

**INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTIONS ACT 1996**

**CHRIST CHURCH COMMUNITY
PRIMARY SCHOOL
ERNEST STREET
RHYL
DENBIGHSHIRE
LL18 2DS**

School Number: 663/2038

Date of Inspection: 4 – 7 March 2003

**By
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Registered Inspector WO 92/16768**

Date: 9 May 2003

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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(KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT	1
3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS	4
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	4
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	5
4. ETHOS OF THE SCHOOL	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	6
4.2 BEHAVIOUR AND ATTITUDES	6
4.3 ATTENDANCE	7
5. QUALITY OF TEACHING	8
5.1 TEACHING	8
5.2 ASSESSMENT, RECORDING AND REPORTING	8
5.3 CURRICULUM	9
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE	10
5.5 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS	11
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	12
5.7 PARTNERSHIP WITH INDUSTRY	13
6. MANAGEMENT	13
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	13
6.2 LEADERSHIP AND EFFICIENCY	14
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	15
7. SUBJECTS AND AREAS OF LEARNING	16
STANDARDS ACHIEVED BY PUPILS	16
PROVISION FOR THE UNDER-FIVES	16
ENGLISH	18
MATHEMATICS	20
SCIENCE	20
WELSH (SECOND LANGUAGE)	21
DESIGN AND TECHNOLOGY	22
INFORMATION TECHNOLOGY	22

HISTORY	23
GEOGRAPHY	24
ART	25
MUSIC	26
PHYSICAL EDUCATION	26
RELIGIOUS EDUCATION	27
8. SCHOOL IMPROVEMENT	28
8.1 PROGRESS SINCE THE LAST INSPECTION	28
8.2 KEY ISSUES FOR ACTION	29
APPENDIX	30
A. BASIC INFORMATION ABOUT THE SCHOOL	30
B. SCHOOL DATA AND INDICATORS	30
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS	31
D. THE EVIDENCE BASE OF THE INSPECTION	32
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM	32

1. CONTEXT

The school and its priorities

Christ Church is a Local Education Authority (LEA) maintained community primary school, serving the inner area of the town of Rhyl, Denbighshire. The catchment is recognized as being particularly economically disadvantaged and the pre-inspection documentation indicates that the school has many less able and few able pupils. Twelve pupils are in the care of the local authority and 51% are entitled to free school meals. One hundred and forty pupils (33%) are designated as having Special Educational Needs (SEN). Fifteen of these have statements, including those who attend the recently established area Key Stage1 (KS1) class for pupils with Moderate Learning Difficulties (MLD). This is run in partnership with the LEA.

The school has a particularly large transient element, reaching up to 48% of its population. At the time of the inspection, there were 425 pupils between 3 and 11 years of age registered and they are admitted to school part-time at the beginning of the Autumn term following their third birthday and full-time, the Autumn after which they are four.

Pupil numbers have fallen somewhat in recent years. Several ethnic groups are represented in the school's population and there are no pupils in attendance who come from homes where Welsh is their first language.

The school was last inspected in the Autumn Term of 1997. A new headteacher was appointed in January 2001, followed by a deputy headteacher in September of that year.

A statement of aims and objectives is included within the school's prospectus and the School Development Plan (SDP) contains a number of curricular and management priorities. Whole-school targets are set in accordance with the requirements of the National Assembly for Wales (NAW).

2. MAIN FINDINGS

The main findings of the report

Christ Church is a very well led school that has shown significant improvement since its last inspection.

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good

Knowledge and Understanding of the World	Satisfactory	Satisfactory
Physical Development	Good	Good
Creative Development	Satisfactory	Satisfactory

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education, are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (second language)	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Very Good	Very Good
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Good

- In KS1 in 2002, according to the teachers' assessments, 49% of pupils attained Level 2 (L2) or above in the core subjects at the end of the key stage. In 2001 the figure was 63% (Wales 81%; Denbighshire 82.1%) and in 2000 it was 67% (Wales 80%; Denbighshire 83.4%).
- In KS2 in 2002, 50% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects. In 2001 it was 52.5% (Wales 68%; Denbighshire 63.8%) and in 2000 the figure was 38.1% (Wales 63%; Denbighshire 60.1%).
- The progress made by the under-fives in the application of their developing skills in early literacy, early numeracy and information and communications technology (ICT) across the six areas of learning is generally good. Most pupils in both key stages listen quite attentively in class and respond well to questioning by their teachers. The school works hard to ensure that its pupils become as competent readers as possible and is generally successful. Pupils in KS1 write to a satisfactory standard and those in KS2 achieve good standards in their writing across the curriculum. They make good use of their numeracy skills in both key stages and the application of their ICT skills across the curriculum is satisfactory.

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- The pupils' moral and social development is good and their cultural and spiritual development is satisfactory.
 - The behaviour and attitudes of most pupils is good. The school has adopted a very wide range of policies, procedures and reward systems in an effort to raise standards and there are now clear and positive signs of success. All pupils who were part of discussion groups held by the inspectors indicated their enjoyment at being in school. During the past two years, partly as a result of the determination to improve, there have been an inordinately high number of exclusions, but these have now reduced significantly.
 - The attendance levels for the past three terms are unsatisfactory, but those for the first half of this current term reflect a satisfactory level and the school is devoting much time and effort into improving attendance. Strong policies have been introduced to monitor and improve attendance and administrative procedures are very good. However, it is of concern that in some instances pupils have left and the school has been unable to ascertain their present whereabouts.
 - The quality of teaching was found to be satisfactory or better in 93% of lessons inspected. It was very good in 17% of lessons; good in 46%; satisfactory in 30% and unsatisfactory in 7% of them. Curriculum co-ordinators are enthusiastic about their responsibilities and take a careful view of their subjects.
 - The quality and organisation of the curriculum is good. It is planned effectively for the education of the under-fives and the pupils in both KS1 and KS2. Firm foundations are set for their future learning and Personal and Social Education (PSE) is an important element of the school's provision.
 - The quality of the support and guidance provided by the school for its pupils is good. It succeeds in creating a pleasant and caring environment where pupils are encouraged to show respect towards each other, staff and visitors.
 - The school has not been involved in contributing to any Care Plans drawn up by the local authority's Social Services Department for the looked after children who attend Christ Church. This is unsatisfactory.
 - The quality of provision for pupils with SEN is generally good and they achieve standards that are good in relation to their ability. The school is committed to the inclusion of all its pupils and those with SEN receive a broad and balanced curriculum. The school receives regular transfers of pupils with special needs from other parts of the United Kingdom and despite its best efforts it is unable to obtain the relevant details on some of these pupils. Much valuable time is therefore lost in pursuing pupil records and learning is often interrupted as a consequence.
 - Taken overall, the partnership with the parents and the community, schools and other institutions is good. The pre-inspection questionnaire and meeting that the parents attended indicate that they value the school and the effort it makes on the behalf of their children. Whilst there is a good core of parental and guardian support, there is evidence to suggest that despite its best efforts, most parents are not showing enough interest in the life and work of the school.

- The quality of the school's self-evaluation and planning for improvement is good. Curriculum leaders and other members of staff have worked well together to identify priorities, which are fed through into the school's development plan. A three-year rolling programme of target setting is in place for the core subject areas, but the transient nature of a large percentage of the pupil population makes this aspect particularly difficult to manage with the degree of accuracy that the school desires. Targets are kept under constant review, but in the main these are set too low and do not reflect sufficiently the levels that are attained in a school that is showing a good level of consistency in its improvement. End of key stage assessment information is analysed, but not enough attention is given to gender-based issues of performance in KS1. The school has good arrangements in place for monitoring the planning of the curriculum and evaluating the standards achieved by its pupils in the subject areas.
- The quality of the school's leadership and efficiency is very good. The headteacher is highly motivated, sets high standards and leads the school very effectively. He is appreciative of the staff and their efforts in working with him to move the school forward. They, in turn feel valued and secure in the knowledge that they are working as members of a team that has a clear sense of purpose. The school can be justifiably proud of the way its team extends effectively beyond its teaching complement, with support staff making a significant contribution towards what is being achieved.
- The requirements are being met in relation to the length of the school day, as are those for the school's prospectus and annual governors' report.
- Good progress has been made by the school in attending to the key issues raised following the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The standards achieved by pupils were found to be good in 56% of lessons or sessions observed by the inspectors and were satisfactory in 44% of them.
- The standards achieved by the under-fives in each of the six areas of learning, were found to be generally good in both the nursery and reception classes, apart from the areas of Knowledge and Understanding of the World and Creative Development, where standards are satisfactory.
- In KS1 and in KS2, the standards achieved by pupils in the core areas of English, mathematics and science are good. They are also good in physical education and religious education. In art, standards are very good. Standards are satisfactory in the remaining subject areas.
- In KS1 in 2002, according to the teachers' assessments, 49% of pupils attained L2 or above in the core subjects at the end of the key stage. In 2001 the figure was 63% (Wales 81%; Denbighshire 82.1%) and in 2000 it was 67% (Wales 80%; Denbighshire 83.4%).

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- In KS2 in 2002, 50% of pupils at the school attained L4 or above, as determined by task/test results in the core subjects. In 2001 it was 52.5% (Wales 68%; Denbighshire 63.8%) and in 2000 the figure was 38.1% (Wales 63%; Denbighshire 60.1%).
 - In KS1, the school's results in the NC assessments for 2002 are considerably lower than the national averages (2001) in English, mathematics and science. In KS2, the results for 2002 are slightly higher than the national averages (2001) in science; they are similar in mathematics and considerably lower in English.
 - Over recent years, the school's performance in KS1 has varied from being in the top 50%, but below the best performing 25% of comparable schools in Wales, to within the lowest performing 25%. In KS2, performance has varied from being in the top 50%, but below the best performing 25%, to within the bottom 50%, but above the lowest performing 25% of schools.
 - Since 1997, in both key stages, pupil attainment has steadily improved in science and mathematics. Whilst there has been improvement in attainment in English over the years, it has not been as significant as in the other core subject areas.
 - Although the KS2 girls outperformed the boys in 2002, over the years, there is no discernible pattern in terms of gender performance in this key stage. In KS1, girls have consistently outperformed boys.

3.2 Standards achieved in key skills across the curriculum

- The progress made by the under-fives in the application of their developing skills in early literacy, early numeracy and ICT across the six areas of learning is generally good.
- Most pupils in both key stages listen quite attentively in class and respond well to questioning by their teachers. A few individuals have difficulty sometimes in listening for extended periods without losing interest and others are at times lacking in confidence when expressing themselves.
- The school works hard to ensure that its pupils become as competent readers as possible and is generally successful, ensuring good opportunities to read a range of material for different purposes in KS1 and in KS2. Older pupils apply their skills well when researching for information across the curriculum.
- Pupils in KS1 write to a satisfactory standard across the curriculum. For a small minority, their limited writing ability affects their standard of work across the subject areas. KS2 pupils generally write well and regularly across the curriculum. Able pupils in the key stage are competent at adapting their writing to suit different contexts and audiences.
- Pupils in both key stages make good use of their numeracy skills across the curriculum. They apply their knowledge particularly well in their work in science and design technology.

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- The application of the pupils' ICT skills across the curriculum is satisfactory in both key stages. Currently, pupils are not using computers sufficiently as a cross-curricular tool to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The pupils' moral and social development is good and their cultural and spiritual development is satisfactory.

- The school has a warm and welcoming ethos. Teachers and all other adults connected with the school set good examples in the constructive way they work with pupils and with each other to create a positive, caring and supportive community.
- Provision for pupils' spiritual development is satisfactory. Daily acts of worship are held on a class and whole-school basis and the arrangements comply with the statutory requirements. Whilst musical accompaniment and tuneful singing make a positive contribution to worship, some opportunities are lost to enhance the pupils' spiritual awareness and self knowledge.
- Relationships are good at all levels. Pupils generally work and play harmoniously together. Appropriate display work reinforces pupils' moral development and promotes a positive response to the school's expectations of good behaviour. Social skills develop well through community events and pupils are courteous and friendly. They welcome and speak confidently with visitors, reflecting the school's promotion of positive values and attitudes.
- The school has a policy on racial equality. Opportunities are provided to nurture awareness of the importance of being global citizens, but whilst appropriate emphasis is placed on developing pupils' awareness of the diversity of other cultures both in their own community, country and abroad, pupils' knowledge and understanding of the culture and heritage of Wales is less well developed.
- Pupils are encouraged to consider the needs of others less fortunate than themselves by generously supporting a number of charitable causes.

4.2 Behaviour and attitudes

The behaviour and attitudes of most pupils is good.

- The school has adopted a very wide range of policies, procedures and reward systems in an effort to raise standards. Offices of responsibility have been established and these have contributed towards a sense of duty and commitment to the school. These initiatives have been devised and tailored to generally improve behaviour and also to eliminate any potential disaffection. There are now clear and positive signs of success.

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- This success is also reflected, to a significant extent, in the attitudes shown by the great majority of pupils as they apply themselves to learning and in the satisfaction they get from their work. All pupils who were part of discussion groups held by the inspectors indicated their enjoyment at being in school.
 - Whilst residual problems of behaviour are occasionally evident, the school deals promptly, effectively and sensitively with any instances that depart from the high standards of expectation.
 - During the past two years, partly as a result of this determination to improve, there have been an inordinately high number of exclusions. Whilst these pupils were under exclusion the school carefully catered for their educational and personal needs with the provision of a work schedule and pastoral support. All the exclusions were administered strictly in accordance with the statutory requirements and there were no appeals against the actions of the school.
 - Since the beginning of the 2002 -2003 school year, there have been 13 exclusions, none of which have been permanent. It is worth noting that of the parents who completed the pre-inspection questionnaire, only one now regards behaviour as being a problem within the school.
 - During the inspection, no instances of bullying or aggressive behaviour were noted.
 - The continued drive for improvement in pupil behaviour remains an important and appropriate priority within the SDP.

4.3 Attendance

The attendance levels for the past three terms are unsatisfactory. For the first half of this current term it is 92.4% and reflects a satisfactory level.

- The school is devoting much time and effort to improve attendance levels. It has a high priority rating within the SDP and weekly meetings are held with the school's Education Social Worker (ESW). Strong policies have been introduced to monitor and improve attendance levels. Administrative procedures are very good. Registers, which have recently been computerised, are administered promptly, efficiently, and fully in accord with the requirements of the NAW.
- All absences are immediately noted and prompt enquiries are made to identify those that are authorised or otherwise. The great majority of parents comply with the procedures of the school, but letters are sent to those who fail to respond appropriately. The ESW assigned to the school is very active in his support and monitors the situation carefully. The Police and the town warden service also assist in identifying any pupils who appear to be absent from school during the daytime.
- Attendance levels of the under-fives are satisfactory and are marginally better than that of the whole school.
- The efforts made by the school to improve attendance levels are matched by the positive attitudes towards punctuality, with reminder letters sent and enquiries made into any lack of promptitude. This also has had a good effect in that there are now only a few instances of lateness.

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- Attendance levels are affected by the fact that some pupils leave without the school being told and whilst the policy of maintaining pupils on the register and marking them absent until advised of the details of the new transfer, is appropriate, it is of concern that in some instances nothing further is heard and in due course they are removed from the register.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was found to be satisfactory or better in 93% of lessons inspected. It was very good in 17% of lessons; good in 46%; satisfactory in 30% and unsatisfactory in 7% of them.

- The quality of teaching for the under-fives was satisfactory or better in all of lessons observed, with 87% of them being good or better. Teaching is securely based on a knowledge and understanding of the Desirable Outcomes for Children's Learning.
- Where teaching is of high quality, teachers have a caring, respectful relationship with pupils so that high self-esteem is promoted. They give clear presentations that ensure lively interaction, with good class organization and control. There is clear evidence of pupils working as a class, in small groups, pairs, and individually. Teachers work particularly hard to motivate pupils, to keep them on task, and to move their learning forward. Questioning strategies are well developed and work is differentiated effectively so that all pupils can make progress. Lessons are clearly structured, well planned and are based on previous learning, thereby ensuring continuity and progression. There are clear learning objectives and outcomes for each lesson. Teachers have high expectations and set challenging tasks. Good support enables the pupils to complete their work and all efforts are praised and encouraged. In most cases, resources are appropriate and are put to good use.
- Most teachers have a secure knowledge and understanding of the majority of the subjects they teach.
- Formal and informal team and whole-school discussions and meetings are organized to plan the curriculum and to share ideas, particularly within the same year groups.
- Learning Support Assistants (LSAs) are utilized well to support the pupils' learning and most classes provide a stimulating environment that is conducive to effective teaching and learning.
- The lessons in which there are shortcomings are not well planned; objectives and defined outcomes are not achieved. They lack pace and have no clarity of aims. Most of the unsatisfactory teaching reflects a lack of expertise in subject areas and the inability to utilize resources to best effect. Pupils' learning is not promoted sufficiently and some lose interest.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school provides comprehensive guidelines for assessing pupils' achievement. The under-fives are assessed in line with LEA policy and concise assessment procedures are in place to identify strengths and weaknesses. The school responds well to any issues that emerge from the assessments.
- Detailed procedures are in place for assessing pupils' progress throughout the key stages. Clear guidelines have been established for the assessment, recording and reporting of core and foundation subjects. Pupils are assessed on a half-termly basis in core subjects and at the end of a unit of work in the foundation subjects.
- In addition, a well-considered programme of standardized tests and published assessment material is regularly used to monitor progress in English. This is being developed for other core subject areas.
- Personal pupil profiles contain examples of work following assessments in core subjects and help to build up a composite picture of each individual.
- A tracking system has been developed and used throughout the school. This is conscientiously maintained and used appropriately to monitor both short and long-term progress. Individual pupil targets have been set and appropriate time limits for their implementation and review are noted.
- The school has a marking policy and whilst teachers' comments are positive, they do not always give guidance on how pupils can improve their work or set targets for further improvement.
- Few curriculum areas provide opportunities for pupils to review their own work and thus self-assessment is of only limited use as an instrument for pupil improvement.
- Planning documents contain opportunities for assessing pupils and teachers have good awareness of their pupils' ability and they maintain detailed records.
- Parents are invited to school on a termly basis in order to share information on progress. End of year progress reports to parents contain comments on all subjects and these meet the requirements.

5.3 Curriculum

The quality and organization of the curriculum is good.

- The curriculum is planned effectively for the education of the under-fives and both KS1 and KS2 pupils. Firm foundations are set for their future learning.

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- The school provides a broad and balanced curriculum, meeting the statutory requirements for the NC and religious education. PSE is an important element of the school's provision and appears on the weekly timetable.
 - Policy statements, together with revised or new schemes of work exist for all subject areas. These assist the process of ensuring continuity and progression in learning and have a positive effect on standards of achievement.
 - The school's system for short-term planning is appropriate, although there is some inconsistency in its application. Teachers differentiate well for the range of needs within their classes.
 - Relevant educational visits take place to a variety of locations and a wide range of people are invited into school to contribute from their experience. Extra-curricular provision, including after-school clubs, makes a significant contribution to pupils' learning.
 - Good provision is made for pupils for whom English is an additional language. A visiting teacher withdraws pupils from classes for targeted language support and the school works hard to ensure that they settle in well.
 - Homework is set regularly and supports the learning undertaken in class.
 - Although good provision is made in art to enrich pupils' experiences with a Welsh dimension, this is not consistently done in other subjects.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance provided by the school for its pupils is good.

- The school succeeds in creating a pleasant and caring environment where pupils are encouraged to show respect towards each other, staff and visitors.
- Teachers and staff know their pupils very well. Pupils' personal and academic progress is monitored effectively by staff.
- Healthy eating and exercise are strongly promoted and the school is currently taking part in a worthwhile project on nutrition.
- Pupils are very well supervised during break times, the Lunchtime Manager having a very positive effect on behaviour and the general ethos. Pupils find it easy to turn to teachers and support staff for support and guidance.
- The school maintains careful records pertaining to the health and welfare of pupils. The school's child protection policy conforms to statutory requirements and senior members of staff have specific responsibilities in terms of child protection and for looked after children. All members of staff hold first-aid certificates and there are sensitive and appropriate policies in place for equal opportunities and sex education.

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- Fire drills are regularly undertaken and a clear strategy has been arranged whereby visitors and pupils arriving late are recorded in a designated book, duly carried to the assembly point.
 - The security of the school building has been improved with a very effective, yet simple, signing in and visitor card system. Access can only be gained at controlled points.
 - The school has not been involved in contributing to any Care Plans drawn up by the local authority's Social Services Department for the looked after children who attend Christ Church. This is unsatisfactory.

5.5 Provision for pupils with Special Educational Needs (SEN)

The quality of provision is generally good and pupils achieve standards that are good in relation to their ability.

- At present, there are a total of 140 pupils on the school's SEN register. A special unit, which was established in September 2002, caters for KS1 pupils who have MLD. Its 11 pupils are drawn from Christ Church and other local schools and is operated in partnership with, and funded by, the LEA.
- A comprehensive and useful policy on SEN guides the arrangements. This has recently been revised to take on board the guidance in the new Code of Practice (CoP) on SEN. Seventy five pupils are on the School Action stage, with 50 at School Action Plus. A total of 15 pupils have statements of SEN.
- The school's SEN register complies with the requirements and is updated regularly. This is appropriate in view of the constantly changing numbers.
- The SEN co-ordinator (SENCO), who usually has no class teaching responsibilities, takes day-to-day responsibility for the operation of the SEN policy and co-ordinates the provision within the school, providing good professional guidance and support to the staff. The work is very time-consuming.
- It is of concern that the school receives regular transfers of pupils with special needs from other parts of the United Kingdom and that despite its best efforts it is unable to obtain the relevant details on some of these pupils. Much valuable time is therefore lost in pursuing pupil records and learning is often interrupted as a consequence.
- The school is committed to the inclusion of all its pupils and those with SEN receive a broad and balanced curriculum. Most are supported by their own class teacher and care is taken to ensure that the work they are given is well differentiated. They generally make good progress, but would benefit further from resources directed towards the provision of additional support at the school action stages.
- There is a well-structured programme in place for the integration of the pupils who attend the MLD unit into mainstream classes. This works well and they have every opportunity to progress alongside their peers. The environment within the Unit is stimulating and the development of pupils' self-esteem is evident. Good progress is made.

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- Baseline assessments help to identify needs at an early stage and diagnostic testing is used effectively in order to identify specific learning difficulties. Careful attention is given to monitoring progress throughout the school and appropriate records are kept.
 - Individual Education Plans (IEPs) are in place for all pupils. These are kept well up to date using computer software. Targets are clear and teachers benefit from the support of the SENCO in their formulation. At present there is not enough parental involvement in drawing up the IEPs for their children.
 - The link governor for SEN is very supportive of the school and has a good level of awareness of the work. Good contact is maintained between the governing body and the school through the link governor.
 - The LSAs provide good support for pupils who are statemented. A comprehensive learning support booklet ensures that roles and responsibilities are clearly understood and that there is a consistency in approach to supporting individuals.
 - The project relating to speech and language therapy is proving to be very beneficial to the school and its pupils.

5.6 Partnerships with parents and community, schools and other institutions

Taken overall, the partnership with the parents and the community, schools and other institutions is good.

- The pre-inspection questionnaire and meeting that the parents attended indicate that they value the school and the effort it makes on behalf of their children. However, the responses to the questionnaire were quite low and the parents' meeting with the inspectors was poorly attended. Other evidence suggests that despite its best efforts, most parents are not showing enough interest in the life and work of the school.
- There is however a good core of parental support. These parents and guardians work particularly hard in fundraising activities, assisting with reading, school visits and other work of a practical nature. The school is appreciative of their support and is anxious to improve on this involvement. It is therefore important that every effort is made by the parental groups to actively seek the involvement of others who can make a contribution to their valuable work.
- The quality and flow of information to parents through the reports and letters, as well as parental evenings held regularly during the year is good. The school's prospectus is of good quality and other useful documents exist with the intention of enhancing the communication processes.
- There is a good quality home-school agreement in place that is endorsed by parents. The agreement is supported by other forms of specific contracts between the school and parents if any additional concerns arise, such as behaviour or lack of punctuality.
- The school has a wide programme of events in its partnership with the community and this has enriched the educational and social experiences of the pupils. Willing support is provided by the local clergy and the school has contributed to performances at the Rhyl Pavilion and the Rhyl Festival of Performing Arts. These and other events have received wide acclaim. The pupils also contribute towards the welfare of the elderly and to a wide range of charities.

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- The awareness of the pupils of the wider world community has been raised by the visit of a member of staff to a school in Bansang, Gambia and this has proved to be a valuable resource.
 - A good partnership exists with the other primary schools in the town and district, with liaison between the staff and sporting contacts with the pupils. The arrangements made on the behalf of Year 6 (Y6) pupils, preparatory to their transfer to the secondary sector, both curriculum wise and on a personal level is good. Pupils in the main transfer to Rhyl High School, but equally effective arrangements are made for those who, on occasions, choose to transfer to other secondary schools.
 - The LEA and its support staff are in a good partnership with the school. Other agencies, such as the North Wales Police, the Fire Brigade and the North Wales Library Service in particular, also enhance this partnership. The British Transport Police and the Coastguard Service, also from time to time deal with issues of rail and marine safety with the pupils.
 - A good partnership also exists with Llandrillo College and Rhyl High School, with opportunities for job related attachments within the school. Student teachers from the University College of Wales, Bangor are also provided with classroom teaching experience as part of their studies.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- Whilst the school at this stage does not have a policy on this aspect, there is an awareness of the importance of integrating it within the curriculum and increasing the awareness of the pupils of the world of work.
- Partnerships have been made with several stores within the town. Specifically, one multiple retail outlet has been particularly generous in its financial support, with some of the pupils being actively involved in a presentation for fashion. The "Business in the Community" project has resulted in individuals from local businesses supporting pupils in their reading.
- A useful partnership has been established with the Connahs Quay Power Station in connection with a study into weather patterns and the establishment of a weather recording station at the school.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of the school's self-evaluation and planning for improvement is good.

- The school has a recently prepared self-evaluation policy that provides good guidance as it seeks to move forward and improve itself.
- The self-evaluation report prepared by the headteacher for the inspection is detailed and is well linked to the initial audit undertaken following his appointment in 2001 and the subsequent reports made on progress to the school's governing body. The school is in a good position to be fully aware of its strengths and weaknesses.

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- Curriculum co-ordinators and other members of staff have worked well together to identify priorities, which are fed through into the school's development plan. Consequently there is a good level of ownership of the issues that are targeted for attention. The actions plans for the current priorities are appropriate and clearly set out. Long-term priorities have also been identified along with a time-scale for their implementation. The school is committed to working to this agenda and the improvement in quality and standards it is designed to bring about.
 - A three-year rolling programme of target setting is in place for the core subject areas, but the transient nature of a large percentage of the pupil population makes this aspect particularly difficult to manage with the degree of accuracy that the school desires. Targets are kept under constant review, but in the main these are set too low and do not reflect sufficiently the levels that are attained in a school that is showing a good level of consistency in its improvement.
 - The school, through its use of national benchmarking data, is aware of its position in relation to comparable schools elsewhere in Wales.
 - End of key stage assessment information is analysed, but not enough attention is given to gender-based issues of performance in KS1.
 - The school has good arrangements in place for monitoring the planning of the curriculum and evaluating the standards achieved by its pupils in the subject areas. Outcomes are translated into specific targets that are kept under review by individual co-ordinators. Roles are well developed and individuals are responding well to their responsibilities.
 - The headteacher has assumed responsibility for much of the evaluation of the quality of teaching to date, but there is evidence that co-ordinators are beginning to become more involved in this aspect of the work.
 - Good use is made of the LEA's specialist curriculum support service to assist the school in its evaluation arrangements and plans for improvement.

6.2 Leadership and efficiency

The quality of the school's leadership and efficiency is very good.

- The school has a comprehensive range of up to date management and curricular policies, together with a purposeful statement of aims, objectives and values that provide sound guidance and direction for its work.
- The headteacher is highly motivated, sets high standards and leads the school very effectively. He is appreciative of the staff and their efforts in working with him to move the school forward. They, in turn feel valued and secure in the knowledge that they are working as members of a team that has a clear sense of purpose.
- Formal staff meetings are held on a regular basis and the comprehensive minutes that are kept indicate that there is a good emphasis on issues that are directly related to the quality of provision and standards.
- Lines of communication are clear and whilst generally there is a good division of responsibilities, there is some imbalance in the composition of the school's senior management team.

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- The governors are well informed about the school and they make a meaningful contribution. Presentations by staff members help to ensure they have a good awareness of curricular issues.
 - The sub-committee arrangements are appropriate and work effectively.
 - The school works within its financial allocation, but the budgetary position is tight. The constant change in pupil numbers not only puts pressure on the actual budget, but also makes financial planning particularly difficult. The LEA has been very supportive, but funding is of continuous concern to the governing body and matters relating to finance take up a significant amount of its time. The school gives good value for money.
 - The day-to-day administration of the school is very good. The large turnover in pupils, attendance and social issues, together with the administration of SEN, are particularly demanding of the school's human resources. The headteacher is ably supported by the school's secretaries, the SENCO and others in this work.
 - The requirements are being met in relation to the length of the school day, as are those for the school's prospectus and annual governors' report.

6.3 Staffing, accommodation and learning resources

The school's resources are managed efficiently.

- The staffing level is adequate for the school's needs and the teachers' qualifications are appropriate for the classes for which they are responsible. A number of LSAs perform their duties conscientiously to reinforce the teaching and learning.
- All subject areas have been allocated to curriculum co-ordinators and their monitoring role is increasing as they gain in confidence. They are enthusiastic about their responsibilities, taking a careful view of their subjects and co-ordinators for areas such as ICT devote their time after school working with pupils to raise their skills. This is a noteworthy feature and is particularly beneficial for those pupils who do not have the opportunity to practise their skills at home.
- The school has a good professional development policy, which is well administered and led by a member of staff. Teachers have attended a range of training courses and have received in-house development opportunities based on individual and school needs.
- Resources for learning are adequate overall. The ICT room is well equipped, and is well utilized by a number of classes. However, there are insufficient resources for music and the library is under-resourced.
- Temporary and permanent displays throughout the corridors are of good or very good quality, creating a pleasing and interesting environment while celebrating pupils' work and cataloguing school achievements.
- Classroom displays and exhibitions are also of good quality, creating an environment that is conducive to good teaching and learning in a range of subject areas.

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- The general condition of the building is quite good and on the whole is maintained in good order both inside and out. Much recent effort has been put into the improvement of the school's internal environment and it has been very proactive in seeking additional funding to improve its facilities to further enhance its role as a community school.
 - Access for the disabled is very limited from the outside into the building, although disabled toilet facilities are provided.
 - The playground is of good size for the numbers of pupils, with both hard and green areas for their use. The security and safety of pupils is a high priority at all times and they are well supervised by teaching staff and lunchtime supervisors. The school campus is generally secure.
 - Standards of cleanliness both inside and outside the building are very good.
 - The school can be justifiably proud of the way its team extends effectively beyond its teaching complement, with support staff making a significant contribution towards what is being achieved.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. The standards achieved by the nursery children who attend school on a morning or afternoon part-time only basis and by the full-time reception children, are good in four of the six areas of learning.

Language, literacy and communication skills.

The standards achieved by the nursery and reception children are good.

Good features

- Most children in the nursery class listen with interest during oral sessions and are given good opportunities to develop a wide range of vocabulary and expressions. They are beginning to understand the sequence of a story such as "The Gingerbread Man" and are able to recall a number of nursery rhymes and language songs. Most children are able to recognize their own names and have a variety of opportunities to develop writing skills. They also enjoy participating in role-play situations.
- In the reception class, the children also make good progress. They listen attentively and respond eagerly to instructions and suggestions. They talk about their experiences with interest and their vocabulary and language patterns develop through encouragement. Many are beginning to write independently and a number of children read the early volumes of the reading scheme with confidence and fluency.

Shortcomings.

- There are no significant shortcomings.

Personal and social development.

The children in both the nursery and reception class achieve good standards in their personal and social development.

Good features.

Nursery and reception children are beginning to understand the need for co-operation and the importance of tidying up after an activity. They are aware of the need for personal hygiene when cooking gingerbread men, preparing food such as sandwiches and to behave appropriately when eating and drinking.

- Children in both classes are encouraged to take their turn when talking or playing. This is promoted through a range of differently planned activities in order to work with and support each other. They behave well and play happily during break times.

Shortcomings.

- There are no significant shortcomings.

Mathematical development

The mathematical development of the nursery and reception children is generally good.

Good features.

- Pupils in the nursery class are able to count and recognize simple numbers. They are beginning to understand the concept of number and can make simple sets according to colour and features. They play with sand and water and develop the mathematical language relating to capacity.
- Mathematical development is good overall in the reception class. The children's understanding of shape extends to an awareness of two and three-dimensional shapes. Their awareness and understanding of number is developing well. They can match simple numbers with confidence and are beginning to understand the meaning of simple ordinal numbers. They are aware that it is possible to record information about their favourite pets in the form of a block graph. They are able to recognize basic coinage and understand mathematical language such as more and less, tall and short.

Shortcomings.

- There are no significant shortcomings.

Knowledge and understanding of the World

The standards achieved by nursery and reception children in their knowledge and understanding of the world is satisfactory.

Good features.

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- Children in both the nursery and reception classes notice the changes in the weather and through role-play are beginning to understand the idea of meal times. They are aware of the importance of order when baking gingerbread men or preparing sandwiches. Cutting, joining and construction skills are developed by using a variety of apparatus.
 - Nursery children are becoming familiar with computer programs such as Fun School.
 - Reception children are beginning to understand the difference between night and day and of the correct clothing to be worn to correspond with the changes in the seasons. They show increasing confidence when using the mouse on a computer whilst using programs such as Pick a Picture.

Shortcomings.

- The children have a limited understanding and appreciation of the differences between various materials.
- They are not sufficiently experienced in using a wide enough range of computer programs to support their learning.

Physical development

The physical development of the nursery and reception children is good.

Good features.

- Nursery children are beginning to handle small table equipment confidently and with dexterity. Their balancing skills are developed by their confident use of large apparatus in the play area.
- Reception class children can jump, run and walk, responding well to the commands of adults. They are able to use large apparatus effectively in order to develop control of balance and movement. They display increasing confidence and spatial awareness when using small apparatus such as bats, balls and hoops. Their hand control is good when cutting and writing.

Shortcomings.

- There are no significant shortcomings.

Creative development

The children in the nursery and reception class are developing satisfactory creative skills.

Good features.

- Children in both the nursery and reception classes enjoy painting and mixing colours. Nursery children paint with everyday objects in order to create patterns effectively. They sing a wide variety of songs.
- Reception children are able to use a variety of materials to create images such as papier-mache masks, leaf prints and models from play dough. They respond happily to music when singing nursery rhymes and simple songs.

Shortcomings.

- The children are not sufficiently experienced in using a wide enough variety of creative mediums when responding with instruments to music, colour or texture in artwork.

English

Overall, standards are good in both KS1 and KS2. In KS1, the standards in oracy and reading are good whilst standards in writing are satisfactory. In KS2, the standards for oracy, reading and writing are good.

Good features

- In KS1, pupils who have experienced difficulties benefit from the school's philosophy of 'Good sitting! Good looking! Good listening!' This, along with planned opportunities for the teaching of speaking and listening skills contributes to greater confidence and competence.
- By the middle of KS1, pupils take part confidently, and with great enjoyment, in drama and role-play situations. By the end of the key stage, most make effective contributions to discussions in a wide variety of subjects.
- KS1 pupils understand the structure of books, using terms such as author and spine and can explain the role of a narrator. They learn to apply a range of strategies, including phonics and visual clues when encountering unfamiliar words and readily offer opinions about what they, and others, read. At the upper end of KS1, pupils make clear and successful attempts to make the reading interesting for the listener.
- Pupils are aware of basic punctuation marks and can readily explain how an exclamation mark affects how a sentence should be read. The majority of KS1 pupils make satisfactory progress in their writing as they retell stories or produce simple pieces of writing.
- Pupils in KS2 talk confidently about characters in books, making valid guesses at how a story may proceed from a given point. They are able to explain what they like about a novel or a picture and what they dislike. They further develop their skills in a variety of situations including drama and role-play.
- Most pupils read accurately and fluently with due regard to expression and meaning. They read a range of material, including fiction, non-fiction and poetry, developing higher order reading skills such as scanning and skimming. Some of the older pupils become increasingly discerning about books.
- In KS2, pupils show a good understanding of how words are built and are very familiar with terms such as phonemes.
- By the end of the key stage, pupils' library skills are used to good effect, searching for information on specific topics with some making appropriate use of ICT.

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- Older pupils write particularly well for a variety of purposes and audiences, including letters, dialogue, persuasive writing and creative work. Some consistently produce written work of a very good standard.
 - The standard of pupils' handwriting and presentation at the upper end of the school is very good.
 - In both key stages, pupils for whom English is an additional language make good progress.

Shortcomings

- Pupils in KS1 and the beginning of KS2 do not write regularly enough for different purposes and audiences and the spelling of a significant number is prone to error.
- With the exception of older pupils, they do not always pay enough attention to the presentation of their written work.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In both KS1 and KS2, pupils apply their investigative skills well in practical problem solving situations.
- In KS1, most pupils' knowledge and understanding of number work is developing well. They can add and subtract competently. They come to quickly recognize patterns in numbers.
- Younger pupils know *odd* and *even* in the context of house numbers.
- Through their investigations, they have shown that they are able to calculate the number of different combinations possible of foodstuff in a lunch box.
- They recognize the most basic coins and can calculate their purchases correctly.
- Pupils come to have a good understanding of fractions and use halves and quarters competently in practical situations.
- Their work on shape and the measures is developing well and they collect data and record their work accurately in graphical format.
- In KS2, most pupils can use a good range of strategies to assist them in their work on number. By the end of the key stage, they come to use large numbers competently.
- Older pupils are able to correctly order a series of positive and negative numbers. They respond well to questioning the use of negative numbers in various contexts.
- They realise that decimal, fractional and percentage forms can be of equivalent value. They also calculate correctly discounts on items that they have selected from a catalogue.
- The work on shape is developing appropriately and older pupils can calculate area and perimeter accurately.

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- The majority of pupils make good progress in gathering, interpreting and representing data.
 - By the end of the key stage, pupils have a developing understanding of probability.

Shortcomings

- At the lower end of KS2, some pupils are insecure in their understanding of basic number work.

Science

Standards are good in both key stages.

Good features

- In KS1, pupils' investigative skills are developing well. When studying electricity, they know the component parts that make up a circuit and can construct their own simple working ones. They come to recognize the circumstances when a bulb will not light and abler pupils soon learn how to introduce a switch into their circuits. They collaborate well and show interest in their work.
- They have a good level of awareness of the dangers associated with electricity and electrical appliances.
- The pupils have acquired a good basic understanding of materials and their properties. They recognize similarities and differences in the materials they have worked with and group them accordingly. Through their investigations, they have also learnt that bread changes when heated and use the terms reversible and irreversible correctly.
- They have a developing understanding of different types of foods and know of the importance of a healthy diet.
- They understand that sound travels and their investigations have led them to conclude that loud sounds travel further than quiet sounds. They record their findings systematically.
- In KS2, pupils regularly use tests to prove or disprove their predictions. They understand the importance of systematic methods of scientific enquiry and that detailed observation is an integral part of forming a correct conclusion. They fully realize the importance of checking their results.
- Early in KS2, the pupils have learned that some materials are magnetic and others are not. They have come to understand the meaning of attraction and repulsion, applying the terms correctly.
- At the upper end of KS2, the pupils' work on forces and friction is developing well and their investigations are very thorough, with a significant number displaying higher order scientific enquiry skills. They also apply their mathematical skills with a good degree of accuracy to this work.
- Throughout the key stage, the pupils generally work well together in groups and the quality of discussion is usually good.
- In both key stages, individuals achieve standards that are very good. This is particularly evident and more prevalent at the upper end of KS2.

Shortcomings

- There are no significant shortcomings.

Welsh (second language)

Standards are generally satisfactory in oracy, reading and writing in both key stages.

Good features

- In both key stages, most pupils can, with the support of their teachers, speak, read and write in Welsh to the standard expected of their ages.
- Pupils in KS1 have acquired a suitable vocabulary, can ask elementary questions and answer them, some with confidence. They are able to hold simple conversations with each other and with adults.
- Pupils in KS1 can read simple stories correctly with teacher support, using voice intonation to convey meaning.
- Pupils in KS2 have built on previously learnt oral skills and can contribute to conversations within familiar contexts. The range of vocabulary and language patterns is increasing and some pupils, especially at the upper end of KS2, can apply them well to different contexts.
- Pupils in KS2 can independently read simple texts accurately, using correct intonation to convey meaning.
- At the upper end of KS2, some can write extended pieces of writing well, using and applying vocabulary and patterns previously acquired.

Shortcomings

- In general, pupils do not write in Welsh on a regular enough basis, particularly in KS1 and lower KS2.
- Pupils do not use everyday Welsh sufficiently as part of their daily routine in school.
- In KS2 especially, they are too dependent on an English translation for explanation and understanding, rather than developing their learning by more intense use of the second language.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, pupils can offer ideas and discuss their work with understanding.
- In KS1 and KS2, pupils undertake tasks using a range of different materials, including paper, card, wood and other materials to make a range of artefacts and mechanisms, including containers, food products and models with moving parts.
- Pupils show an increased understanding of different techniques for making artefacts, products or systems as they progress through the school.

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- Pupils research the background to projects to increase knowledge and understanding and most are able to apply that learning to their own designs and artefacts.
 - Pupils evaluate their own products and come to a decision on how successful their work has been.

Shortcomings

- With a significant number of pupils, the design process is restricted to making a list of equipment and materials, with little detailed planning and not enough research undertaken.
- Pupils in general show a lack of thoroughness when judging the success their own work. KS2 pupils' evaluation reports tend to be brief and superficial.
- With the exception of some older KS2 pupils, their experience in control technology is limited.

Information technology

Standards are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils use computer programs to support their work and help develop their understanding of concepts. They use word processors, graphic programs, data handling, and CD-ROMs to support specific learning.
- Some pupils are able to use a number of word processing features to edit and improve their work and learn early how to print, save, and load their own work.
- In KS2, pupils use equipment reasonably confidently and are able to make use of the resources available on the school network, including accessing and downloading relevant information from the Internet.
- Pupils make use of spreadsheets, data handling and word processing programs to consolidate their learning.
- The more able pupils use word processors well to compose, edit and re-draft extended compositions on the computer keyboard.

Shortcomings

- In some classes, particularly in the middle years of KS2, pupils do not build successfully on the learning of previous years.
- Generally, in KS1 and KS2, pupils' keyboard skills are underdeveloped.
- Pupils do not use ICT sufficiently as a tool through which cross-curricular learning can be delivered.

History

The standards of achievement in history are satisfactory in both key stages.

Good features.

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- At the lower end of KS1, pupils can compare toys, homes and furniture and correctly place them in a simple chronological time line.
 - By the end of the key stage, pupils can identify differences between ways of life at different times, such as the changes in shopping habits from Edwardian times to the present.
 - They are aware of the achievements of Florence Nightingale and events that happened during her time.
 - At the lower end of KS2, pupils understand that this country was inhabited by the Celts and the Romans. They know of some of the main features of their everyday lives, such as the clothing, food and the importance of the Roman forum.
 - Pupils can recall the main facts associated with the voyages of Sir Francis Drake and empathize with the deprivations and hardships faced with the sailors and their families during the time.
 - Pupils at the upper end of KS2 have a good understanding of the history of their locality in Victorian times and of the changes to Rhyl with the advent of the railways. They can describe the life and working conditions of the poor, women and children during this time, as reflected in the diary of a Victorian housemaid.
 - Pupils at the upper end of KS2 can distinguish between primary and secondary evidence in their studies on the Second World War. They are also able to sequence key events and to have a satisfactory understanding of the way change occurs over a period of time.

Shortcomings.

- In general, pupils do not sufficiently develop their research and enquiry skills, with their work at times showing a lack depth and breadth.
- Overall, they do not show sufficient awareness and understanding of the history of Wales.
- Pupils do not make enough use of ICT to assist them in their work on historical topics.

Geography

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils recognize and describe some of the features of their local area.
- Field visits to locations such as Connaught Quay Power Station and Loggerheads Park enhance pupils' understanding of how land is used in different ways.
- Pupils display a growing understanding of pictorial maps. Older KS1 pupils can identify the shortest route between two places and use simple keys and labels to identify specific locations.

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- In KS2, pupils recognize that standardized, scientific ways exist for conducting measurements in relation to the weather and make sensible predictions and observations regarding the use of equipment such as anemometers and rain gauges.
 - Pupils recognize and describe geographical patterns evident in the physical and human landscape using a variety of resources. Through a combination of school and practical work, older pupils develop a good awareness of geographical features such as meanders and that most rivers flow into the sea.
 - A new dimension has been added to the study of economically developing countries with the twinning of the school with Bansang School in Gambia. Older pupils confidently speak about how hard life is for villagers in Bansang and of the difficulties of travel there.
 - Pupils' awareness of the need for sustainable development and global citizenship is a strong feature, reinforced by initiatives such as the school's Eco Club, where shredded paper is sold as hamster bedding and the link with Gambia, where pupils have come to realize that they should look after their resources so much better given the acute shortages in that country.

Shortcomings

- A number of KS2 pupils have insufficient knowledge of places in Wales and some have difficulty locating major countries of the world on a map.
- With the exception of older pupils, they do not participate enough in sustained discussion on geographical issues.
- Pupils do not use ICT to promote geographical skills and understanding to its potential in either key stage.

Art

Standards of achievement are very good in KS1 and KS2.

Good features

- In KS1, pupils develop their skills and understanding very well, working practically and effectively in a range of media.
- They display a very good level of skill and understanding in aspects such as weaving, inspired by the imaginative use of pupils as a 'human loom'.
- Very good use is made of the work of professional artists to provide a means of drawing comparisons with their own work and pupils produce very good pieces inspired by these artists. Occasionally, they will be world-renowned, but more frequently, they are local or Welsh artists such as Cefyn Burgess.

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- In KS2, pupils frequently plan and prepare work in sketch / project books, concentrating on aspects such as line, form and tone. They show good awareness of aspects such as perspective and of the differences between working in natural and artificial light.
 - In general, they draw carefully in a range of themes, including self-portraits, still-life subjects and a study in the style of Welsh artist Rob Piercy.
 - Pupils experiment and work in a wide variety of media including pencil, paint, chalk and charcoal and do so effectively. They make sensible and astute observations of the work of other artists, such as William Morris and Augustus John and successfully emulate features such as a repeating pattern.
 - Work of a consistently high standard has been produced throughout the school in a range of areas such as ceramics, collage, textiles and printing. A study of the work of David Hockney, for instance, inspired the use of disposable cameras to photograph parts of the school and, ultimately, to the creation of a very effective composite picture.
 - Art is frequently used to enrich and complement work in other subjects, such as when used to illustrate a narrative poem. A particularly successful project entitled ‘Jumba Rumba’ encompassed art, music and dance, in a multicultural theme, and inspired work of a very high standard and a memorable experience for pupils.

Shortcomings

- There are no significant shortcomings.

Music

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

Good features.

- Pupils in both key stages derive pleasure from singing and do so tunefully and with enthusiasm.
- Visits to the school by groups such as Tubulate and participation in activities such as Jumba Rumba greatly enhance the school’s music provision.
- In KS1, pupils are aware of the properties of untuned percussion and can recognize, name and sort them into groups that can be shaken or tapped.
- Their awareness of pitch and dynamics is encouraged when responding both by singing and movement to a variety of songs such as “Dawnswyr o Rwsia”.
- Pupils at the lower end of KS2 can use the pentatonic scale to compose an accompaniment to “Old Macdonald” with tuned instruments.
- Pupils can identify a scale and an octave and use appropriate corresponding hand signs to tonic sol-fa notation.

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- At the upper end of the key stage, pupils demonstrate an awareness of part-singing using ostinato and singing in a round.

Shortcomings.

- Pupils in both key stages do not evaluate their own performance and that of others sufficiently.
- Their ability to compose and develop different types of notation is not sufficiently developed.
- The development of musical skills and their awareness of musical elements are limited.

Physical education

Standards of achievement are good in both KS1 and KS2.

Good features

- In KS1, pupils display good control and balance when experimenting with basic gymnastic and dance movements.
- Pupils generally show good awareness of the activity being practiced and will naturally assume the starting position before performing an exercise.
- They respond well to prompts and guidance from staff, such as when observing the relative position of their arms or legs when performing a set movement.
- In KS2, pupils plan, practice and improve their own movements and exercises. They employ a range of strategies to link movements into fluid sequences. Older pupils, in particular, display considerable creativity and imagination in this respect.
- Most pupils display good technique in a variety of net, wall, striking and invasion games.
- All pupils participate with enjoyment and enthusiasm in dance activities, including innovative projects such as 'break-dancing'. The work is often linked to cultural or artistic aspects of the curriculum, making the experience more meaningful.
- Pupils respond well, in a variety of contexts, when asked to demonstrate a skill or a movement to other pupils. They readily review their own and others' performances, using appropriate terminology.
- All pupils show a responsible attitude towards collecting, using and storing equipment.

Shortcomings

- A small number of pupils do not pay sufficient regard to the skill or technique being taught and will perform rushed or un-inspired performances.

Religious education

Standards of achievement are good in KS1 and in KS2. The programme of study addresses the requirements of the Agreed Syllabus for the County of Denbighshire.

Good features

- In both key stages, pupils have a good knowledge of stories from the Bible. They are aware of the function of prayer and write their own prayers to good effect.
- In KS1, pupils have developed a good understanding of the importance of caring and good relationships. They have used the story of the Good Samaritan to emphasize the importance of friendship and put it effectively into a modern context that they are able to identify closely with.
- They are aware of some of the different religions and customs within their community and further afield. They have an understanding of the importance of celebrations in their own lives and in others.
- In KS2, the pupils know that celebrations take place at certain times within a person's life as part of a particular religious tradition. They can identify some of the main celebrations within Christianity and Judaism.
- They have come to understand that people's beliefs affect their lives. They know for example, that Mother Theresa's care and compassion was motivated by her own beliefs.
- They have a good level of awareness of what is important in Judaism. They know how important the Torah is to Jews, how it is read and its function within the synagogue.
- Older pupils in this key stage have recently explored concepts relating to good conduct, producing work that shows a good level of understanding.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The following key issues were identified by the inspectors in the report on the autumn 1997 inspection:

- address the identified shortcomings in the core subjects, paying particular attention to the improvement of listening skills and investigative and problem solving techniques in mathematics and science;
- raise the level of teachers' expectations of pupils' performance and behaviour;

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- develop an approach to management which promotes team work amongst staff and ensures effective whole school planning and monitoring;
 - improve teachers' expertise through relevant INSET;
 - communicate an agreed set of values which permeates all aspects of school life;
 - develop strategies to eliminate the unacceptably high levels of noise within the school;
 - maintain efforts to improve both the quality and quantity of resources for teaching and learning across the curriculum.

Since the last inspection, the school has seen a significant improvement in standards in the core subjects. The majority of pupils have good listening skills and the planning and delivery of the curriculum ensures that there is a very good emphasis on investigative work in mathematics and science. This has contributed significantly to the improvement of standards in those areas.

The school works effectively as a team and a great deal of effort has been put into improving standards of behaviour and ensuring that the school operates against an agreed set of values. The headteacher's own personal attention to these issues has been instrumental in achieving the objectives.

Expectations of pupils are higher and noise levels within the school are acceptable. Teachers' expertise has improved significantly through INSET and good opportunities have been provided for professional development through out of school visits to other establishments.

The quality of resources for teaching and learning is improving, but continues to be frustrated by budgetary constraints and the need to make up for the time lost through not giving this aspect the degree of attention it required until relatively recently.

8.2 Key issues for action

There is a need to:

- continue with the efforts to improve standards by addressing the shortcomings identified in Section 7 of this report;
- set targets for the core subjects in KS2 that better reflect the improving performance of the school, together with more consideration to gender-based performance in KS1;
- improve the links with the Social Services Department by becoming involved in the drawing up of Care Plans for those children who are looked after by the local authority under the Children Act (1989);
- continue to work towards improving attendance levels;
- continue to work towards the elimination of pupil exclusions;
- refer to the appropriate authorities, the concerns relating to the lack of information forthcoming on some of the pupils who transfer into the school from elsewhere and also those pupils who have left and for whom the school has no knowledge of their whereabouts.

APPENDIX

A. Basic information about the school

Name of School	Christ Church Community Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Ernest Street, Rhyl, Denbighshire.
Post-Code	LL18 2DS
Telephone Number	(01745) 353982
Headteacher	Mr C Thompson
Date of appointment	January 2001
Chair of Governors / Appropriate Authority	Mr G Williams
Registered Inspector	Mr D M Cray
Dates of inspection	4 – 7 March 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	23	50	40	52	55	64	49	70	403

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	-	17

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.5:1
Pupil : adult (fte) ratio in nursery classes	11:1
Pupil : adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1.13:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1 Spring	86%	90%	89%	88.3%
2 Summer	90%	90%	88%	89.3%
3 Autumn	90%	88%	89%	89%

Percentage of pupils entitled to free school meals	51%
Number of pupils excluded during 12 months prior to inspection.	70

C. Results of National Curriculum assessments.

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 53					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School		15	30	53	2	
		National		4	13	62	21	
Reading	Teacher Assessment	School		13	30	38	19	
		National		4	13	54	29	
Writing	Teacher Assessment	School		19	44	37		
		National		5	13	70	12	
Oracy	Teacher Assessment	School		6	34	58	2	
		National		3	11	63	23	
MATHEMATICS	Teacher Assessment	School		11	21	60	8	
		National		2	9	60	29	
SCIENCE	Teacher Assessment	School		2	38	55	6	
		National		2	10	67	21	

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

In the school:	49%	In Wales:	81%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessments KS 2 Results: 2002			Number of pupils in Y6: 68										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School		1				6	9	26	52	6	
		National					1	1	6	19	48	25	
	Test/Task	School		7		6			10	22	49	6	
		National		2	1	1			5	14	47	30	
Mathematics	Teacher Assessment	School		1				1	8	24	47	19	
		National						1	4	20	47	28	
	Task/Test	School		4	3				7	18	50	18	
		National		2	1	1			4	18	42	32	
Science	Teacher Assessment	School		1					3	13	44	39	
		National	1						3	15	52	29	
	Task/Test	School		4						13	46	37	
		National		2		1				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:	55.8%	In the school:	50%
In Wales:	68%	In Wales:	68%

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- D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.
 A Pupils who have failed to register a level due to absence.
 N 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. The evidence base of the inspection

The team of five inspectors inspected work in all classes. Between them they spent 17 full days at the school;

- pre-inspection meetings were held with governors, staff and parents;
- a range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages;
- Ninety eight lessons or sessions were observed;
- morning assemblies were attended;
- pupils were listened to reading and were questioned about their knowledge and understanding of the curriculum;
- school registers were inspected;
- discussions were held with the headteacher and school staff relating to curricular and management matters;
- minutes of governors' and staff meetings were examined as well as documents relating to the school's financial matters;
- pupils were observed as they arrived and departed from school, and during breaks;
- Six parents were present at the pre-inspection meeting and 49 (18%) questionnaires were returned;
- a post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr D M Cray	RgI	1; 2; 3.1; 3.2; 5.5; 6.1; 6.2; 8.1; 8.2.	Mathematics; science; religious education.
Mrs E W Honour	Team	4.1; 5.2.	The early years; history; music.
Mr A M Rees	Team	5.3; 5.4.	English; geography; art; physical education.
Mr T Tomos	Team	5.1; 6.3.	Welsh (second language); design and technology; information technology.
Mr W Owen	Lay	4.2; 4.3; 5.6; 5.7	

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.