression into their reading and use a range of cues and reading strategies to help them make progress.
- Useful cross-curricular links are made with other subject areas, such as history and geography to extend pupils' knowledge and understanding and to reinforce the Welsh dimension of their studies.

Shortcomings

- Pupils make limited use of ICT tools to extend and enhance their knowledge and understanding of the language.

Design and technology

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- In KS1, pupils have designed and made masks using card and crayons. After considering photographs of playground equipment, pupils design and make their own ideas using construction toys. Pupils in Year 2 explore rigid shapes by joining strips of card together with paper fasteners. They make models from construction materials and then draw the pieces used to provide instructions for a friend to follow. They draw a design for a puppet and label the parts they would use. Their products are of satisfactory quality.
- Pupils in lower KS2 use a simple technique to create a clown's face with moving eyes. When they designed and made mobiles, they made good use of a 'problem wheel' to

solve their design problems and to improve their product. Older pupils have extended their understanding of mobiles by making ‘dream catchers’. They have constructed these carefully and they are finished to a good standard. They have developed skills in weaving using a variety of materials as part of this project.

- Pupils in Years 5 and 6 have used the ‘lazy tong’ technique to construct toys with moving parts and have created cross-stitch embroideries following the designs they made on squared paper. Pupils have made successful buggies powered by an electric motor. This involved cutting and jointing wood, creating axles and assembling the design to be efficient. They have completed their designs to a good standard.
- Pupils make good use of their skills in measuring, scoring and cutting when they make the desk tidies they have designed. They are willing to review their plans and make changes in order to improve the quality of the finished item.

Shortcomings

- Pupils in KS1 have some good ideas but their making skills are not developed sufficiently because only limited time is allocated to teaching the subject.
- Throughout the school, pupils’ skills in using a range of materials and tools are limited by the short periods given to the subject.

Information technology

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in Year 1 confidently use a simple package to create drawings. They are improving their control of the mouse and their drawings are becoming more detailed. They know how to change the colours and the tools they use on the screen. Pupils have been introduced to the Internet and use the computer to play games related to their learning in other subjects and to find information.
- In Year 2, pupils complete texts by selecting a word from a drop-down menu and can print their finished work independently. They enter data into the computer and print simple graphs of, for example, a traffic survey and a survey of children’s eye colour. Pupils in KS1 program a floor robot to follow routes around the classroom.
- In KS2, pupils are developing a greater understanding of storing, retrieving and printing their work. Their word processing skills are developing well and they use these skills to present some of their work in other subjects. Most are able to change the style and size of the font and can insert borders and text boxes. By the end of the key stage, pupils are able to save, retrieve and edit their work.
- Pupils make use of CD-ROMs to gather information for research in other subjects. The pupils’ use of the Internet and E-mail is developing well in KS2.

- Pupils in Year 5 and 6 have some experience of using a thermometer linked to the computer to monitor the temperature.
- Throughout the school, ICT is used well to support the learning of pupils with special educational needs and they achieve well.

Shortcomings

- Pupils in Year 2 are dependent on the teacher to access the software that they use.
- There are too few opportunities for pupils throughout the school to be systematically taught and practise computer skills because of the number of computers available. This limits the progress they make.

History

Standards of achievement are good in both key stages.

Good features

- Pupils have secure chronological awareness and good sequencing skills. They understand the concept of the passage of time and can identify the differences between past and present when examining artefacts and other sources of evidence. KS1 pupils make good progress in identifying similarities and differences between past and present when they compare homes in the past with their own homes. Year 2's study of washing day in the past has produced some perceptive work.
- Year 1 pupils have very good experiences to encourage them to investigate the conditions in which children lived and worked in the local coal industry in the 18th and 19th centuries. They use their investigative and imaginative skills to good purpose and make good use of pictorial evidence to extend their learning. Pupils' oral skills are very well developed during this exercise; they work positively together in groups, record their learning effectively and are articulate and knowledgeable when they explain their findings to the rest of the class.
- KS1 pupils make good progress in extracting accurate and relevant information from a range of sources of evidence. They use subject-specific vocabulary well and have good recall of previous learning.
- In KS2, pupils produce some perceptive work on the history of their locality. They recognise the changes that have occurred to the industrial base of Wrexham since the Second World War and they offer convincing reasons for these changes. Pupils use local maps from different periods confidently and extract interesting conclusions.
- In their work on the Blitz and the experience of evacuee children during the war, pupils make good progress in developing their interpretative skills. Their examination of some of the posters produced by the wartime government produced some sophisticated oral contributions which showed a clear awareness of the presence of bias and propaganda in

the sources. They extend their understanding and their sense of empathy through the use of literary sources such as 'Carrie's War'.

- As they mature, KS2 pupils become increasingly aware of the importance of using evidence to substantiate opinions. Investigative and enquiry skills are well developed through the use of a range of stimulating source material and the very good quality displays linked to the history curriculum throughout the school.
- Pupils' knowledge and understanding and their development of a range of historical skills are enhanced by the visits that they make to sites of historical importance. Good use is made of the locality to extend their understanding of the changes that have occurred in their community.
- Effective cross-curricular links with other curriculum areas, such as literacy and geography, enhance pupils' awareness of the history and culture of Wales.
- Pupils record their learning effectively; they write in a variety of styles and present their findings systematically.

Shortcomings

- Pupils make limited use of ICT tools in order to seek further information and develop independent research and enquiry skills.

Geography

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils are developing a good spatial awareness and are able to draw simple floor plans of their surroundings and other objects. They know how to plot the route which they take from home to school.
- Pupils can identify geographical features in the landscape; they are familiar with world maps and with maps of Wales and the British Isles. They become confident in using and interpreting keys, symbols and scales.
- In KS2, pupils show good understanding of co-ordinates and can transfer data from tables into graph form. Pupils have a good understanding of directions.
- By Year 4, pupils have a good understanding of the changes in land-use in their local area. They make good progress in problem-solving skills, choosing sites for development that are based upon geographical features and road systems. Their recording work is accurate and detailed.
- Observational skills are enhanced by field trips in the locality. They have a good understanding of the environmental problems caused by pollution, litter and vandalism.

They develop skills of comparison through their survey of housing in the locality. Pupils organise their learning appropriately and use subject-specific vocabulary accurately.

- In upper KS2, pupils have a secure grasp of map reading; they produce accurate work using grid references and their knowledge of symbols and keys is secure.
- In Years 5 and 6, pupils focus upon the geography of Jodhpur in India. They make useful and valid comparisons of population, housing, weather, agriculture and industrial developments with their own home area. They collect data carefully and interpret it successfully to arrive at well-judged conclusions that show good reasoning skills. They record their findings in a variety of ways, including graphs, tables and pie charts.
- Pupils use geographical sources of evidence confidently and effectively; they extract relevant information from these sources in order to back up their judgements.

Shortcoming

- Pupils make limited use of ICT tools to extend and enhance their learning and to develop their independent research skills.

Art

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 use a wide range of resources and materials to explore colour, line, tone, texture and pattern. They experiment with paint, collage, pencil and printmaking. For example, pupils in Year 1, twist, pleat and fan paper to create a collage. In Year 2, pupils observe flowers very closely and produce detailed pencil drawings that are well placed on the paper.
- Pupils in the Year 3 and 4 class, mix colours well to create ‘sea and sky’ paintings. Their pencil-drawn self-portraits are nicely observed with some good use of shading to indicate shape, form and texture. In the Year 4/5 class, pupils use collage to create effective representations of mini-beasts, create Willow Pattern pictures and weave together a variety of materials to create a design. Pupils in the Year 5/6 class have produced carefully observed drawings of sweet packaging and have cooperated with others in the key stage to produce a large-scale collage inspired by ‘The field of the cloth of gold’.
- Pupils attending the art club have made detailed preliminary sketches of St Church Giles and then used a wide range of techniques to create large-scale versions of their sketches. These are of very good quality. These pupils study the work of other artists, including Welsh artists, and have worked in groups to produce large-scale paintings of some of the ‘Seven Wonders of Wales.’
- Throughout the school, pupils know and appreciate the work of some other artists. In KS1, pupils have looked at Van Gogh’s painting of sunflowers and in response, pupils in Year 1, have used seeds and natural materials to fill in sunflower shapes. Pupils in Year 2

have used dough to create sunflowers and have decorated them with paint. Year 2 pupils have explored Matisse's painting 'The Snail'. They have looked at Van Gogh's self-portrait and then created their own self-portraits mixing the colours well to produce skin tones.

Shortcomings

- In KS1, pupils' progress is sometimes limited by the use of teacher drawn templates.

Music

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils sing a variety of songs including some of the traditional songs of Wales. They sing tunefully and with a sense of rhythm. In KS2, pupils know a range of songs that they sing in English and in Welsh. They sing tunefully, enthusiastically and with clear diction.
- KS2 pupils in the choir make a beautiful sound. They sing with a clear, sweet tone and with a good sense of phrasing. The pupils use variations in dynamics and facial expression to interpret the mood and meaning of the songs.
- Pupils in Year 1 select appropriate instruments to create a sound picture of a storm. For example, they select the cymbals and drums to represent the thunder and the crashing of the waves and the triangle to represent the rainbow.
- In Year 2, pupils keep a steady beat and copy complex rhythms clapped by the teacher. They know the meaning of some musical terms such as '*forte*' and '*piano*'. When they compose music to create the story of a 'Brookside walk', they use symbols to represent the way in which the instrument is to be played.
- Pupils in KS2 clap increasingly complex rhythms, keeping a steady beat and can sustain two parts. Pupils differentiate between a speaking and a singing voice when they listen to recorded music. They compose an accompaniment for their performance of a song and choose appropriate percussion instruments to play. They learn new melodies quickly and clearly enjoy singing.
- A small number of pupils in KS2 learn to play the violin and others are learning to play the recorder. These pupils learn to read conventional musical notation.
- Pupils throughout the school have many opportunities to perform for their parents, the community and sometimes at large events involving pupils from other schools. They hear music from the Welsh and other cultures. For example, they heard the music of Carl Jenkins on St David's Day.

Shortcomings

- Pupils make insufficient use of computers to support their learning in music.
- Pupils' skills in appraising and evaluating their own performance are underdeveloped.

Physical education

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils in both key stages display appropriate body control in performing warm-up activities.
- In KS1, pupils work well together when using apparatus. They have good motor skills and plan their movements confidently.
- KS1 pupils perform a range of actions, including running and jumping. They are beginning to co-ordinate their body movements and most can improve their accuracy and control in handling a ball.
- Pupils in KS2 make good progress in developing their swimming skills; they improve their confidence in the water and by the end of KS2, most pupils have achieved a degree of competence.
- In Years 3 and 4, pupils show good awareness of safety rules; they have an appropriate awareness of space and have good physical control of their movements when transferring their weight to different parts of their bodies.
- Older KS2 pupils can travel along the climbing apparatus in different ways and can devise a sequence of movements to ensure that they use different parts of the body at different speeds. Pupils evaluate their own and other's performance effectively. They refine their skills and develop and repeat their sequences.
- Standards in games are enhanced by the wide range of sports in which pupils have the opportunity to participate. Soccer, rugby, netball, tennis and cricket give pupils a good variety of experiences. Skills are further developed when the school participates in a number of competitions involving the local community and other schools. Pupils also benefit from receiving expert training in skills by various organisations in the local community.
- Pupils make good progress and achieve good standards through their participation in the dance curriculum. They extend their repertoire of steps and movements and show a good ability to devise an interesting range of dance sequences.
- Extra-curricular clubs for sport, gymnastics and dance are well attended and enhance pupils' standards in physical education, especially in KS2.

Shortcomings

- In KS1, a significant minority of pupils have underdeveloped ball control skills when using a bat or a racquet.
- KS1 pupils have variable standards in appraising and evaluating their own performance and that of others. Insufficient attention is paid to improving standards of performance.

Religious education

Standards of achievement are good in both key stages.

Good features

- Pupils throughout the school have a good knowledge of some of the important stories, festivals and places of worship of the Christian faith. For example, pupils in Year 1 know the story of Noah and think about what he might say when the storm is over. Pupils in Year 2 have taken part in a mock baptism and have a secure knowledge of the names and uses of some of the artefacts used in the ceremony. A visit to the local church has given them a good understanding of the significance and symbolism of some artefacts.
- Pupils in KS1 know about some of the festivals and celebrations of followers of Judaism. For example, they act out the Seder meal to explore the use of symbolism and artefacts at the season of Passover. Pupils in KS2 know that the followers of the Muslim faith worship Allah and take the 'Five Pillars of Islam' as their rules for life. They know that Christians worship Jesus and that the Commandments provide them with guidance on how to live their lives.
- Pupils' understanding benefits from the school's close links with the church, the use of good quality artefacts and visits and the Bible stories they hear in collective worship.
- Through the good use of circle time, pupils develop sensitivity to the feelings of others and this helps them to respect and value the beliefs of others.

Shortcomings

- An over-emphasis on pupils recording their knowledge and understanding on photocopied worksheets limits their progress in expressing their own understanding and ideas.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made good progress overall in addressing the five key issues given at the time of the last inspection in June 1997.

- The unsatisfactory standards of pupils' achievements in design and technology and information technology in KS2 have been improved and are now good.
- Shortcomings in pupils' mental mathematics have been addressed successfully and standards of attainment are improving in KS2.
- The policies and schemes of work have been completed and the school now provides a good curriculum for pupils throughout the school.
- Although improvements have been made to the assessment systems, there is still more to be done in terms of using the results more effectively to plan new work. Improvement on this issue is satisfactory.
- The school development plan now identifies clear and precise targets for improvement and sets priorities for expenditure directed toward the achievement of those targets.

In addition, improvements have been made in the following important areas of the school's work:

- Standards in reading and writing, Welsh (second language), history, geography, art, physical education and religious education in KS2 have improved and are now good.
- The provision for children in the nursery and reception classes is now good.
- The quality of teaching has improved and is now good or better in almost 75 percent of lessons.
- The links with parents, the community and partner institutions have improved and are now very good.
- The quality of leadership is now very good.

The very good quality of the leadership, especially the headteacher's ability to enable everyone to work together, has been a major factor in the school's good rate of improvement since the last inspection.

8.2 Key issues for action

In order to maintain the good standards and further raise standards where there are shortcomings, the headteacher, staff and governors should now:

1. Raise standards in the key skills of speaking, writing and the use of ICT across the curriculum by:
 - Creating lesson periods that better match the age and stage of development of the pupils and create more opportunities for them to practise the key skills in relevant contexts;
 - Ensuring that the plans for teaching systematically develop the pupils skills;
 - Consistently using a wide range of strategies for teaching and learning that involve pupils as active learners;
 - Making more focussed use of assessment to plan at the short-term stage.
2. Improve the quality of school self-evaluation carried out by the headteacher, governors and teachers with responsibilities.

APPENDIX

A. Basic information about the school

Name of School	Black Lane Primary School
School type	Primary
Age -range of pupils	3 – 11 years
Address of school	Long Lane Pentre Broughton Wrexham
Post-Code	LL11 6BT
Telephone Number	01978 757959

Headteacher	Mrs Zena Connolly
Date of appointment	September 1999
Chair of Governors	Mr David Cheesbrough
Registered Inspector	Mrs Margaret Britton
Dates of inspection	9 th – 11 th June 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	23	18	26	21	18	22	24	162

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	1	7.5

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil:adult (fte) ratio in nursery classes	10:1
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	89.9	88.5	93.4	91.0
Term 2	93.1	93.3	94	93.5
Term 3	91.0	90.5	93.4	91.6

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 23					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	6	6	89	0	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	6	6	56	33	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	11	0	89	0	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	11	89	0	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	11	83	6	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	87	In Wales:	80

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 17					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	na	0	0	10	5	55	30	0
		National	0	0	na	0	1	6	19	48	25	00
	Test/Task	School	0	0	0	na	na	10	5	50	35	00
		National	0	2	2	0	0	4	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	30	30	40	0
		National	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	0	30	25	45	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	0	20	25	55	0
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	20	25	55	0
		National	0	2	0	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	71	In the school:	65
In Wales:	68	In Wales:	68

- 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

D. Evidence base of the inspection

A team of three inspectors carried out the inspection over a three-day period that totalled seven inspector days. The team:

- observed 38 lessons or parts of lessons;
- attended school assemblies and acts of worship;
- observed pupils at break times, lunch times and before and after school;
- scrutinised a representative sample of pupils' work from across the school;
- listened to a representative sample of pupils reading;
- discussed aspects of their work with pupils in lessons;
- discussed aspects of school life with pupils;
- scrutinised teachers' curriculum plans and assessment records;
- interviewed staff about their roles and responsibilities;
- examined school documents including the budget, the school development plan and policy statements;
- checked the attendance registers and observed the daily registration of pupils;
- met with staff and governors prior to the inspection;
- held a meeting prior to the inspection which 17 parents attended;
- analysed the responses in the 52 completed questionnaires returned by parents.

The report is based on evidence from these activities.

E. Composition and responsibilities of the inspection team

Inspector	Aspect	Subject
Mrs Margaret Britton (Registered inspector)	<ul style="list-style-type: none"> • The School and its Priorities • The Main Findings of the Report • Standards Achieved in Subjects and Areas of Learning • Teaching • Curriculum • Leadership and Efficiency • Staffing, Accommodation and Learning Resources 	Provision for under fives English Art Design and Technology Information technology Music Religious education
Mr John James (Lay Inspector)	<ul style="list-style-type: none"> • Behaviour and Attitudes • Attendance Support, Guidance and Pupils' Welfare • Partnership with Parents and Community, Schools and Other Institutions • Partnership with Industry 	
Mrs Anne Newman (Team Inspector)	<ul style="list-style-type: none"> • Standards Achieved in Key Skills across the Curriculum • Pupils' Spiritual, Moral, Social and Cultural Development. • Assessment, Recording and Reporting • Provision for Pupils with SEN • Quality of Self-Evaluation and Planning for Improvement 	Welsh second language Mathematics Science Geography History Physical education

The inspection team would like to thank the headteacher, staff, governors, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection period.