

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

**Broughton Junior School
Broughton Hall Road
Broughton
Chester
CH4 0QQ**

School Number: 664/2097

Date of Inspection: 19-22 September 2005

by

**Mr. R. Fry
W216/78913**

Date: 21 November 2005

Under Estyn contract number: T/005/05P

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Broughton Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Broughton Junior School** took place between 19 and 22 September 2005. An independent team of inspectors, led by Mr. R. Fry undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

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

For short inspections, there are no subject sections.

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

For full inspections, there are also reports in all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Broughton Junior School is situated in Flintshire and was last inspected in 1999. The school serves pupils from Broughton and the surrounding area. Six and a half per cent of pupils are entitled to free school meals, which is below average. The school's catchment area is neither advantaged nor disadvantaged socially. Children's attainment on entry to the school is slightly below average when they start Year 3.
2. There are currently 243 pupils aged 7 to 11 years at the school, representing the full range of ability. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. Twenty-nine pupils (12 per cent) have been identified as needing additional support with their work and are on the register for pupils with special educational needs (SEN). This proportion is below average. Three pupils have statements of their special educational needs. The school has gained the national Quality Mark and has been recognised as an 'Investor in People.'
3. Two pupils are from ethnic minorities and speak English as an additional language. The school's characteristics overall are similar to those during the last inspection.

The school's priorities and targets

4. The School Development Plan states that the school's aims are to:
 - Fulfil, and if possible, exceed the requirements of the National Curriculum.
 - Provide exciting and challenging lessons.
 - Provide a caring environment.
 - Deliver high standards.
 - Provide a good child/parent/school partnership.
 - Believe that other people matter.
 - Foster a positive attitude to learning.
 - Use all resources in the best way possible.
 - Work towards community understanding.
5. The school's main priorities are:
 - Pupils' performances should exceed the standards reached by similar schools.
 - All teachers are able to teach basic Welsh to their classes.
 - Achieve the Healthy School status.
 - Develop the role of teaching assistants.
 - Involve pupils more in setting targets for their improvement.
 - Deploy more Interactive Whiteboards in classrooms.

Summary

6. Broughton Junior is a school where pupils work hard and achieve well. The school's capacity to evaluate its work and improve its provision is very good. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in most other areas of its work. Broughton Junior continues to provide good value for money.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	8%	79%	13%	0	0

7. Pupils' standards of achievement in 39 lessons seen are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50% to achieve grade 2.
8. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	3
Mathematics	1
Science	1
Information technology	1
Art	1
Music	3

How well do learners achieve?

9. Pupils enter the school in Year 3 with attainments that meet national standards but lower than average proportions of pupils enter the school with knowledge and skills above the national expectations.
10. Pupils' standards of achievement in key skills are good overall. Standards achieved in speaking and listening, and reading and writing in other subjects are good. The use of numeracy skills in subjects such as science is good. Pupils' use of a range of information technology (IT) to support learning in other subjects is good.
11. Pupils' competence in using bilingual skills is satisfactory; pupils take part in Welsh conversations with enthusiasm. Pupils' standards achieved in personal and social education (PSE) are good.
12. The 2005 National Curriculum (NC) assessment results in Year 6 indicated that standards achieved by pupils in the core subjects of English, mathematics and science were close to local and national averages. The core subject indicator (pupils who gained the nationally expected level 4 in English, mathematics and science) of 76 per cent was slightly higher than the 2004 national average of 72 per cent.
13. Although there are variations year to year, boys and girls achieve similarly.
14. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs as well as half the schools in this group. This comparison is not the complete picture. The results of the school's own tests show they make good progress generally and very good progress in mathematics between Years 3 and 6. The proportions of pupils who leave the school with standards that are above average show that pupils make good progress overall.
15. Pupils with special educational needs make good progress and usually reach the targets they have to complete.
16. Pupils from ethnic minorities also make good progress. The extra provision for newly arrived Year 3 pupils with English as an additional language continues from the Infant School. The extra sessions they receive help them to feel welcome at their new school.
17. Pupils' understanding of how well they are progressing and what they need to do to improve is good. This is an area that has been identified by the school for further development.
18. Levels of attendance are good and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school

day and for individual lessons is good; very few pupils are late for school.

19. Pupils' behaviour and attitudes to learning are good and they have a positive effect on standards achieved and the quality of life in the school. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in groups.
20. Pupils make good progress in their personal and social education (PSE). They have a good understanding about treating one another fairly and a respect for people who are different from them.

How effective are teaching, training and assessment?

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0	0

21. The overall quality of teaching in lessons is higher than WAG's targets. Teachers have very good knowledge and understanding of most subjects they teach. Teachers' expertise in Welsh language teaching and music is satisfactory and is an important priority for the school. Lesson planning has clear learning targets for pupils to achieve and a good range of teaching techniques is used effectively to promote pupils' learning. Working relationships are good.
22. Teachers group pupils by ability into 'sets' for English and mathematics. This arrangement raises standards of pupils' work. There is further scope for teachers to match pupils' work more closely to pupils' abilities within the sets.
23. The assessment and recording of pupils' achievements is good and there are effective systems in many subjects that provide a clear picture of pupils' progress. Pupils' progress in information technology is not as well documented as in some other subjects. Good samples of pupils' work have been compiled in subjects to help teachers assess pupils' work.
24. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress and are appreciated by most parents.
25. The school ensures equality of access and opportunity for all pupils and meets pupils' needs well. The school meets the requirements laid down in the NC for each of the subjects inspected. The whole school planning for the teaching of key skills in a meaningful way is detailed and well organised. Lessons are enhanced through a very good range of educational visits and many pupils participate in out-of-hours activities, such as football, netball, dance and musical activities.

26. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes to everyone and to schoolwork.
27. There are effective partnerships between the school and parents, the community and other schools in the local consortium. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting good standards.
28. The teaching promotes pupils' bilingual skills adequately through the use of incidental Welsh through the day. This is an area for the school to develop further. *Y Cwricwlwm Cymreig* is integrated into subjects and promotes pupils' understanding of the language and culture of Wales adequately.
29. There is a clear policy for promoting education for sustainable development and the school is very successful in developing pupils' understanding. Work-related education is good. The school has strong links with local industries. Pupils' entrepreneurial (mini-business) skills are not well developed in Years 3 to 5.
30. The quality of care, educational support and personal guidance for pupils is good with outstanding features. The school works closely with other organisations to ensure that pupils are well cared for. The school keeps a close watch on attendance and punctuality. Lunchtime staff look after pupils well.
31. The school ensures that all pupils are equally valued and treated with respect and understanding. There are good procedures for promoting equality and the well-being, health and safety of pupils.
32. Pupils in Year 3 settle well and before they leave at the end of Year 6, there are good arrangements for them to experience their secondary schools.
33. The quality of provision for pupils with additional learning needs is good. The school complies with the WAG's framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils receive good support and make good progress in their learning towards targets set in their individual education plans. (IEPs)

Leadership and Management

34. The quality of leadership and management is good with outstanding features. The issues raised at the time of the last inspection have

been answered very well. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good standards in the school's work. The headteacher provides efficient, caring leadership and ensures a strong sense of purpose and direction for the work of the school.

35. Subject leaders are effective. For example, there has been very good improvement in the school's teaching of information technology (IT) because staff have received much training and support. Teachers' knowledge of Welsh and music, though satisfactory, is not as deep as in other subjects and is an area for development that the school has identified.
36. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but do not visit the school regularly enough to see the quality of the provision for themselves. The Governors' annual report to parents and prospectus are very well written.
37. The school's capacity to evaluate its work is good with outstanding features. The self-evaluation report clearly identifies strengths and areas for further improvement. Senior staff and subject co-ordinators monitor the school's work and standards very successfully. The school is particularly good at deciding on a course of action and achieving agreed goals.
38. The overall provision for staffing, accommodation and learning resources is good and they have a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff and they are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.
39. The school has good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and shared areas are enhanced by good quality displays, which support pupils' learning.
40. Resources are managed very efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set and are incorporated into the School Development Plan. (SDP) It is a very useful working document for prioritising areas for improvement over a three-year period.

Recommendations

R1 - Develop teachers' working knowledge of Welsh and music.

R2 - Improve the provision for bilingualism.

R3 - Improve governors' links with the school.

R4 - Develop pupils' entrepreneurial skills.

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

Standards

Key question 1: How well do learners achieve?

Grade 2 Good features and no important shortcomings.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	8%	79%	13%	0	0

41. The inspection team agrees with the school's self-evaluation. Pupils' standards of achievement in 39 lessons seen are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50 per cent to achieve grade 2.
42. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	3
Mathematics	1
Science	1
Information technology	1
Art	1
Music	3

43. The good and outstanding features in four subjects are the result of very good leadership and management of those subjects. Welsh and music have become priorities because, for example, staff changes have reduced the previous level of expertise. The school has implemented a good programme of training to improve teaching in these subjects.
44. Pupils enter the school in Year 3 with attainments that meet national standards (Level 2 in the National Curriculum), but lower than average proportions of pupils enter the school with knowledge and skills above the national standards (Level 3).
45. The 2005 NC assessment results in Year 6 indicated that standards achieved by pupils in the core subjects of English, mathematics and science were close to local and national averages. The core subject indicator (pupils who gained the nationally expected Level 4 in English, mathematics and science) of 76 per cent was slightly higher than the 2004 national average of 72 per cent.

46. Although there are minor variations year to year, boys and girls achieve similarly. Year on year, pupils meet and sometimes exceed the challenging targets they have to reach. Pupils make good progress towards reaching their potential. For example, a greater proportion of pupils leave the school in Year 6 with Level 5 in the National Curriculum assessments, than entered the school with Level 3 standards in English and mathematics. The school adds good value to pupils.
47. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school's performance is average. This comparison is not the complete picture. The results of the school's own tests show that they make good progress generally and very good progress in mathematics between Years 3 and 6. The proportions of pupils who leave the school with standards that are above average show that pupils make good progress.
48. Pupils with special educational needs make good progress and usually reach the targets they have to complete.
49. Pupils from ethnic minorities also make good progress. Until this year the school has not taught pupils with early English. The extra provision for newly arrived Year 3 pupils with English as an additional language now continues from the Infant School. The extra sessions they receive help them to feel welcome at their new school.
50. Pupils' standards and progress in the key skills of speaking, listening, reading and writing are good. Their standards in the use of information technology to support learning in other subjects are also good, IT being unsatisfactory in the previous inspection. Pupils' competence in using bilingual skills is satisfactory. Pupils' knowledge and understanding of the Welsh ethos has improved significantly.
51. Teachers mark pupils' work with care and show pupils what they need to do to improve. Pupils know how well they are getting on. They make good progress with their learning. Gifted and talented pupils make good progress overall.
52. Pupils' attitude to their learning, the interest they display in their work and their ability to concentrate are good. They work diligently at their tasks and they indicate a pride in the way they present their work, which leads to their good standards of achievement.
53. Pupils are respectful of their fellow pupils and to all adults, listening and responding appropriately to instructions and requests. The behaviour of pupils is good. Pupils move around the school in a quiet, orderly and purposeful manner at the start of the day, in between sessions and at the end of the day. Pupils' manners and attitudes at playtime and at lunchtime are good.

54. Pupils participate with interest and enthusiasm in their lessons and activities, and are mostly considerate of others and of school property. They are successfully developing their self-confidence, taking an increasing degree of responsibility for their own behaviour and attitudes. The pupils understand what is expected of them in terms of behaviour. There are very few reports of incidents of bullying or inappropriate behaviour and no exclusions during the last year. Good behaviour is recognised and rewarded
55. The average level of attendance for 2004-5 is good, and has remained stable since the previous school inspection.
56. The attendance levels (94.3%, 96.4% and 94.0%) are higher than both the county average (93.6%) and the National average (93.2%). Unauthorised absence for the corresponding three terms was average. The main cause of pupil absence is parents taking their children on holiday during term time, causing them to miss valuable learning time. This practice is very strongly discouraged by the school.
57. The rewards system to encourage regular attendance and good punctuality is effective. There are no significant variations in attendance levels across the school. Punctuality is good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption. The school takes good account of the requirements of National Assembly of Wales Circular 3/99.
58. Pupils have good opportunities to work co-operatively as part of a group and they develop positive social skills. They are involved in some decision-making in classes. This is an area that the school wishes to improve. They willingly take responsibility for their own learning and progress when the chance is offered. Pupils reflect on what they have learnt, what has been done well and are aware of their weaknesses. Pupils' problem-solving and decision-making skills are good in Year 6 when they work on their 'Survival' topic.
59. Pupils across the school make good progress in their personal and social skills. Their creative skills are developing well with outstanding aspects in art. Through the values expressed in school assemblies and other educational experiences, the school promotes the personal and social well being of pupils well and enables them to develop a sense of self-worth and relate effectively to others.
60. Throughout the school, pupils' understanding of equal opportunities is good. They respect diversity within other creeds and amongst their classmates.
61. The organised school trips and regular visits to the school by police, representatives of local industry, and some parents help in the initial development of pupils' knowledge and understanding of the workplace and the local community. The provision is good.

62. Year 6 pupils have designed and distributed a questionnaire to parents seeking their views on developments in Broughton. Pupils used their problem solving skills effectively and suggested some good ideas for improving the area.

The quality of education and training

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

Grade 2 Good features and no important shortcomings.

63. Lesson observations showed that teaching during the inspection was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0	0

64. The findings of the inspection are one grade lower than the school's self-evaluation because the teaching does not have outstanding features in all subjects.
65. The overall quality of teaching in lessons is higher than WAG's targets. The quality of the teaching has a significantly positive effect on pupils' standards of achievement in subjects such as mathematics.
66. The quality of teaching has improved since the last inspection. Teachers now challenge pupils better to do their best. In the best lessons, the starting points for pupils of differing abilities meet their needs very well. However, in a few lessons, teachers rely too heavily on giving a task for all pupils to complete regardless of their abilities. In these few instances, pupils of higher ability within the set waste some time repeating information, rather than starting at a higher point, which takes them more immediately into new learning. However, the teaching overall allows pupils to sustain standards of achievement that are good.
67. Teachers use questioning well to draw out from pupils what they know and to check what they have learned. Over the four years that pupils are in school, relationships steadily improve and by the time pupils are in Year 6, relationships are a good feature of the school's work. Pupils therefore make the most of what they are offered in lessons and in many lessons achieve well. Teachers give frequent praise to pupils when it is deserved and encourage pupils if they have not produced enough.
68. Teachers have good subject knowledge with outstanding features in most subjects. In one lesson in Year 5, the teacher gave a very good explanation of how pupils should lay out their mathematics work so that they had the best chance to understand the value of the numbers they were using. Teachers work very well together to improve the

provision in all subjects. There has been good improvement in the teaching of many subjects and very good improvement in the teaching of IT.

69. Teachers' expertise in Welsh language teaching and music has good features and some shortcomings. Changes in staff have affected the provision, for example, a fluent Welsh speaking teacher left, but the school has responded positively by starting a thorough training programme for all staff, to boost standards in Welsh. Teachers do not use incidental Welsh often enough in many lessons, because some lack confidence.
70. Teachers plan lessons with considerable care. They always have a key target in mind and they successfully check whether this target has been achieved or not by pupils. The quality of planning reflects teachers' knowledge of subjects. The planning for the development of pupils' key skills is good. Pupils benefit from the well co-ordinated curriculum. Teachers make efficient use of all resources to bring lessons to life. For example, interactive white boards allow teachers to show pictures and sentences in Year 3 that help pupils learn new ideas more quickly.
71. The teaching of pupils with special educational needs is good. Their lessons in the lower sets are lively, teachers use many practical activities and the pace of learning is fast. At the beginnings of lessons, teachers give very clear demonstrations and explanations. Pupils learn, for example, important ideas about the value of numbers in Year 5. Pupils' morale is high.
72. Pupils new to the school with English as an additional language receive good support at this early stage in their school careers.
73. Teachers ensure that pupils have equality of access to the curriculum and that all pupils study the same topics. Pupils learn to respect others and understand differences between people. Most teachers do not speak Welsh as their first language, but nevertheless they incorporate incidental Welsh into lessons at times. All teachers understand the importance of developing pupils' bilingual skills.
74. The school has strong assessment and monitoring procedures and meets statutory requirements. Teachers know their pupils very well. The school has successfully addressed the previous key issue in this area of its work. Reviews by teachers show close and accurate assessment of pupils' progress in each year.
75. Good use is made of assessment to improve lesson planning and indicate pupils' strengths and weaknesses in order to promote the learning process. Information from assessment tests is used effectively in mathematics and English to place pupils into one of three broad ability groups. The process is sufficiently flexible to allow pupil

movement between the groups according to their needs and abilities. This arrangement has successfully raised standards. The records kept of pupils' work in IT are not as comprehensive as in some other subjects. For example, teachers do not have a record of pupils' skills that they can complete with pupils as they learn new ideas.

76. Subject co-ordinators scrutinise teachers' plans and standards of pupils' achievement in their subjects. The information gathered is effectively used to build an action plan that supports and addresses the outcomes of their researches. This process promotes more effective teaching and the raising of pupils' standards.
77. Pupils' work is marked regularly and consistently with encouraging and constructive comments. Pupils on the SEN register make good progress and are regularly assessed. Assessment findings are effectively used to identify new learning targets for them. The school, rightly, intends to involve pupils more frequently in setting their targets jointly with teachers.
78. Annual reports to parents conform to statutory requirements and they are of good quality. They give an honest and accurate picture of individual pupils' achievement and development. Parents are invited to meet their child's teacher twice a year.

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

Grade 2 Good features and no important shortcomings.

79. The findings of the inspection match the school's self-evaluation.
80. The school responds well to pupils' learning needs. The curriculum contains all the subjects of the NC and meets statutory requirements. It reflects the requirements of the locally agreed syllabus for religious education. A series of good policies for every subject have been adopted which consider the requirements of each subject carefully. Teachers' schemes of work provide a good foundation for lesson planning. They allow teachers to build on pupils' previous knowledge effectively.
81. In every subject teachers make good provision for developing key skills in literacy and communication, numeracy and IT. The use of cross-curricular approaches inspires and enriches pupils' learning. For example, the key skill of presenting information in graphs has been very thoughtfully integrated into pupils' work. Pupils use their IT skills to help them at appropriate times.
82. The curriculum is enriched and extended by a very broad spectrum of interesting experiences, including a wide variety of outside visits and

visitors, which is one of the school's strengths. A high number of pupils play a musical instrument and the extra-curricular activities include dance, games and the school choir.

83. The spiritual, social, moral and cultural development of the pupils is good. Class and whole school assemblies make an important contribution to pupils' understanding of moral issues and help them to respect the truth and make sensible decisions. Pupils have good opportunities for quiet reflection. They participate in cultural activities within their community and support local charities generously. The school makes comprehensive provision for pupils' personal and social education by promoting a caring environment where everyone believes that other people matter. The school fosters a positive attitude to learning in a supportive and trusting environment.
84. Planning for pupils' bilingual skills and the development of the *Curriculum Cymreig* are promoted across a range of curricular areas. Increased use of bilingual signs, incidental Welsh within the school, the school Eisteddfod and a programme of training for enthusiastic staff have helped to promote the bilingual input within the school. The school recognises that this area of its work needs further development.
85. Some of the topics contained in the schools' comprehensive PSE programme help broaden and enrich pupils' work related education. Partnerships and formal links with local industry are well established and a number of teachers have previously undertaken industrial and commercial placements, using the experiences to enrich the curriculum. The school has received generous financial support from some local companies.
86. The school has high expectations of its pupils and enthusiastically promotes equality of access, equal opportunities and continually challenges stereotyping. Policies for practising equal opportunity and racial equality are formally adopted and effectively implemented. No pupil is barred from any of the schools activities. Equality issues and stereotyping are regular topics within the school assemblies.
87. Many practical examples of promoting sustainable development are visible in and around the school. Through these initiatives, subjects such as geography and the PSE programme improve pupils' understanding of sustainable development.
88. Recycling and energy conservation are actively promoted and enthusiastically practised. Many pupils indicated that they also undertake recycling of bottles, cans, paper and garden waste at home. The school has a good documented policy on sustainable development and global citizenship. Pupils' understanding of global citizenship is developed mainly through curriculum subject lessons. The school is working towards a Healthy School award and has commenced the ECO schools initiative.

89. Apart from the Year 6 pupils' involvement with the '20p grow' assignment and a few pupils involved with selling 'tuck' at break-time, which helps to develop their entrepreneurial skills, the school is only in the early stages of developing pupils' entrepreneurial skills.
90. The importance of homework is emphasised throughout the school. The setting of homework is well organised and pupils are encouraged to complete their set homework tasks promptly. As they progress through school pupils take an increasing level of responsibility for their own learning, and become actively involved with community-based activities. The comprehensive PSE programme helps pupils to understand and appreciate the importance of flexibility, adaptability and tolerance.
91. Pupils use local community facilities and learn to respect and appreciate their surroundings. Numerous clubs and societies regularly use the school's facilities outside normal school hours. There are strong links with the community.

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

Grade 1 Good with outstanding features.

92. The findings of the inspection match the school's self-evaluation.
93. Pupils are extremely well cared for, guided and supported. The school provides a secure, welcoming, happy, safe and caring environment for pupils. Parents are very pleased with the care and guidance provided for their children. The deployment of support staff is carefully organised and fully meets the needs of individual pupils. External support services, such as health, are used appropriately and effectively. The contributions of visitors are outstanding. The high level of care helps pupils to achieve well.
94. Good relationships exist between pupils, staff, parents and members of the local community. The school has an 'open door' policy and parents are invited to attend two parents' evenings each year to discuss their child's progress and any other matter related to their education. The school uses questionnaires to seek governors' and parents' views and opinions on a range of relevant matters.
95. A small number of parents help with school activities on a regular basis. Although there is no formal arrangement, parents support school events and raise valuable funds. The very helpful school newsletter, issued twice each term, informs parents about school events and activities. In addition, the very comprehensive curriculum newsletter provides parents with details about what their children are being taught. The school has a signed home-school agreement for every pupil.

96. There are good induction arrangements for pupils joining the school from the adjacent infants' school. They include a series of visits to the Junior School of increasing duration. Pupils settle into the school quickly and happily. The transfer arrangements for pupils moving from Year 6 to the high schools are established and effective.
97. Support staff work very effectively to satisfy each pupil's particular needs. Outstanding relationships exist between staff and pupils, enabling the provision of high quality support and guidance. Health education related topics are contained in the schools' comprehensive PSE programme, which is based on the national framework.
98. The school makes very good use of all available specialist services. The educational welfare officer (EWO), police, nurse and educational psychologist, for example, visit the school regularly. Pupils' comments indicate that they are very well cared for.
99. Pupils, and their parents, understand that they are expected to attend regularly and punctually. The system for recording attendance is robust. Registers are completed correctly, twice each day. Procedures for following up lateness or absence are very effective. The headteacher is ever present around the school and personally monitors the attendance, punctuality and behaviour of pupils.
100. The EWO deals promptly with cases involving pupils who are persistently late or absent, as necessary. There are very few cases of unexplained absence.
101. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently apply the behaviour policy. The schools' system for rewarding good standards of attendance, punctuality and behaviour is effective. Pupils' good behaviour and attendance helps them to perform well in lessons.
102. The school gives a very high priority to pupils' health, welfare, safety and security. The school provides a safe and secure environment for pupils. Its arrangements for risk assessment are very thorough. All school staff are emergency-aid trained. The school's PSE programme contains many health and safety related topics. The county policy on Health and Safety policy has been adopted and staff and pupils have a good awareness of health and safety matters. Good procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
103. An effective child protection policy is in place and all members of staff have received relevant training and update briefings. They are well aware of the specific procedures they must follow.
104. The provision for pupils with SEN is good and fully complies with the national Code of Practice. Very effective use is made of twice yearly

standardised tests to identify pupils' needs early. Individual education plans (IEPs) and targets are set with the co-operation of teachers, the special needs co-ordinator (SENCO), pupils, parents and learning support assistants. After a formal IEP is drawn up with parents' consent, pupils receive additional support, for example, in a small group or have extra support for mathematics or English in a small class.

105. Pupils with SEN are well supported and make consistently good progress in their learning. The SENCO undertakes the role efficiently, liaising and advising teachers and working well with the county learning support service. Pupils with disabilities are included fully in the life of the school.
106. Pupils are well behaved and the school encourages positive behaviour and self-discipline. The school has a comprehensive behaviour policy and promotes this positively, working in partnership with parents. A hierarchy of sanctions has been created to deal with any poor behaviour. Pupils are courteous and friendly and are aware of the need for school rules. They value the certificates they receive for good behaviour.
107. The school has an effective Race Equality policy and multi-cultural education is developing well. The extra provision for newly arrived Year 3 pupils with English as an additional language continues from the Infant School. The extra sessions they receive help them to feel welcome at their new school.
108. The school's race equality policy fully meets statutory requirements. The school has high expectations of all pupil relationships. Racial equality is included in the comprehensive PSE programme.
109. The school strives successfully to ensure that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. Boys and girls participate in all school activities equally. The wide range of activities available during and after school broadens the access for all pupils.
110. All policies meet statutory requirements. Gender equality is the norm and adults are well aware of needing to be vigilant, such as to challenge stereotypes when the need arises.
111. An anti-bullying policy is firmly established. Bullying or inappropriate behaviour is considered a very serious matter and is not tolerated. Any reported instances of bullying or inappropriate behaviour are dealt with promptly and effectively. The very few incidents of bullying that do occur are comprehensively recorded. Pupils use a 'worry box', available in each classroom, to anonymously report any concerns, including bullying. Good behaviour is recognised, rewarded and celebrated.

112. The disabled pupils attending school are integrated effectively. Discrimination, in any form, is not tolerated. An accessibility plan has been completed.
113. The school recognises and respects diversity and has a visible diversity policy. Diversity is included in the comprehensive PSE programme. The school is successfully developing the provision of a range of activities to enable pupils develop a greater understanding of diversity.

Leadership and management

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

Grade 1 Good with outstanding features.

114. The findings of the inspection match the school's self-evaluation.
115. The overall quality of leadership by the headteacher, staff with management responsibilities, subject co-ordinators and governors is very good. The quality of management and leadership shown by the headteacher is very good. His tireless work since the last inspection has ensured that the school continues to provide good value for money. The leadership of the school supports all pupils and allows them to make good progress.
116. The school's values, aims and objectives are in evidence in the school and there is a strong sense of pulling together to improve the school further. The school has used the 'Investors in People' initiative successfully to guide its approach to aspects of management. The senior staff work closely together and they ensure that the school's aims and targets are put into action. They also ensure that each member of staff has an important role to play and is allowed to grow into new roles. Duties are spread equitably across the school staff. The non-contact time arrangements for teachers are working well at this early stage of the year.
117. Subject leaders monitor the quality of work in their subjects across the school in considerable detail. They make an important contribution to the efficiency of the school. Each subject co-ordinator takes account of national priorities, such as the requirement for pupils to study a developing country and sustainable development.
118. The management of staff performance is a strength of the school. Teachers attend relevant courses that match well with their responsibilities and they share this information at appropriate times with all the staff so that all may improve. The school has correctly identified Welsh, music and physical education as areas for

development. Teachers have written and are carrying out well-informed plans to address the shortcomings in staff knowledge. Staff who are new to the school have every opportunity to do well because they are very well inducted into the school's systems.

119. Development planning meets the needs of the school and the pupils within it. There is a sense of cohesion that starts with the leadership of the school and is felt throughout. Aspects of the leadership of subjects are outstanding and have led, for example, to high standards in mathematics, science, IT and art.
120. The governing body helps the headteacher and senior staff set the direction for the school effectively each year. The chair of governors and experienced governors know many of the strengths and points for development of the school. They have ensured that the school meets legal requirements most effectively. However, the governing body has not looked closely enough at the quality of provision and children's work. The governing body has seen little evidence of the school's good work at first-hand.
121. Governors and teachers between them have produced very good annual reports and newsletters for parents. The prospectus is excellent.

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

Grade 1 Good with outstanding features.

122. The findings of the inspection match the school's self-evaluation.
123. The headteacher and subject leaders are well informed about the performance of the school. The school uses a range of tests to check pupils' capacity to learn in the future and what they know now. This information is recorded in great detail in documents that explain to the reader, for example, where the school is now. This is outstanding practice. Teachers use the information they have gained from self-evaluation exercises very effectively. For example, IT standards have improved from unsatisfactory to good with outstanding features since the last inspection. Senior staff rigorously monitor the performance of the school and use this information for school development planning.
124. The school is rigorous in what it does and in the way that it develops routines for important leadership and management activities. The headteacher enables teachers and staff to grow into new roles successfully. There is a good timetable for the evaluation of subjects and aspects of the school. It is systematic and the school does what it plans. The self-evaluations include visits to lessons, scrutinies of pupils' work in different subjects and comprehensive action planning

once these tasks have been completed. Overall pupils' standards of achievement have benefited from the close attention to self-evaluation.

125. The school development plan is comprehensive and contains all the school should do to improve further. The results of evaluations made by subject leaders and senior staff are used most effectively in this document. The targets for pupils to achieve in Year 6 each year are demanding and they are met. Results show that pupils gain value as they go through the school.
126. The school takes good account of the views of pupils, staff and other interested parties, such as parents. It is regularly in touch with parents through newsletters and questionnaires. The newly formed school council is about to start work. Individual pupils agree targets with their teachers for their individual improvement, and the school wants to build further on this initiative. Everyone feels included in what the school is doing and knows that they have an important role to play.
127. The performance management process has a strong impact on the school. Targets that teachers agree are highly relevant to the school's work. Teachers report that there is a strong sense of cohesion in the work of the school and in the way that targets are set.
128. The school has clear priorities and knows from the school development plan and individual subject action plans how improvements will be made. The headteacher with senior staff manage resources very well and all priorities are well supported.
129. Actions taken over the recent past have led to pupils' good and outstanding work in mathematics, science, art and IT. The school has made very good progress with the key issues identified in the last inspection.

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

Grade 1 Good with outstanding features.

130. The inspection team's findings match the school's judgement.
131. The school has a good complement of teaching staff. Teachers are well qualified and their collaboration gives strong support to both the planning and teaching of the curriculum. There are detailed schemes of work for all subjects, which are an efficient means of organising the school's work. The sharing of teachers' expertise is an outstanding feature of the school. Good use is made of classroom assistants to help pupils learn.
132. Teachers attend training courses, with their professional development closely linked to the school's priorities. The beneficial effects of this

training are seen in the very good use made of ICT, and the support and guidance given to non-specialist staff to teach the Welsh second-language curriculum. The school is working hard to boost teachers' knowledge of basic Welsh and music. The need for teachers to be trained in Welsh has been brought about by recent changes of staff.

133. The school has plenty of resources for every subject, and their acquisition corresponds with the school's priorities. New resources for the teaching of music, Welsh and IT are enabling standards to rise in these subjects. Good use is made of computers and interactive whiteboards. The school also benefits from additional funding received in the form of grants from local companies and from other sources. The way the school increases its budget in this way is outstanding.
134. The library is well organised and one of the school's prominent strengths is the high standard of the displays, which contribute greatly to the school environment and supports pupils' learning.
135. Good use is made of all available space to provide a purposeful working environment for pupils. The school is well maintained.
136. Budget control is stringent. Staff have responsibility for their own expenditure and they decide on their priorities within the school's priorities. Targets for improvement are set and are incorporated into the SDP, which is a very useful working document for prioritising areas for improvement over a three-year period. The governing body monitors all the expenditure most effectively. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

Grade 3 Good features outweigh shortcomings

Good features

137. Pupils participate enthusiastically in lessons and display considerable enjoyment when learning.
138. They listen purposefully and respond well to incidental Welsh, which is encouraged within the school. The use of the 'language ticket' works successfully in the lower years.
139. Pupils identify commands well and reply to questions that use predictable patterns. They learn a progressively wider vocabulary incorporating how they feel, describing the weather, likes and dislikes, food and games.

140. The use of 'Helpwr y Dydd' and the teachers' enthusiasm help pupils to repeat set phrases in order to develop accurate oral responses.
141. Pupils are gaining confidence in using their known language patterns in role-play, in pairs and in small groups and when performing simple songs. They benefit in their learning from up-to-date IT resources.
142. Pupils' reading skills have some good features and they enjoy stories that reinforce their listening and speaking skills.
143. Pupils use the language to prepare interesting posters to advertise events, such as the school fair and discos. Some pupils enjoy showing how well they, for example, write stories for the school eisteddfod.

Shortcomings

144. Pupils lack confidence when speaking outside the confines of lessons because they have limited vocabulary recall.
145. Pupils' standards of written work are limited in the upper years.

Mathematics

Grade 1 Good with outstanding features

Good and outstanding features

146. Pupils enter the school in Year 3 with attainments in mathematics that meet national standards (Level 2 in the National Curriculum), but lower than average proportions of pupils enter the school with knowledge and skills above the national standards (Level 3). Pupils make rapid progress with their understanding of mathematical ideas over the four years. They have a good and sometimes very good knowledge of most key ideas in the mathematics curriculum by the end of Year 6. National assessment results and the school's own measures show the often very good progress pupils make. Thirty six per cent of pupils gained a level 5 in 2005, which is above the national average.
147. Some of the main reasons for pupils' good standards of work are: pupils are taught in sets of similar ability, there is a good emphasis on key skills, the subject leader co-ordinates the work of the school very effectively, pupils are keen to do well and are encouraged to do their best work at all times. Teachers reinforce good working habits with pupils, such as the use of one number in one small square on exercise book pages. This approach helps pupils recognise the value of numbers correctly.

148. Pupils enthusiastically participate in regular whole class mental warm-ups at the start of lessons. They show increasing mathematical agility in working out multiplication tables and other computations. Pupils respond competently to quick-fire questions. Pupils use mathematical language with increasing confidence to justify and explain their work to partners, groups or the class before recording their answers.
149. Most pupils this term in Year 3 count on and back in 2s, 5s and 10s successfully. They see patterns in numbers and know odd from even numbers and 'more than' and 'less than' a number. Last year, most pupils were working successfully with three digit numbers by the end of the year.
150. In Year 4, pupils accurately count in 50s. They know that the 5 in 5692 is worth 5000 and how to use 'larger than' and 'smaller than' signs. Lower attaining pupils add 9 and 11 to other numbers correctly.
151. Most pupils in Year 5 know the factors of 24 and 36. Higher attainers know that one sixteenth is smaller than one quarter and know that five tenths is a half. Pupils complete many calculations in their heads, which is a very good feature of their work. Lower attainers successfully work out that an unknown number plus 6 makes 11. Many pupils draw bar graphs tidily, work with numbers to 500 with familiarity and most understand a thermometer scale.
152. In Year 6, most pupils regularly work with numbers to 1000 and more. They measure in centimetres and millimetres usually accurately. Pupils subtract 0.57 from 6.24 and present their work very tidily. Pupils have a good understanding of fractions and angles around a point. They measure angles accurately to one degree. Last year, the more able pupils were calculating the area of circles and used 8 as a base for calculations. Lower attainers were able to divide 765 by 3 correctly.

Shortcomings

153. There are no important significant shortcomings.

Science

Grade 1 Good with outstanding features.

Good and outstanding features

154. Pupils make rapid progress with learning how to enquire scientifically during their time in the school. They have a good and sometimes very good knowledge of most key ideas in the science curriculum by the end of Year 6. National assessment results and the school's own measures of progress show how much progress pupils make.

155. Some of the main reasons for pupils' increasingly high standards of work are: the teaching is very well organised, there is a good emphasis on key skills, the subject leader co-ordinates the work of the school very effectively, pupils are keen to do well and pupils are encouraged to do their best work at all times.
156. Pupils in Year 3 have a good working knowledge of which materials are attracted or not by magnetic force. They test a range of materials accurately and use a recording sheet to good effect. Pupils carry out investigations with great interest. They understand how a shadow is formed and how the length of shadows is dictated by the height of the sun. Pupils read a Newton meter successfully and use bar graphs effectively.
157. In Year 4, pupils show they can set up their own fair tests and explain which variables are present, which are to be changed and which need to stay the same. Pupils' explanations of results show that they have thought about what happened in their experiments. They test their predictions well. Presentation of work is to a high standard. Pupils understand the links between aspects of healthy eating and their science work.
158. Pupils in Year 5 consider how some materials conduct electricity and others do not. Pupils know many important words, such as, 'brittle', 'hard', 'flexible' and 'opaque'. They understand how to improve the insulating properties of materials through first-hand investigation. Lower attaining pupils make good progress because the teaching restricts how much pupils need to write in favour of scientific understanding.
159. In Year 6, pupils know many facts about what keeps the human body alive and about how different seeds spread. Pupils' work over the year shows considerable depth. Pupils make very good progress with the range of scientific knowledge they have. They use their literacy and mathematical skills accurately to explain and measure things as they happen. They give logical reasons why the results are as they are, showing a very good understanding of a fair test and an ability to devise their own. Pupils make good use of graphs when appropriate to do so. They make good use of IT to record scientific findings, such as for work about pulse rates, and to find information.

Shortcomings

160. There are no important shortcomings.

Information technology

Grade 1 Good with outstanding features

Good and outstanding features

161. Pupils make rapid progress with IT knowledge and skills. Six years ago standards were unsatisfactory. They are now much improved. Pupils have a good knowledge of the NC by the end of Year 6. The school's own measures of attainment show how much progress pupils make.
162. Some of the main reasons for pupils' increasingly high standards of work are: the provision and timetabled use of a spacious IT suite of computers that work reliably, there is a good emphasis on key skills, the subject leader co-ordinates the work of the school very effectively and has trained staff in new skills, and pupils are keen to do well.
163. Year 3 pupils last year drew attractive country scenes using a range of on screen brushes and shades of colour. Pupils knew how to control a floor robot so that it avoided objects. Pupils completed some outstanding work about the Romans by taking information from the Internet. They learned much, for example, about mosaics. This year, pupils confidently highlight text on screen and change the font and colour of their work.
164. By the end of Year 4, pupils know how to control the on-screen 'turtle' pointer, so that it draws squares and more complex shapes. They improve the look of their written work in many ways. Pupils know how to make a database to record measurements so that they can be compared. Their work about rainfall, comparing Wales with Jamaica and facts about Henry VIII is outstanding in terms of the use of IT skills.
165. In Year 5, pupils use a desk-top publishing program very successfully to produce some outstandingly attractive presentations. Pupils combine pictures and their own ideas and comments to tell the reader about the Victorians.
166. Groups of pupils in Year 6 continue with multi-media presentations. For example, they compile stories and columns of information of their choice in a newspaper layout. The finished product is interesting and very well produced. They know how to ask a computer a question, so it will give the information pupils need.
167. Pupils across the school use computer programs effectively to practise numeracy skills and other aspects of mathematics, such as handling

and displaying number information and drawing graphs. Older pupils calculate averages efficiently using a spreadsheet program.

168. Pupils use the mouse with good control for their ages, for example, to gain access to programs on screen and to draw pictures. They use keyboards with similar accuracy to move between lines of text and other features of displays.

Shortcomings

169. There are no important shortcomings.

Art

Grade 1 Good with outstanding features

170. Teachers give prominence to displaying pupils' artwork, which is of a high standard. It enhances the learning environment. Pupils succeed in mastering a wide variety of skills and techniques throughout the school.
171. Pupils develop their observational skills very well when sketching within their environment and they confidently use watercolours to produce detailed work in the style of Raoul Dufy. They show a very good understanding of line, tone and shading and create excellent portraits. Their powers of observation and use of perspective are successfully enhanced after studying Henry Moore's drawings. This has led to the creation of admirable displays about World War Two.
172. Pupils investigate geometrical shapes and symmetrical patterns in nature. They study the work of Klimt and William Morris, which result in effective two and three-dimensional displays. Pupils respond practically and imaginatively to the methods and ideas of Manuel Jiminez and create interesting 3D clay model animals and colourful jungle scenes after studying the style of Henry Rousseau, in Year 4.
173. Pupils experiment with abstract picture making, effectively using line, colour and texture. Their understanding of how tone can create distances and imaginative landscapes is enhanced when they use watercolour techniques and oil pastels to successfully emulate the style of Welsh artists Kyffin Williams, David Bellamy and John Blockley.
174. Pupils extend their learning about different cultures through museum visits, and this results in good practical work. Pupils produce exciting Celtic jewellery, and paper sculpture to form colourful totem pole structures. The techniques used by Andy Goldsworthy in environmental art, seen on a visit to an outdoor centre in Year 6, influence their ideas greatly.

175. Pupils successfully use ICT as a resource for research and image manipulation. They create very good motifs that they copy to produce a wallpaper effect. An on-screen spray tool creates art in the style of Seurat. They develop the method of pointillism and experiment effectively to create impressions of Victorian gardens in Year 6.
176. Pupils make very good use of their knowledge in other subjects to develop skills. For example, collage work on Tudor portraits show pupils' excellent awareness of texture, materials and richness of colour. Pupils' aesthetic and technical art vocabulary is well established and pupils are confident in evaluating their work.

Shortcomings

177. There are no important shortcomings.

Music

Grade 3 Good features outweigh shortcomings

Good features

178. Pupils are making steady progress and they develop appropriate knowledge, understanding and skills to perform and appraise music.
179. Younger pupils listen to music with interest and they are becoming familiar with words and actions associated with music through warm-up activities in each music lesson.
180. Pupils in all years have a growing knowledge of world-famous composers, and evaluate them effectively. They know, for instance, whether they enjoy the work of Mussorgsky and why this is so.
181. They maintain a part accurately in a group performance of untuned percussion instruments in all years. Pupils use non-pitched instruments to keep the beat and respond well to an increasing tempo. They recognise distinctions within a tune and are aware of the pitch of sounds and the speed of music.
182. Older pupils study music from Tudor times. They listen to how it is made and appraise and evaluate their own performances effectively. They listen to and perform music from Wales and other cultures, identify their characteristics and describe their feelings with interest.
183. Older pupils maintain a part as a member of a group in a simple calypso and sing as a round using percussion accompaniment. Pupils are beginning to compose and arrange music in response to a range of musical stimuli.

184. Pupils sing tunefully during assemblies. They sing for pleasure and enjoyment and perform well in Gilbert and Sullivan operettas and school concerts. The school choir performs on important occasions in the community and they reach a good standard of performance. They have recorded a song on a CD to raise money for charity.

Shortcomings

185. Pupils' composition skills are underdeveloped. They do not have enough opportunities to write their own music.

School's response to the inspection

We would like to thank the Inspection team for their courtesy and professional manner in which they carried out their duties during their time at our school. It was highly rewarding to find that our findings from our self evaluation correlated so very closely with the inspection findings.

We feel that the key line in the report can be found in the summary, "Broughton Junior is a school where pupils work hard and achieve well". This confirms that we are justified in being very proud of our school. The successes of our school are testimony to the continued efforts of pupils, parents, staff, governors and the support of the wider community.

Importantly, the inspection team makes clear the positive elements that make our school what it is. In particular the report confirms the good progress pupils make from Year 3 to Year 6, how pupils are equally valued and treated with respect and understanding, our capacity to evaluate our work and improve our provision is very good and how our school continues to provide good value for money.

In addition it confirms that our school has made very good progress since the last inspection especially in the development of ICT.

We are extremely pleased that the inspection team found that there was improvements in the quality of teaching and that pupils show good attitudes to their learning, display interest in their learning and sustain concentration in their lessons. Also, the outstanding relationships which exist between staff and pupils enabling the provision of high quality support and guidance were recognised as strengths at our school.

In concluding our response, we would like to add that our school recognises how vital it is that we continue to build on our existing strengths and will continue to "pull together to improve the school further."

An Action Plan will be put in place to address the recommendations in the report, although many of these are already covered in the School Improvement Plan 2005-06.

Appendix A

Basic information about the school

Name of school	Broughton Junior
School type	Community
Age-range of pupils	7-11 years
Address of school	Broughton Hall Road Broughton Chester
Post-code	CH4 0QQ
Telephone number	01244 532007

Headteacher	Mr. R. Hawley
Date of appointment	September 1988
Chair of governors	Mrs. R. Griffiths
Registered inspector	Mr. R. Fry
Dates of inspection	19-22 September 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	58	56	65	64	243

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	0
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2005	0	0	94.3	94.3
Autumn 2004	0	0	96.1	96.1
Summer 2004	0	0	94.0	94.0

Percentage of pupils entitled to free school meals	6.5%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6			67		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	19	49	32	0
		National*	0	0	0	0	1	5	16	46	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	51	36	0
		National*	0	0	0	0	0	3	17	46	31	0
Science	Teacher assessment	School	0	0	0	0	0	1	3	46	49	0
		National*	0	0	0	0	0	1	11	50	37	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	76	In the school	N/A
In Wales	71	In Wales	N/A

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

*National averages refer to results in 2004

In 2005 it was no longer compulsory for junior schools to set national tests/tasks.

Appendix D

Evidence base of the inspection

A team of three inspectors spent ten inspection days at the school. The school's nominee joined them.

Before the inspection:

- Meetings were held with the headteacher and staff, the governing body and parents; 10 parents attended the pre-inspection meeting;
- Questionnaires were distributed to all parents and the 49 completed questionnaires were analysed; the inspection team took note of the results;
- The school's documentation was scrutinised.

During the inspection:

- Forty-one lessons or parts of lessons were observed. Lessons were observed across all age groups.
- Other observations included acts of collective worship, playtimes, clubs and registrations.
- Discussions were held with the headteacher, class teachers and teaching assistants about their roles and responsibilities.
- Discussions were held with pupils about aspects of their work and life in school;
- Inspectors heard a representative sample of pupils read.
- Scrutinies of a sample of pupils' work from each year group were undertaken as well as work in classrooms and on display around the school.

After the inspection:

- Meetings were held with the headteacher, the staff and the governing body to provide oral feedback about the findings of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. R. Fry (Registered Inspector)	Context, main findings and recommendations Mathematics Science Information Technology Key questions 1, 2, 5, 6
Mrs. A. Evans (Team Inspector)	Welsh second language Music Art Key questions 3, 7 and contributions to others
Mr. K. Jones (Lay Inspector)	Key question 4 and contributions to others
Mrs. J. Bibby (Nominee)	Contributed to discussions and scrutinies of work

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

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

**Broughton Junior School
Broughton Hall Road
Broughton
Chester
CH4 0QQ**

A Summary Report for Parents

School Number: 664/2097

Date of Inspection: 19-22 September 2005

by

**Mr. R. Fry
W216/78913**

Date: 21 November 2005

Under Estyn contract number: T/005/05P

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Date of appointment	September 1988
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Registered inspector	Mr. R. Fry
Dates of inspection	19-22 September 2005

The inspection

Broughton Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of **Broughton Junior School** took place between **19th and 22nd September 2005**. An independent team of inspectors, led by **Mr. R. Fry** undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

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

For short inspections, there are no subject sections.

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

For full inspections, there are also reports in all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a **standard inspection**.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Summary

1. Broughton Junior is a school where pupils work hard and achieve well. The school's capacity to evaluate its work and improve its provision is very good. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in most other areas of its work. Broughton Junior continues to provide good value for money.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	8%	79%	13%	0	0

2. Pupils' standards of achievement in 39 lessons seen are above the Welsh Assembly Government's (WAG) targets, which are for 95 per cent of pupils to attain grade 3 and above, and of those, 50% to achieve grade 2.
3. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	3
Mathematics	1
Science	1
Information technology	1
Art	1
Music	3

How well do learners achieve?

4. Pupils enter the school in Year 3 with attainments that meet national standards but lower than average proportions of pupils enter the school with knowledge and skills above the national expectations.
5. Pupils' standards of achievement in key skills are good overall. Standards achieved in speaking and listening, and reading and writing in other subjects are good. The use of numeracy skills in subjects such as science is good. Pupils' use of a range of information technology (IT) to support learning in other subjects is good.
6. Pupils' competence in using bilingual skills is satisfactory; pupils take part in Welsh conversations with enthusiasm. Pupils' standards achieved in personal and social education (PSE) are good.
7. The 2005 National Curriculum (NC) assessment results in Year 6 indicated that standards achieved by pupils in the core subjects of English, mathematics and science were close to local and national averages. The core subject indicator (pupils who gained the nationally expected level 4 in English, mathematics and science) of 76 per cent was slightly higher than the 2004 national average of 72 per cent.
8. Although there are variations year to year, boys and girls achieve similarly.
9. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs as well as half the schools in this group. This comparison is not the complete picture. The results of the school's own tests show they make good progress generally and very good progress in mathematics between Years 3 and 6. The proportions of pupils who leave the school with standards that are above average show that pupils make good progress overall.
10. Pupils with special educational needs make good progress and usually reach the targets they have to complete.
11. Pupils from ethnic minorities also make good progress. The extra provision for newly arrived Year 3 pupils with English as an additional language continues from the Infant School. The extra sessions they receive help them to feel welcome at their new school.
12. Pupils' understanding of how well they are progressing and what they need to do to improve is good. This is an area that has been identified by the school for further development.
13. Levels of attendance are good and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school

day and for individual lessons is good; very few pupils are late for school.

14. Pupils' behaviour and attitudes to learning are good and they have a positive effect on standards achieved and the quality of life in the school. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in groups.
15. Pupils make good progress in their personal and social education (PSE). They have a good understanding about treating one another fairly and a respect for people who are different from them.

How effective are teaching, training and assessment?

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0	0

16. The overall quality of teaching in lessons is higher than WAG's targets. Teachers have very good knowledge and understanding of most subjects they teach. Teachers' expertise in Welsh language teaching and music is satisfactory and is an important priority for the school. Lesson planning has clear learning targets for pupils to achieve and a good range of teaching techniques is used effectively to promote pupils' learning. Working relationships are good.
17. Teachers group pupils by ability into 'sets' for English and mathematics. This arrangement raises standards of pupils' work. There is further scope for teachers to match pupils' work more closely to pupils' abilities within the sets.
18. The assessment and recording of pupils' achievements is good and there are effective systems in many subjects that provide a clear picture of pupils' progress. Pupils' progress in information technology is not as well documented as in some other subjects. Good samples of pupils' work have been compiled in subjects to help teachers assess pupils' work.
19. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress and are appreciated by most parents.
20. The school ensures equality of access and opportunity for all pupils and meets pupils' needs well. The school meets the requirements laid down in the NC for each of the subjects inspected. The whole school planning for the teaching of key skills in a meaningful way is detailed and well organised. Lessons are enhanced through a very good range of educational visits and many pupils participate in out-of-hours activities, such as football, netball, dance and musical activities.

21. The provision for pupils' spiritual, moral, social and cultural development is good and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes to everyone and to schoolwork.
22. There are effective partnerships between the school and parents, the community and other schools in the local consortium. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting good standards.
23. The teaching promotes pupils' bilingual skills adequately through the use of incidental Welsh through the day. This is an area for the school to develop further. *Y Cwricwlwm Cymreig* is integrated into subjects and promotes pupils' understanding of the language and culture of Wales adequately.
24. There is a clear policy for promoting education for sustainable development and the school is very successful in developing pupils' understanding. Work-related education is good. The school has strong links with local industries. Pupils' entrepreneurial (mini-business) skills are not well developed in Years 3 to 5.
25. The quality of care, educational support and personal guidance for pupils is good with outstanding features. The school works closely with other organisations to ensure that pupils are well cared for. The school keeps a close watch on attendance and punctuality. Lunchtime staff look after pupils well.
26. The school ensures that all pupils are equally valued and treated with respect and understanding. There are good procedures for promoting equality and the well-being, health and safety of pupils.
27. Pupils in Year 3 settle well and before they leave at the end of Year 6, there are good arrangements for them to experience their secondary schools.
28. The quality of provision for pupils with additional learning needs is good. The school complies with the WAG's framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils receive good support and make good progress in their learning towards targets set in their individual education plans. (IEPs)

Leadership and Management

29. The quality of leadership and management is good with outstanding features. The issues raised at the time of the last inspection have been answered very well. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good

standards in the school's work. The headteacher provides efficient, caring leadership and ensures a strong sense of purpose and direction for the work of the school.

30. Subject leaders are effective. For example, there has been very good improvement in the school's teaching of information technology (IT) because staff have received much training and support. Teachers' knowledge of Welsh and music, though satisfactory, is not as deep as in other subjects and is an area for development that the school has identified.
31. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but do not visit the school regularly enough to see the quality of the provision for themselves. The Governors' annual report to parents and prospectus are very well written.
32. The school's capacity to evaluate its work is good with outstanding features. The self-evaluation report clearly identifies strengths and areas for further improvement. Senior staff and subject co-ordinators monitor the school's work and standards very successfully. The school is particularly good at deciding on a course of action and achieving agreed goals.
33. The overall provision for staffing, accommodation and learning resources is good and they have a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff and they are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.
34. The school has good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and shared areas are enhanced by good quality displays, which support pupils' learning.
35. Resources are managed very efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set and are incorporated into the School Development Plan. (SDP) It is a very useful working document for prioritising areas for improvement over a three-year period.

Recommendations

R1 - Develop teachers' working knowledge of Welsh and music.

R2 - Improve the provision for bilingualism.

R3 - Improve governors' links with the school.

R4 - Develop pupils' entrepreneurial skills.

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

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.