

REPORT

on the

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

**CEIRIOG JUNIOR SCHOOL
LLOYDS LANE
CHIRK
WREXHAM
LL14 5NH**

School Number: 665/2145

Date of Inspection: 3rd – 6th February 2003

By

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Registered Inspector W180/78730

Under Estyn contract number: T/186/02P

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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	1
2. MAIN FINDINGS	
The main findings of the report	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	3
3.2 Standards achieved in key skills across the curriculum	6
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	6
4.2 Behaviour and attitudes	8
4.3 Attendance	7
5. QUALITY OF EDUCATION	
5.1 Teaching	9
5.2 Assessment, recording and reporting	10
5.3 Curriculum	11
5.4 Support, guidance and pupils' welfare	11
5.5 Provision for pupils with special educational needs (SEN)	12
5.6 Partnership with parents and community, schools and other institutions	13
5.7 Partnership with industry	14
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	14
6.2 Leadership and efficiency	15
6.3 Staffing, accommodation and learning resources	16

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English	17
Mathematics	18
Science	19
Welsh second language	20
Design and technology	21
Information technology	22
History	23
Geography	24
Art	24
Music	25
Physical education	26
Religious education	26

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	27
8.2	Key issues for action	29

APPENDIX

A.	Basic information about the school	30
B.	School data and indicators	30
C.	Results of National Curriculum assessments and public examinations	31
D.	The evidence base of the inspection	32
E.	Composition and responsibilities of the inspection team	33

1. CONTEXT

The school and its priorities

Ceiriog Junior is a community school, catering for boys and girls aged seven to eleven years. The school was previously inspected in June 1997. There are 184 pupils on roll. The school is organised in six mixed-age classes. Three classes are formed of pupils in Y3 and Y4 and the other three consist of pupils in Y5 and Y6. The average class size is just over 30. The average class size for English and mathematics lessons is 23 because the pupils are taught in eight groups. There are 7.4 full-time equivalent teachers, including the headteacher and two part-time teachers. Three teachers' aides support this provision.

The school is situated in the small town of Chirk, near Wrexham. The majority of pupils come from residential areas close to the school. There are two large factories and a number of smaller commercial units in the town. There is a variety of housing including owner occupied and rented accommodation. The school states about three-quarters of pupils' have neither prosperous nor disadvantaged backgrounds. About ten per cent of households are described as prosperous and the remainder have disadvantaged circumstances. Ten per cent of pupils access free school meals. This is about average. There are a few pupils from ethnic minorities and for a small number of pupils English is not their first language. No pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. Some children enter the school with low levels of achievement, particularly in language and communication skills. Attainment on entry is in line with local averages. Subsequent assessments identify eight percent of the pupils to have SEN. This is below average. There are currently no pupils with a statement of SEN. In recent years the proportion of pupils with SEN has been around 25%.

The school's aims are clearly stated in the prospectus and promote a range of pastoral and academic goals. The school has set targets for raising standards. The school development plan for 2002/3 identifies the following areas for improvement:

- raise standards in the basic skills across the curriculum, with particular emphasis on reading;
- attain the Quality Mark in Basic Skills;
- maintain and build upon the successes in end of Key Stage NC tests;
- carry out a systematic school based review between September 2002 and July 2003;
- work towards the Investors in People award;
- plan; finish and stock the school library;
- fully integrate the ICT suite into the school curriculum

The school has successfully attained the Quality Mark in Basic Skills.

2. MAIN FINDINGS

The main findings of the report

The school's main strength is that it is an inclusive, caring and friendly school. It provides a satisfactory quality of education for the pupils, although some important shortcomings limit the extent of improvement in teaching and learning.

- Levels of attainment are broadly in line with local averages when pupils enter the school, although some pupils struggle with language.
- The standards of achievement in the different subjects of the National Curriculum (NC) in Key Stage 2 (KS2) are as follows:

Subject	KS2
English	Satisfactory
Mathematics	Satisfactory
Science	Satisfactory
Welsh second language	Satisfactory
Design and technology	Satisfactory
Information technology	Satisfactory
Geography	Satisfactory
History	Good
Art	Satisfactory
Music	Satisfactory
Physical education	Good
Religious education	Satisfactory

- The school has successfully raised standards in Welsh second language and design and technology since the last inspection and standards in English and mathematics are steadily improving.
- The school is proud of its sporting achievements.
- In the 55 lessons or parts of lessons observed standards of achievement were judged to be good in 36 per cent, satisfactory in 38 per cent and unsatisfactory in 26 per cent.
- Taken overall, the majority of pupils make satisfactory progress across the key stage, including those for whom English is not their first language.
- Progress is variable between classes but is in general, better towards the end of the key stage. This is evident in mathematics, for example.
- The 'setting' of pupils for English and mathematics lessons helps to improve progress in these subjects across the ability range.
- Taken overall, the progress of more able pupils is too slow.
- Pupils with SEN often make good progress when withdrawn for small group or individual tuition. Their progress is generally slower in work undertaken with the whole class.

- The pupils' results in NC tests show a good improvement over time. The school is proud of these good results. Both parents and past pupils praise the school's attention to preparing children for the tests.
- In the 2002 NC tests, 83% of pupils attained level 4 or above in English, mathematics and science. These results compare well with national figures and those for similar schools¹.
- The average over three years is 80% of pupils attaining level 4 or above in English, mathematics and science. This compares well with the national picture.
- The standards of achievement are satisfactory in speaking, listening and numeracy. Standards in writing and using information and communications technology are unsatisfactory.
- The quality of provision for the pupils' moral and social development is good. This reflects the school's main strengths. The pupils' response to this provision is good. The provision made for their spiritual and cultural development is satisfactory.
- The pupil's standard of behaviour is good throughout the school. Arrangements to promote good behaviour are effective. Pupils' attitudes to learning are satisfactory overall.
- The overall level of attendance is satisfactory.
- Teaching is satisfactory overall. There was wide variation in the teaching observed.
- In the 55 lessons or parts of lessons observed, the quality of teaching was judged to be good in 33 per cent, satisfactory in 42 per cent and unsatisfactory in 25 per cent.
- In a significant proportion of lessons the impact of teaching is limited by weaknesses in planning that result from shortcomings in the quality of direction and guidance provided for teachers.
- Teaching is effective where planning is rigorous, expectations are high and subject expertise is strong.
- Taken overall, the procedures for assessment, recording and reporting pupils' achievement and progress are satisfactory.
- The procedures for assessment in English and mathematics are good but assessments in other subjects lack rigour and consistency. Overall, teachers are insufficiently guided in making assessments in accordance with NC levels.
- The overall quality of the curriculum is satisfactory. The schemes of work in all subjects provide a good basis to build progression in pupils' learning.
- This is an inclusive school that is successful in integrating pupils into all aspects of school life irrespective of ethnicity, ability or gender.

¹ Schools having between nine and 16 per cent of pupils entitled to free school meals.

- The *Cwricwlwm Cymraeg* is appropriately promoted through the schemes of work for geography, history, art and music.
- The extent to which pupils' development is enriched by extra curricular provision, including sport, is good. This has a positive impact on the standards achieved.
- Although the curriculum is broad, insufficient emphasis is given to investigative and problem solving activities. There is no structured whole-school planning for the development of key skills.
- The school makes good provision for the support, guidance and welfare of pupils in its care. The headteacher provides a good lead in this regard.
- The school makes good provision for those pupils identified with special educational needs (SEN). This enables them to participate fully in a broad curriculum. They are fully integrated into the life of the school.
- The school has good partnerships with the community, other schools and institutions. Its partnership with parents is satisfactory.
- The quality of the school's partnership with industry is satisfactory.
- Self-evaluation and planning for improvement is satisfactory overall. The school development plan provides a good basis to take the school forward but the implementation of procedures for the evaluation of standards and monitoring the quality of provision lack sufficient rigour and focus. This limits the impact of initiatives and contributes to the lack of consistency in teaching and learning observed.
- The overall quality of leadership and efficiency is satisfactory. The headteacher provides sound leadership to the school and is appropriately supported by the deputy headteacher.
- The impact of leadership is most effective in pastoral aspects. In educational matters, the impact of leadership roles, particularly those of subject co-ordinators, are not yet fully effective. There is developing good practice in English and mathematics.
- Improvement in the contribution of subject co-ordinators to educational leadership is much too slow and overall, this aspect remains unsatisfactory.
- The school's accommodation is very good. The provision of staff and learning resources is satisfactory. The provision of the ICT suite is beginning to have a positive impact on standards.
- The three learning support assistants make a significant and valuable contribution to the pupils' learning,
- Teachers are appropriately qualified and experienced. However, even where they have recently received good training the impact on teaching is variable. This variability was evident in information technology and guided reading, for example.
- The school has made slow and discernible progress in resolving the ten key issues for action arising from the last inspection. The wide range of key issues identified in 1997

indicates that significant improvements were required. The school has done a great deal to improve its procedures and provision but these have yet to fully impact on the quality of learning.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

The standards achieved by the pupils are satisfactory overall.

- In the 55 lessons or parts of lessons observed standards of achievement were judged to be good in 36 per cent, satisfactory in 38 per cent and unsatisfactory in 26 per cent.
- Levels of attainment are broadly in line with local averages when pupils enter the school. A significant minority have limited skills in literacy. Taken overall, the majority of pupils make satisfactory progress across the key stage, including those for whom English is not their first language.
- However, the scrutiny of pupils' work and lesson observations confirm that progress is variable between classes. In general, the rate of progress is better towards the end of the key stage. This was clearly evident in aspects of mathematics, for example.
- The 'setting' of pupils for English and mathematics lessons helps to improve progress in these subjects across the ability range.
- Taken overall, the progress of more able pupils is too slow.
- Pupils with SEN often make good progress when withdrawn for small group or individual tuition. Progress is generally slower in work undertaken with the whole class.
- Across the key stage standards of achievement are good in history and physical education.
- Standards are satisfactory in English, mathematics, science, Welsh second language, design and technology, information technology, geography, art, music and religious education.
- At the end of KS2, the girls consistently perform better than the boys do in the NC tests. The school is most successful in reducing the difference between the performance of boys and girls in mathematics and science. It has set targets to further reduce the gender gap in English, mathematics and science.
- The school's results in NC tests and assessments show a good improvement over time. The school is proud of these good results. In the last three years the pupils' results have exceeded whole school targets for the percentage of pupils attaining level 4 and above in English, mathematics and science by a wide margin.
- In the 2001 KS2 NC tests, 82% of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results are above national figures and those for similar schools.

- In the 2002 NC tests, 83% of pupils attained level 4 or above in the three core foundation subjects. These results again compare well with national figures and those for similar schools².
- The average over three years is 80% of pupils attaining level 4 or above in English, mathematics and science. This compares well with the national picture.

3.2 Standards achieved in key skills across the curriculum

The standards of achievement are satisfactory in speaking, listening and numeracy. Standards in writing and using information and communications technology are unsatisfactory.

- Pupils listen attentively and respond well to instructions. Overall, their oracy skills across the curriculum are satisfactory. For the most part, they readily answer questions and often provide relevant comments.
- Although a significant number speak confidently, others are often reticent during class discussions. When given good opportunities the majority work well co-operatively and share ideas.
- Throughout the school, pupils make satisfactory use of their reading skills across the curriculum according to their age and ability. While they use books and other texts to a certain extent as sources of information and pleasure, they seldom undertake tasks to promote the development of good research skills.
- Across the year groups pupils fail to tackle an increasing range of written work in the different subjects of the curriculum. Some pupils write short pieces of descriptive and factual writing to support their learning experiences. Throughout the key stage, pupils encounter too few challenges to use correct spelling, syntax and punctuation.
- There is satisfactory use of numeracy skills in other curriculum areas. On occasions, pupils produce frequency charts and use graphs to represent data visually. However, pupils' skills in data handling, for example to show the results of experiments in science, are under-developed.
- Taken overall, the pupils make insufficient use of ICT in all areas of the curriculum. Although pupils in some classes are beginning to use particular ICT applications across the curriculum there is insufficient evidence of pupils regularly using ICT as a learning tool, such as searching the internet to develop the skills of research and processing data.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The quality of provision for the pupils' moral and social development is good. The provision made for their spiritual and cultural development is satisfactory.

² Schools having between nine and 16 per cent of pupils entitled to free school meals.

- There is a strong sense of community and concern for the pupil's welfare. Pupils' confident and positive social attitudes reflect the caring, supportive ethos of the school. Their response to the school's provision for their spiritual, moral, social and cultural development (SMSC) is good.
- Pupils' social development is enhanced through visiting care homes and hospitals, and through their contacts with many visitors from the community, including the police, the local history society, hospital and fire service.
- Parents report that pupils gain in confidence during their time at the school. The broad range of interesting extra-curricular activities, including participation in local community activities considerably enhances this aspect.
- The school, throughout its work, strongly promotes firm moral values and guides pupils' behaviour well. Pupils understand and accept the values and standards of behaviour expected by the school. They are aware of what is considered right and wrong in their school.
- Pupils willingly support a number of national and local charities, including the NSPCC, RNIB and "Kidz 4 Kidz"
- Pupils participate in a whole school, broadly Christian, assembly three times a week. The local vicar leads one and the other two include rewards for good work and effort, and a mention of any 'unacceptable' behaviour. The assemblies are meaningful to the pupils.
- The themes for daily collective worship are not formally planned or recorded. There is a lack of rigour and consistency in the provision of class based collective worship. This is contrary to statutory requirements.
- Pupils have a developing awareness of their local area and its history through studies in history and geography. They celebrate St. David's Day and sing Welsh hymns and songs. Pupils compete in the swimming and athletics competitions offered by the *Urdd*.
- Incidental Welsh is used, with varying degrees of consistency, during the school day. The recently written scheme of work for music includes provision to study Welsh composers but this has not yet been implemented.
- The school is beginning to raise pupils' awareness of other cultures through contacts with German pupils, class work such as advertising posters on Paris, studies of other countries, and the study of other faiths and traditions.
- The school has appropriate policies relating to overcoming discrimination in race, gender and ability. The PSE policy and programme is at an early stage and has not yet fully impacted on the SMSC provision of the school.
- There is insufficient structured curricular planning for the spiritual and cultural development of pupils.

4.2 Behaviour and attitudes

The pupil's standard of behaviour is good throughout the school. Attitudes to learning are satisfactory overall.

- Pupils behave well in and around the school. They are friendly and courteous towards adults and show a strong competitive spirit in sport, for example.
- Pupils show appropriate respect for people and property and are generally friendly to each other.
- Relationships between pupils and teachers are trusting and positive, and between the pupils themselves they are, overall, mutually respectful.
- The overall impact of pupils' behaviour on the standards achieved is good.
- The majority are keen to learn and respond positively where lessons are stimulating.
- In such lessons the pupils show a positive interest in their work and sustain concentration well. They co-operate well in small groups and many of the older pupils show maturity in accepting responsibility.
- When lessons lack sufficient interest, pace and challenge, pupils' attitudes to learning deteriorate and this reduces the quality of learning.
- The school's arrangements for promoting high standards of behaviour are effective.
- The measures taken to minimise bullying and prevent discrimination are working well. There was no evidence of misbehaviour or verbal taunting that might result in bullying during the inspection.
- There have been no exclusions in the last twelve months.

4.3 Attendance

The overall level of attendance is satisfactory.

- The average level of attendance over the last three terms is just over 94 per cent.
- Although the school does not set specific targets for improving attendance it works successfully to raise the community's awareness of good attendance.
- The level of attendance exceeded 95 per cent during the autumn term 2002.
- The school has secure systems to monitor attendance and it investigates any unexplained absence promptly.
- The level of unauthorised absence is low.
- Punctuality at the start of the school is satisfactory. In general, lessons begin and end on time.

- Although parents are regularly reminded of the importance of punctuality and the communication of reasons of absence, a minority of pupils regularly arrive late.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching is satisfactory overall. There was wide variation in the teaching observed. Teaching is effective where planning is rigorous and subject expertise is strong. However, the impact of teaching is limited by weaknesses in planning, and in the quality of direction and guidance provided for teachers.

- In the 55 lessons or parts of lessons observed, the quality of teaching was judged to be good in 33 per cent, satisfactory in 42 per cent and unsatisfactory in 25 per cent.
- Taken overall, teachers have a satisfactory knowledge and understanding of the subjects they teach. There are individual strengths in physical education, information technology, English and mathematics.
- However, there are particular shortcomings in Welsh second language, science, design and technology, music and the use of information and communications technology.
- The planning of lessons is not always effective. Although helpful planning frameworks are in place, and lesson planning is based on appropriate schemes of work that provide progression, this guidance is not always followed. Too often the learning is not made sufficiently relevant to the pupils' needs.
- Where the learning objectives of the mathematics scheme, for instance, are rigorously implemented lessons have good pace, content and purpose.
- In contrast, the effectiveness of learning is very limited where there is a lack of focus on the knowledge and skills that curricular plans indicate should be taught. This was particularly evident in some science, design and technology and information technology lessons.
- Taken overall, teachers use a satisfactory range of teaching methods and organisational strategies. Teaching is most effective where the purpose of the lesson is clearly explained, there is a good balance between whole class and group work, and the focus of teaching is clear throughout. Such factors ensure a good sense of purpose in the lesson.
- The expectations of discipline are high and in general the pupils are well managed. Pupils achieve and behave well when the lesson content matches their age and capabilities.
- The expectations of achievement are only satisfactory because not enough suitably challenging, relevant and interesting work is set in too many lessons.
- The degree to which the work meets pupils' needs is unsatisfactory. In some lessons there is an insufficient match between pupils' existing knowledge and skills, the content

of the lesson and the nature of the tasks set. Too frequently the work is the same for all the pupils.

5.2 Assessment, recording and reporting

Taken overall, the procedures for assessment, recording and reporting pupils' achievement and progress are satisfactory.

- The procedures for assessment in English and mathematics are good. These are regularly and consistently implemented. The procedures have been streamlined and given more rigour, particularly in mathematics.
- Assessment in most non-core foundation subjects lacks rigour and consistency. These assessments are infrequent and lack quality, as they are not based closely enough on the NC programmes of study.
- The information from the assessment of literacy skills is used well to identify pupils with SEN. Overall, the school's assessment of pupils' attainment is accurate and is in line with NC test results.
- The recently implemented guided reading programme successfully takes its emphasis from teachers' recording of pupils' progress in reading.
- Although teachers mark pupils' work regularly, often with positive comments, they do not mark with sufficient rigour to give pupils strategies with which to raise their achievement. The practise of discussing targets for improvement with pupils is inconsistent in quality and usefulness.
- The recording of pupils' progress is improving with recently introduced procedures. Each pupil has an individual academic and personal record book. These books contain positive attainment statements linked to the NC subject programmes of study but this system has yet to have a significant impact across the school.
- Constructive use is made of the information gleaned from assessments to improve provision for the pupils. For example, the school has analysed the external examination results in mathematics and adapted its in-service training programme for staff accordingly.
- Although individual pupils' progress books are maintained in English and mathematics these are not annotated or assessed against NC levels. The school has not developed the use of exemplar materials or collated individual subject portfolios to reflect standards of achievement across the key stage. As a result, teachers are insufficiently guided on progression and continuity, and in making assessments in accordance with NC levels.
- The annual written reports provided for parents give well-considered and individualised information on each child's academic and personal progress.

5.3 Curriculum

The overall quality of the curriculum is satisfactory. This is an inclusive school and the extent to which pupils' development is enriched by extra curricular provision, including sport is good.

- The curriculum is broad; it includes all NC subjects and religious education, and meets statutory requirements. The school's framework of planning, through schemes of work in all subjects, forms a good basis to build progression in pupils' learning.
- Insufficient emphasis is given to investigative and problem solving activities, particularly in mathematics and science. Furthermore, progression in learning is interrupted where schemes of work are not consistently implemented or the programme of study is not sufficiently adapted to the needs of the pupils.
- There is no structured whole-school planning for the development of key skills.
- The *Cwricwlwm Cymraeg* is appropriately promoted through the schemes of work for geography, history, art and music.
- Where homework is regularly and consistently set this has a positive impact on the standards achieved. Taken overall the effectiveness of curricular provision is satisfactory.
- The provision for personal and social education is satisfactory but the arrangements have yet to be formally co-ordinated within a whole-school programme.
- The good quality and range of provision made for extra-curricular activities, including sport, visitors to the school and educational visits have a positive impact on pupils' achievements.
- The school works hard to ensure all pupils have equality of access to all school activities and is successful in integrating pupils into all aspects of school life irrespective of ethnicity, ability or gender.
- There are no pupils for whom the NC is modified.

5.4 Support, guidance and pupils' welfare

The school makes good provision for the support, guidance and welfare of pupils in its care.

- The quality of personal guidance is good. The school is thorough and caring in its support of pupils' welfare. The pupils are well supervised during break and lunch times.
- The quality of educational guidance is satisfactory. Teachers comment constructively on pupils' work but seldom provide clear enough guidance to help pupils to improve on their achievements.
- Suitable assessment procedures are being developed to ensure that pupils are given targets to help them pinpoint areas for improvement.

- A number of considered policies, including anti-bullying, racial and gender equality, sex education, road and health and safety offer useful guidance to teachers.
- The procedures for Child Protection are good and they are well understood by staff.
- Fire drills are held and fire safety equipment is checked regularly.
- Although all staff hold First Aid qualifications not all are up to date.
- The school has good liaison and maintains positive professional working relationships with the appropriate support agencies.
- The small number of pupils learning English as an additional language, and those pupils with SEN, are thoroughly integrated into the life of the school and make satisfactory progress.
- Appropriate aspects of personal and social education are addressed in the school but the programme is not sufficiently formalised and does not yet permeate the whole curriculum.
- A small number of health and safety issues have been reported to the headteacher.

5.5 Provision for pupils with special educational needs (SEN)

The school makes good provision for those pupils identified with special educational needs (SEN). This enables them to participate fully in a broad curriculum. They are fully integrated into the life of the school.

- As a result of the implementation of the new SEN Code of Practice eight per cent of pupils are supported at the ‘school action’ or ‘school action plus’ stages. No pupils have a statement of SEN.
- The needs of other pupils, who are slow learners in reading, are met satisfactorily by a differentiated programme of withdrawal from class for the ‘Catch-up’ programme.
- Pupils make satisfactory progress when withdrawn for small group or individual tuition, or by in-class support. Teachers and learning support assistants make every effort to match the work they set to individual pupils’ needs during these sessions.
- The SEN Code of Practice is efficiently implemented. Individual education plans (IEPs) are clear, and regularly reviewed.
- The headteacher co-ordinates the arrangements for pupils with SEN well. The school receives good support from the LEA advisory service and external agencies.
- Liaison with parents is positive and constructive. Most of the staff have received satisfactory training to inform and guide their work with pupils who have learning and behavioural difficulties.

- Although class teachers have full access to the IEPs, the significant details of advice on individual pupils are seldom incorporated and built upon in teachers' planning. This results in slower progress in work undertaken with the whole class.

5.6 Partnership with parents and community, schools and other institutions

The school has good partnerships with the community, other schools and institutions. Its partnership with parents is satisfactory.

- The school provides parents with a suitable range and quality of information about the pupils' education.
- There are some omissions from the prospectus and governors' annual report to parents. These include insufficient reference to policies on race equality, equal opportunity, disability access and sporting aims and the action taken to implement and review school strategies. Furthermore, data for attendance, and the full details of NC test results, including comparative data, are not included in both documents.
- The great majority of parents express strong support for the school. This was evidenced by the views expressed at the pre-inspection meeting and through the parents' questionnaires.
- A small number of parents felt standards of work could be higher, homework should be regular and written communication could be improved. Inspection finds there are inconsistencies in these areas but the school is aware of the need to continue to work hard at these aspects.
- A number of parents and volunteers come into school to assist with reading and some parents are involved in the provision of after school clubs. Some parents and visitors contribute particular expertise such as giving talks on local history and life experiences. This enriches pupils' learning.
- 'The Friends of the Ceiriog School' raise valuable funds for school use and also arrange social events, which strengthens the school's community links.
- The school's promotion of strong links with the community is successful in contributing substantially to the educational experiences of the pupils. They visit local sites of interest, linked to curricular work, use local facilities and join in community festivities and charitable efforts.
- The links with local churches, such as the vicar coming into school regularly, are positive.
- The school has well established links with the local authority and other schools, including collaboration on curricular matters. There are secure transfer arrangements with the infant school and Dinas Bran High School, to which most pupils transfer at the end of Y6.
- The school has appropriate partnerships with initial teacher training institutions and also receives students on work experience from the high school.

5.7 Partnership with industry

The quality of the school's partnership with industry is satisfactory.

- Despite the absence of a formalised policy and agreed strategies to promote this aspect a range of beneficial links have been forged with the world of business. These have a satisfactory impact on the school's curricular provision.
- Curricular linked visits are made to a local food-processing factory and employees of this company visit the school to talk to pupils.
- The pupils' visits to commercial sites enrich their education.
- A local manufacturer provides the school with educational materials and financial assistance. Other companies have provided curricular and sporting sponsorship.
- Opportunities to enrich staff development through links with industry have not been developed.
- The school has yet to fully develop its education business contacts.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Self-evaluation and planning for improvement are satisfactory overall.

- The school development plan provides a good basis to take the school forward but procedures for the evaluation of standards and monitoring the quality of provision lack sufficient rigour and focus. This limits the impact of initiatives and contributes to the lack of consistency in teaching and learning observed.
- A range of appropriate procedures for the evaluation of standards and monitoring the quality of teaching and learning has been adopted. However, their implementation lacks a sufficiently sharp focus. This reduces their effectiveness.
- The school development plan identifies a good range of relevant objectives for improvement. The headteacher makes good use of the school based review (SBR) procedure promoted by the LEA. However, the SBR process has yet to influence all levels of planning for improvement.
- Although targets for improving attainment are agreed, the school seldom specifies precise enough targets in other areas to support action planning, and enable the rigorous evaluation of progress towards its goals.
- There are some positive outcomes of evaluation that are clearly reflected in significant improvements in provision, such as the ICT suite. However, the school is slow to develop a culture of self-evaluation that permeates all levels of its work.
- The senior staff carefully monitors standards, through the analysis of test results, particularly in English and mathematics. This identifies pertinent whole-school priorities,

but the subsequent framing of subject action plans is not fully effective because monitoring is not linked closely enough to agreed priorities and the outcomes of previous evaluations.

6.2 Leadership and efficiency

The overall quality of leadership and efficiency is satisfactory. Leadership is most effective in pastoral aspects. In educational matters, there is developing good practice in English and mathematics.

- The school has carefully considered whole-school and curricular aims. Its values are strongly reflected in its positive ethos and the good responses of the pupils. There is a strong commitment to the pastoral care and well being of the pupils.
- The headteacher provides sound leadership to the school and is appropriately supported by the deputy headteacher.
- In educational matters, the impact of leadership roles, particularly those of subject co-ordinators, are not yet fully effective. The quality of direction and guidance provided for staff does not ensure a sufficiently consistent quality of teaching and learning.
- Improvement in the contribution of subject co-ordinators to educational leadership is much too slow and overall, this aspect remains unsatisfactory. As yet the ideas and aspirations of individual co-ordinators have not been effectively identified and built upon.
- The governing body is strongly supportive of the school. Its arrangements to oversee the school's work are appropriate. Statutory requirements are met, except for ensuring that all pupils experience a meaningful daily act of worship and that all the required information is published for parents.
- The headteacher and staff keep governors well informed about all aspects of school life.
- The 'setting' of pupils in smaller classes for English and mathematics lessons has distinct benefits, even though the criteria for grouping pupils are not always consistently applied.
- The use of lesson time is not always sufficiently focused and this results in a slow pace of learning. In some cases not enough work is planned and tasks are completed early. These factors reduce the overall efficiency of teaching.
- The management of adults other than teachers in the classroom sometimes lacks direction and the use of the new library as a classroom also reduces efficiency.
- There are secure arrangements in place to plan, approve and monitor income and expenditure. The governors exercise appropriate oversight. The pattern of expenditure reflects the school's educational objectives well.
- The school has yet to formally evaluate the impact of spending decisions although it has plans to do so in respect of the investment in guided reading and learning support. There is good attention to ensuring best value for money.

- The effectiveness of day-to-day administration and organisation is satisfactory. The school is well supported by the part-time secretary.

6.3 Staffing, accommodation and learning resources

The school's accommodation is very good. The provision of staff and learning resources is satisfactory.

- There are sufficient teachers, and support staff, to meet the needs of the curriculum. The headteacher has a significant teaching commitment. She regularly teaches English lessons, thus facilitating smaller classes during morning lessons.
- Teachers are appropriately qualified and experienced for the age range and curriculum they teach. They are satisfactorily deployed and good use is made of particular strengths in teachers' expertise, such as in physical education.
- There are three learning support assistants who are suitably deployed. They make a valuable contribution to the pupils' learning, in particular through the "Catch-up" scheme in literacy and by effectively supporting pupils' learning in ICT.
- The in-service training of staff is satisfactorily linked to whole school priorities identified in the school development plan. However, there is some inconsistency of training in relation to curricular needs and teachers' subject knowledge in areas where there are shortcomings, such as design and technology, Welsh second language and music.
- Furthermore, even where staff have received good training the impact on teaching is variable. This is evident in information technology and guided reading, for example.
- There have been few changes in staffing since the last inspection. Induction procedures are not in place. There are arrangements to review the work of staff but these are not sufficiently formalised.
- The accommodation is plentiful and, at times, imaginatively used. There is sufficient storage space.
- The school appreciates the very good swimming and sports facilities available to them in close proximity. These have a positive impact on the standards of pupils' physical development.
- The school is kept in good, clean condition and is well decorated with relevant and stimulating displays. The pupils respond positively and treat their environment with respect.
- Overall, there is a basic sufficiency of learning resources. Resources for physical education are good. The school has recently set up a well-equipped ICT suite; it is developing a library and has bought a number of reference and fiction books. However, the library is used as a teaching area. Furthermore, in subjects such as Welsh and mathematics pupils are sharing resources, on occasions, between three.

- There is a satisfactory range of artefacts, such as in religious education, to stimulate and support pupils' learning, but more software is required to capture the imagination of less able pupils and to challenge the problem solving skills of the most able.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

The standards of achievement in English are satisfactory.

Good features

- Pupils are responding positively to the school's emphasis on improving reading skills. During the Guided reading sessions pupils experience a wide range of reading materials and experiences.
- Pupils generally have satisfactory recall of the sequence and events of a story. They observe and interpret pictures with relevant vocabulary and use their imagination to predict outcomes.
- Boys' standards and interest levels in reading are improving as a result of well-selected texts and the 'Catch up ' programme.
- Pupils are beginning to deduce information from their texts. More able pupils are developing good comprehension skills.
- The majority of pupils have satisfactory basic research and library skills, demonstrating good knowledge of the conventions of books, including characterisation, setting and plot.
- Many pupils are eager to participate in question and answer sessions. For instance, some able pupils speak confidently, and at some length, when describing favourite episodes in their current book.
- Most pupils listen well and recall what they have heard in some detail. They use listening stations constructively.
- Many pupils, of all abilities, have some confidence in writing. The majority are making satisfactory progress in writing according to their ability.
- Many are making satisfactory progress in handwriting.
- Older pupils often write imaginatively in a limited number of different styles including poetry, play-scripts, descriptions or narratives. They are developing an awareness of audience such as creating persuasive posters.

Shortcomings

- Pupils do not address the class or a small group sufficiently to improve their formal speaking skills.
- Not all pupils take sufficient notice of punctuation cues when reading aloud. This limits accuracy and expression. Not enough pupils are secure in using phonic skills when reading unfamiliar texts.
- Many pupils spell and punctuate carelessly; they do not give enough focus to re-drafting their work.
- Pupils do not experience enough writing in different styles.
- More able pupils do not write enough or at a sufficiently challenging level.

Mathematics

The standards of achievement in mathematics are satisfactory overall.

Good features

- In Y3 and Y4, pupils have a satisfactory grasp of basic number processes with numbers below 100. They distinguish between odd and even numbers and some use their knowledge of the four, five and ten times tables when completing a number challenge.
- The majority confidently add and subtract two digit numbers. The more able complete sums involving hundreds. Their knowledge of subtraction includes 'exchange' and the majority are beginning to multiply and divide by a single digit.
- Pupils calculate the area of shapes by counting squares, they measure length accurately in centimetres, record time in five minute steps and correctly name common two-dimensional shapes.
- The more able make sound progress in describing the properties of three-dimensional shapes. The majority identify fractions including half, quarter, a fifth and an eighth with the help of a diagram.
- In Y5 and Y6, the more-able pupils respond well to work involving numbers of 10,000. They show a satisfactory knowledge of fractions and their work in calculating area and perimeters shows good progression.
- In Y5, the least able make good progress in estimating and finding the area of irregular shapes. They learn to judge when to count and when to discount part squares. In solving number statements mentally they steadily use their knowledge of the four rules.
- The more able build well on their knowledge of fractions to calculate percentages and use ICT to process and present data they have collected.

- Pupils in Y6 develop a thorough understanding of place values and build well on their knowledge of shapes and their properties. They successfully calculate area and perimeter and begin to use mathematical formulae.
- Many have a good understanding of angles and symmetry. The most able accurately measure angles, draw regular shapes by plotting co-ordinates in four quadrants, and identify reflective symmetry.
- Pupils have a growing understanding of the principles of probability and the relationships between fractions, percentages and decimals. They are beginning to use mathematical terms such as mean, median and co-ordinates, appropriately.
- By the end of Y6, many pupils achieve good standards in mathematics.

Shortcomings

- Too few pupils confidently use a sufficient range of mathematical vocabulary.
- The majority of pupils concentrate on the development of numeracy skills rather than using and applying their number skills to problem solving investigations. Sometimes they are given the answer before they have opportunity to find out for themselves.
- Many pupils do not respond quickly enough to questions involving mental calculations and they lack confidence in discussing alternative strategies. They are insufficiently aware of number patterns and relationships.
- Pupils only collect data and present their information in the form of graphs to a limited extent.

Science

The standards achieved in science are satisfactory.

Good features

- Pupils in Y3 and Y4 distinguish between high and low sounds and know for example, that touching a violin string after it has been plucked, stops the vibration and the sound.
- They have a limited knowledge of the properties of materials such as fabrics. Pupils begin to distinguish between magnetic and non-magnetic materials. They make informed predictions and use a magnet to separate a collection of objects.
- Pupils learn about light sources, test the properties of paper and are introduced to scientific vocabulary such as transparent, opaque and translucent.
- In Y5 and Y6, pupils confidently name the major organs of the human body and the main structures of the skeleton. They investigate the effect of exercise on heart rate and have a developing knowledge of the requirements for a healthy diet.

- They identify the potential hazards of electricity in the home and know the basic requirements to make a simple electrical circuit.
- They draw circuit diagrams appropriately using the correct symbols and the more able pupils know the effect of series and parallel circuits. The most able understand that electrical current can be varied by introducing a resistor in a circuit, and relate this to everyday uses.

Shortcomings

- Pupils do not progressively develop their understanding of how to set about undertaking an investigation and predict likely outcomes. They seldom draw their own conclusions where experiments are teacher directed and often the pupils are given the answer before they have opportunity to find out for themselves.
- Pupils complete too many worksheets that do not sufficiently guide them in explaining how they carried out a task and why an event happened.
- Pupils seldom study their science topics in sufficient depth and are slow to use relevant vocabulary.

Welsh second language

The standards achieved in Welsh as a second language are satisfactory.

Good features

- Pupils make steady progress in acquiring spoken vocabulary, particularly nouns and prepositions.
- They speak with clarity and confidence during role-play when they read the script.
- Pupils satisfactorily adapt learned language patterns to a few familiar situations. They describe weather conditions, recite the days of the week, identify a range of colours and count up to 20.
- They ask and answer questions, which they have practised, accurately.
- Most understand simple instructions, such as in physical education.
- Some older pupils are making good progress in paraphrasing given written dialogue. In one class some pupils gave the feminine and masculine forms of numbers without prompting.
- Pupils perform the *Helpwr y Dydd* duties satisfactorily.

- Many pupils read familiar and simple words accurately and respond positively to what they have read.
- Satisfactory progress is made in writing. Some pupils are making good progress in copying and completing sentences from their published scheme. More able pupils write the correct answer forms to well-rehearsed questions and try writing short descriptive Welsh sentences.

Shortcomings

- Although pupils are improving their understanding of Welsh few are fully confident in experimenting with new patterns.
- Few speak with good intonation and pronunciation.
- Pupils do not progressively develop their skills in Welsh due to the inconsistency in the use of incidental Welsh across the school.

Design and technology

The standards of achievement in design and technology are satisfactory.

Good features

- Pupils use design and technology to enhance their work in other subjects. For instance, in music they design, make and play musical instruments.
- Younger pupils have looked at old buildings in the locality and pictures of Tudor houses. They design their own models, use construction kits and measure, cut and stick appropriately.
- When making celebration biscuits they discuss special occasions, identify what was difficult to make about the design and evaluate how the biscuits could be improved.
- Older pupils enhance their understanding of the human body by investigating various joints in the body. By using cardboard and pins they emulate the mobility and scope of the joints.
- Also in science, pupils utilise their knowledge of electrical circuits by researching and disassembling a buzz box. They select from a limited range of materials and make their own model paying close attention to the decoration, the suitability of the boxes, and wiring up of the system. Some more able pupils successfully work out the correct way of wiring a light and buzzer.
- They use pneumatics appropriately to produce movement in cranes and dumper trucks. They learn to plan and measure, cut with a buzz saw, use dowels to make joints and assemble these carefully using glue.

- Pupils appropriately test their products, describe the process used and evaluate the success of their finished products.
- In Y5 and Y6 pupils investigate various fruit juices and their cartons. They consider fitness for purpose and make their own version, paying close attention to calorific and healthy eating values.
- Some pupils have successfully assembled wooden toys with moving parts.

Shortcomings

- Pupils make insufficient use of ICT skills, especially control and data handling.
- Generally, pupils use a limited range of materials and have only a superficial knowledge of their properties.
- In discussion pupils do not use the appropriate subject specific vocabulary.
- Pupils' work, such as poster designs, demonstrates a lack of originality.

Information technology

The standards of achievement in information technology are satisfactory.

Good features

- In some classes, pupils make good progress in operating computers. Their general keyboard skills are developing well. They use the mouse with increasing confidence to operate a graphics package for instance, and they control images on the screen well.
- When working with simple text, the more able pupils confidently vary the size and style of fonts and add effects such as borders to their pages. The more able pupils gain confidence to amend, save and retrieve their work.
- Pupils' previous work demonstrates satisfactory skills in word processing. Some pupils successfully incorporate computer-generated art into their finished work.
- In Y3 and Y4 pupils make steady progress in basic skills such as logging on, using the features of a graphics program to create and amend effects and in printing their work.
- In some Y5 and Y6 classes, the pupils make effective use of a graphics program to improve their understanding of the concepts of area and perimeter. They enthusiastically use the features of the program to generate the required image. Similarly they use graphic design well to produce designs for remodelling part of the school grounds.

- When given the opportunity, a minority of pupils across the key stage, successfully use selected internet sites, seek information from CD-ROM and operate chosen programs to support work in other subjects.

Shortcomings

- The majority of pupils lack sufficient experience and competence to operate ICT applications independently. Their skills in saving and retrieving are limited.
- Many pupils do not use subject specific language such as cursor, floppy and hard drive.
- Pupils' knowledge and skills, relating to modelling and simulation are at an early stage.
- Pupils' do not sufficiently improve their ICT skills through using facilities such as e-mail.
- The older pupils' skills in creating databases and preparing information for processing and presentation are under-developed.

History

The standards of achievement in history are good.

Good features

- In Y3 and Y4 pupils achieve well in their study of the Tudors. They compare the lives of rich and poor, study houses with reference to the locality and learn about important figures including Henry V111, Drake and Magellan.
- They have a developing knowledge of key events in history such as The Spanish Armada and the dissolution of the monasteries.
- In Y5 and Y6, the pupils develop a sense of chronology by sequencing improvements in transport down the ages.
- They learn about the development of roads from Roman times, know what a toll road is and link their study of the development of different forms of transport, including canals, railways and road transport to the local area.
- In their study of the Roman era, learning is effectively extended through visits to Chester and a local museum. Pupils name the ranks of soldiers, name elements of their uniform and find out about fighting formations.

Shortcomings

- Pupils across the school do not sufficiently develop the skills of historical enquiry and use writing or ICT skills enough when considering different sources of evidence.

Geography

The standards of achievement in geography are satisfactory.

Good features

- Pupils in Y3 and Y4 have a developing sense of place. They identify Wales on a map of Europe and label each country with the name of its capital city.
- With help, pupils locate countries on a world map where different fruits grow. The more able pupils use an atlas for this purpose and know the purpose of a key.
- Pupils in Y5 and Y6 use prepared sheets to read the heights of contours and appropriately use their numeracy skills to plot a cross –section of Dinas Bran.
- In previous work they have made comparisons between Conwy and Chirk. They located the towns on a map of Wales and identified a range of human and physical features from maps and interpreted a key well.
- They have gained a basic knowledge of river features and considered the geographical features that influenced the development of Chirk and Conwy.

Shortcomings

- Pupils make insufficient first hand use of ordinance survey and other maps and the good range of aerial photographs available.
- Pupils do not sufficiently develop their use of geographical terms. The majority make too little use of writing and use only a limited range of sources of information.
- In Y3 and Y4 pupils do not study geographical topics in sufficient depth; they undertake only a narrow range of work at a superficial level.

Art

The standards of achievement in art are satisfactory.

Good features

- Pupils make discernible progress in observational drawing skills that they use well to enrich their work in subjects such as History and English.
- They make constructive use of sketchbooks. Pupils develop their skills in line and tone competently.
- Pupils are developing an eye for colour and repeating pattern, for example in work emulating Roman mosaics.

- There are examples of successful three-dimensional work such as coil pots and Roman shields.
- Younger pupils carefully look at and copy some of the techniques used in aboriginal art.
- Pupils are introduced to some famous artists including Welsh examples such as Richard Wilson, Augustus and Gwen John.

Shortcomings

- Pupils do not progressively develop their skills in painting and three-dimensional work from Y3 to Y6.
- Pupils do not explore or experiment enough in the use of a range of artistic techniques.
- They undertake insufficient work with textiles.

Music

The standards of achievement in music are satisfactory.

Good features

- Younger pupils compose sound pictures to represent episodes in their story and draw up graphic scores as a record of their work.
- They rehearse their work in order to improve it and enjoy performing their work to the class while their teacher narrates the story.
- They listen carefully to a Japanese folk song, sing along with it and beat their instruments, keeping a steady beat.
- Pupils evaluate their piece and improve it where necessary.
- Older pupils listen attentively to a piece of recorded music. Some pupils identify the changes in dynamics and tempo and keenly explore the differences in sound made by various instruments.
- Most pupils are developing a satisfactory grasp of the elements of music, such as tempo.
- A significant minority of pupils receive peripatetic tuition in string, brass and wind instruments, and join in the school's keyboard and recorder clubs.
- Pupils perform confidently at services and concerts to members of the community.

Shortcomings

- Pupils make insufficient progress in the four years in the school, despite the implementation of an improved scheme of work to which pupils respond positively.

- Pupils do not listen to a wide enough range of music, such as during assemblies and in connection with topic studies across the curriculum.
- The older pupils make insufficient progress because the range of work they undertake is insufficiently challenging and stimulating.
- Pupils singing makes only a limited contribution to whole-school assemblies.

Physical education

The standards of achievement in physical education are good.

Good features

- The school competes successfully in many sports and are frequent winners both locally and nationally.
- In gymnastics pupils travel, jump and land delicately maintaining their balanced shapes.
- They practise diligently to hone their sequence of movements.
- Pupils work well individually, in pairs and in small groups. They concentrate well on elegant starts and finishes to their performances.
- They respond promptly to instruction and thoroughly enjoy the well-taught lessons.
- In games, pupils participate with gusto and are developing good hand-eye co-ordination in aiming, throwing and catching.
- Most pupils understand the positive effects of exercise on their bodies and the need to consider safety issues.

Shortcomings

- Pupils take too long to act on instruction and are often passive observers, where the teaching is less confident.

Religious education

The standards of achievement in religious education are satisfactory.

Good features

- In Y3 and Y4, pupils know that prayers are addressed to God. They have a developing knowledge of Bible stories including 'The Good Samaritan' and the 'Prodigal Son.'
- Pupils learn about the features of Christian and Muslim worship and begin to make comparisons.

- In Y5 and Y6, pupils recall and name key features and artefacts linked to the Jewish faith. They learn about features of Jewish worship from a video and are able to name the key features inside a synagogue.
- In previous work pupils learn that the different books in the Old and New Testaments contain different types of writing. They learn about key figures such as Joshua and Samson and begin to discover the links between Christian and Jewish scripture.

Shortcomings

- Pupils rarely reflect on the meaning and how it might feel for other children to celebrate religious rituals in the Christian, Jewish and Muslim faiths.
- They seldom make effective first hand use of religious artefacts.
- Pupils do not make effective use of a wide enough range of information sources to enhance their learning and help to ensure they study a topic in sufficient depth.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school has made slow but discernible progress in resolving the ten key issues for action arising from the last inspection. The wide range of key issues identified in 1997 indicates that significant improvements were required. The school has done a great deal to improve its procedures and provision but these improvements have yet to impact sufficiently on the quality and consistency of teaching and learning.

- **improve the standards of pupils' performance in design and technology and Welsh;**

The school has successfully improved standards in these subjects.

- **continue with efforts to improve literacy skills and give reading a higher profile in the curriculum;**

The improvement of pupils' literacy skills has remained a key priority since the previous inspection. The recent introduction of guided reading lessons and the provision of a library are promising developments but such initiatives have yet to impact sufficiently on standards.

- **increase opportunities for pupils to develop problem-solving and investigative skills;**

The school has begun to identify opportunities to develop problem-solving and investigative skills in its planning, but the majority of pupils have under developed skills in these areas.

- **establish and implement whole-school schemes of work in design and technology, information technology and history, and review other schemes of work so that continuity and progression are addressed;**

The school has reviewed the provision of schemes of work in all subjects. These provide a good basis for continuity and progression in learning but shortcomings in implementing the schemes of work limits their impact on standards.

- **establish and implement a manageable system of assessment across the curriculum and use the results of assessment to inform planning;**

The school has put in place a manageable system of assessment but the use of the information gathered does not sufficiently inform lesson planning.

- **improve the quality of learning by improving class management in one class and by improving the habits of work of some pupils;**

The post inspection action plan shows positive steps were taken to support professional practice in one class. The current position across the school is that where teaching is effective the pupils have positive work habits.

- **make more effective use of time during the school day;**

A thorough review of the allocation of curriculum time has been agreed. For instance, 'extra' time is given to reading in addition to English lessons. In practise, however the use of lesson time is not always effective, especially where teachers spend further time on English, or don't set enough work in a subject for the time available. This sometimes limits the time spent on science and the non-core foundation subjects.

- **set priorities and quantitative targets for improvement in the SDP;**

The present SDP identifies appropriate areas for improvement and the plan includes suitable quantitative targets, linked to raising to pupils' attainment.

- **continue to extend and improve the resources for teaching and leaning, using some of the budget surplus;**

The specific issue of utilising the budget surplus was effectively resolved. The school continues to carefully plan the renewal and enhancement of educational resources within the delegated budget available.

- **improve the monitoring of standards of achievement by developing the subject co-ordinators' management roles.**

The role of subject co-ordinators is developing much too slowly. Although a programme of monitoring planning and teaching has been implemented there is little evidence of this impacting positively on standards.

8.2 Key issues for action

In order to raise standards and further improve the quality of education, the school and the governing body, with the support of appropriate agencies, should build on existing good practice in order to:

- raise standards in writing and the use of information and communications technology;
- raise levels of achievement in those subjects where standards are satisfactory;
- improve the consistency of teaching and learning;
- strengthen lesson planning and use assessments effectively;
- systematically promote the development of key skills;
- increase the effectiveness of subject co-ordinators and effectively support the dissemination of professional training;
- devise and systematically implement focused action plans;
- assure progress towards the school's goals through rigorous monitoring and evaluation.

APPENDIX

A. Basic information about the school

Name of School	Ceiriog Junior School
School type	Community
Age -range of pupils	7 – 11 years
Address of school	Lloyds Lane Chirk Wrexham
Post-Code	LL14 5NH
Telephone Number	01691 772331

Head teacher	Mrs J M Griffiths
Date of appointment	1 st January 1997
Chair of Governors/ Appropriate Authority	Mr G Hatton
Registered Inspector	Mr M T Ridout
Dates of inspection	3 rd – 6 th February 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	-	-	-	-	55	42	45	42	184

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	7.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	1 : 25
Average class size, excluding nursery and special classes	30.66
Teacher (fte) : class ratio	1 : 1.23

<i>Percentage attendance for three complete terms prior to the inspection</i>					
	Nursery	Reception	KS1	KS2	Whole school
Spring 2002	-	-	-	94.2	94.2
Summer 2002	-	-	-	93.0	93.0
Autumn 2002	-	-	-	95.3	95.3

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

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS2: 2001

National Curriculum Assessment KS2 Results: in the school and nationally								Number of pupils in Y6:				
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
<i>English</i>	Teacher assessment	School	0	0	0	0	0	0	6	12	61	20
		National	0	0	0	-	1	1	6	19	48	25
	Test/Task	School	0	0	0	4	0	0	6	8	57	25
		National	0	2	1	1	0	0	5	14	47	30
<i>Mathematics</i>	Teacher assessment	School	0	0	0	0	0	0	0	10	65	25
		National	0	0	0	-	0	1	4	20	47	28
	Test/Task	School	0	0	4	0	0	0	2	4	61	29
		National	0	2	1	1	-	0	4	18	42	32
<i>Science</i>	Teacher assessment	School	0	0	4	0	0	0	0	8	71	16
		National	1	0	0	-	0	0	3	15	52	29
	Test/Task	School	0	0	2	0	0	0	2	6	74	16
		National	0	2	0	1	0	0	2	13	51	31

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:	80%	In the school:	82%
In Wales:	68%	In Wales:	68%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

D. Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for nine inspector days gathering first-hand evidence. In total, 55 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and the initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, and the work of a sample of pupils with SEN was scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by seven parents before the inspection and considered 51 parents' responses to a questionnaire.
- The inspection took place over four days.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M T Ridout	RgI	The school and its priorities; educational standards; standards in key skills; teaching; curriculum; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection.	Mathematics; science; information technology; history; geography; religious education.
Mrs M Meredith - Jones	Team	Pupils' spiritual, moral, social and cultural development; assessment recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN; staffing, accommodation and learning resources.	English; Welsh as a second language; design and technology; art; music; physical education.
Mr. G. Morris	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	

The inspectors wish to thank the governing body, staff, parents and pupils of Ceiriog Junior School for their co-operation, assistance and courtesy before and during the inspection.