

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

***CORNIST PARK CP SCHOOL
WINDSOR DRIVE
FLINT***

School Number: 664-2091

Date of Inspection: 15-18 March 2004

By

***DR ERIC PEAGAM
Registered Inspector***

Date: 7 May 2004

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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:

{PRIV ATE }	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.

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1. CONTEXT

The school and its priorities

Cornist Park Primary School, located on the outskirts of Flint, provides education for boys and girls aged from 3-11 years, with most pupils coming from the immediate area. There are currently 244 pupils on roll, as well as 38 attending the nursery on a half-time basis, but there are significant variations between year groups, so that about half the pupils are taught in mixed-age classes. The roll is rising and expected to continue to rise over the immediate future. Pupils have a full range of attainment on entry but the level on entry is slightly above the average for the local education authority (LEA) area. The level of special educational needs (SEN) is in line with the average but with a higher than average percentage of pupils with statements of SEN.

Almost all pupils come from English speaking homes with a very small number from minority ethnic heritage, a small number of whom receive support in learning English as an additional language. About 20 per cent of pupils are entitled to free school meals.

There have been significant changes since the previous inspection, including a complete change in senior management, and the recently appointed current headteacher is the second to have been appointed since that time.

The school's vision is to develop a community providing a stimulating and challenging environment, where happy and successful children find learning to be worthwhile and a springboard for lifetime learning. Its aims include achieving a balance between personal achievement and a sense of well-being, enabling all pupils to reach their full potential.

Current targets for improvement in the school development plan (SDP) relate to continuing developments in curriculum, improving the management and deployment of staff, relocation of the library and improving communications with parents, pupils and industry.

2. MAIN FINDINGS

The main findings of the report

Cornist Park Primary School is a very effective school; it is very well-led and very effectively managed with a very clear focus on improving standards. High standards are achieved through high quality teaching supported by a good curriculum, which in turn is well supported by very good links with parents and the community. The school has made very good improvement since it was last inspected in January 1998, when it was found to have significant shortcomings in important areas. It gives good value for money.

- Children in the part-time nursery achieve very well overall in relation to the areas of learning covered by the desirable learning outcomes for this age-group. Children in the reception class, who attend full time, achieve well overall. Standards in physical development are adversely affected by limitations on facilities for outdoor play. Standards in these six areas are as follows:

	Nursery	Reception
Language, Literacy and Communication Skills	Very good	Good
Personal and Social Development	Very good	Very Good
Mathematical Development	Very good	Good
Knowledge and Understanding of the World	Very good	Good
Physical Development	Good	Good
Creative Development	Very good	Good

- In Key Stage (KS) 1, pupils make good, steady progress as they develop and consolidate good learning habits. In KS2, learning accelerates as pupils increasingly take responsibility for their own learning so that by Year (Y) 6, standards are very good in core subjects and significant aspects of other subjects.
- Current standards of achievement in the different subjects of the National Curriculum (NC) are as follows:

Subject	KS1	KS2
English	Good	Very good
Mathematics	Good	Very good
Science	Good	Very good
Welsh	Good	Good
Design and technology	Good	Good
Information technology	Very good	Very good
History	Good	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Very good
Physical education	Good	Good
Religious education	Good	Good

- Overall attainment in core subjects at KS1 in 2003, measured as the proportion of pupils achieving at least the national standard (NC level 2) in all three core subjects, was above the average for Wales as a whole. In comparison with schools in similar circumstances, the school was well above average.
- Overall attainment in core subjects in KS2 in 2003, again measured as the proportion of pupils achieving at least the national standard (NC level 4) in all core subjects, was well above the average for Wales as a whole and also well above the average for similar schools. Over the previous five-year period, the trend in pupils' attainment has been upward and better than the overall improvement in Wales as a whole.
- On the basis of pupils' prior performance the school sets targets for the end of KS2 and, in 2003, these were comfortably exceeded in all three core subjects.
- Pupils achieve well in the application of key skills across the curriculum. Standards in individual areas are as follows:

Key Skill	KS1	KS2
Speaking	Good	Good
Listening	Good	Good
Reading	Good	Good
Writing	Good	Good
Overall literacy/communication	Good	Good
Numeracy and application of number	Good	Good
Information and communication technology (ICT)	Very good	Very good

- Provision to support pupils' personal development, including their spiritual, moral, social and cultural development is good overall and pupils respond to it very well. Moral and social development are particularly well supported. There are very good arrangements to promote individual responsibility and citizenship and these, in turn, are supported by the very good emphasis on education for sustainable development.

- The impact of this provision can be clearly seen in pupils' attitudes and behaviour which are very good overall and, as pupils mature, become consistently very good, both in class and around the school. The school is very effective in promoting positive attitudes to diversity and the very inclusive ethos within the school is very effective in combating any racist attitudes the pupils may encounter elsewhere.
- Attendance is satisfactory; in the spring term, it is good but the school still experiences a falling-off in summer and autumn as a result of term-time holidays. Punctuality is good in spite of the distance some pupils travel to school. Arrangements for registration procedures and for monitoring and promoting attendance comply well with requirements.
- Teaching is very good overall and this is strongly reflected in the quality of pupils' learning and progress. During the inspection it was almost always at least good and substantially very good. It was never unsatisfactory. Good and very good teaching was seen in all classes and in most subjects. Teachers show very high levels of enthusiasm that are communicated to pupils. Their very high expectations and very good classroom relationships, combined with very good planning and a range of teaching strategies, support learning very well. Teachers, support staff and other adults, including parents, work very effectively together.
- The overall quality and use of assessment, recording and reporting on the pupils' progress is good, particularly in the core subjects. The amount of detailed collection and recording of data under the present policy is excessively burdensome. The school has recognised this and is reviewing assessment with a view to rationalising it to be more manageable. Reports to parents on the progress their children make are very clear and informative and parents find them very useful.
- The school provides a good curriculum that meets all statutory requirements and is broad and balanced for all pupils. This includes good provision for extra-curricular activities and additional instruction in music. The school promotes *Y Cwricwlwm Cymreig* well and has a strong emphasis on education for sustainable development and citizenship responsibilities. There are very good arrangements to provide educational and personal guidance to pupils and procedures and practices to ensure their safety and well-being are good. Arrangements for pupils with SEN are very good. As a result, all pupils with SEN make good progress according to their individual needs and for many, progress is very good. The school meets the requirements of the Code of Practice very well and ensures that all pupils have equal access to the curriculum.
- There is a very good partnership with parents and the community, schools and other institutions. The school has very good links with parents and the wider community and it commands high levels of parental support and satisfaction. The school has established very good links with business and industry and these contribute significantly to pupils' understanding of the world of work.
- Self-evaluation and planning for improvement are very good. The school is committed to the process, which is well supported by governors and staff. The quality of school planning is reflected in the extent of improvement achieved since the previous inspection. Leadership is very good: it provides a very clear direction to the school and contributes very well to the high standards of achievement in the school. Resources, including staffing, are good and well-deployed, and the school has a well-designed modern building which provides good accommodation. However, there are limited facilities for outdoor play for early years children and this is a shortcoming.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are good overall and very good in significant areas.

- In KS1, pupils make good, steady progress as they develop and consolidate good learning habits. In KS2, learning accelerates as pupils increasingly take responsibility for their own learning so that standards are very good in core subjects and significant aspects of other subjects.
- During the inspection, standards observed were good in the great majority of lessons and very good in a sizeable minority. Standards observed in lessons were matched by those established through scrutiny of pupils' work and teachers' records.
- Pupils' levels of attainment on entry to reception year are variable from year to year but overall they are slightly above the average for Flintshire and the national average. Standards in personal and social development are very close to the average for the LEA.
- During their time in the early years classes, children make good progress; it is better than the LEA average in all areas of development. For most areas, the school is in the top third of schools. Standards of achievement are very good overall. Children make very good progress towards the desirable learning outcomes appropriate for under-fives.
- In physical development, while standards are still good, the progress pupils make in developing gross motor skills is restricted by the limited access to large climbing apparatus on a daily basis and the absence of a covered outdoor area to use the large, wheeled toys in inclement or very sunny weather.
- Overall attainment in core subjects at KS1 in 2003, measured as the proportion of pupils assessed as achieving at least the national standard (NC level 2) in all three core subjects, was above the average for the LEA and Wales as a whole in English and science. In mathematics, they are above the LEA average but just below the national average. In terms of achievement at a higher level (level 3), the position is more variable, being well above both averages for English, below both in mathematics and above the LEA average but below the national average in science.
- In comparison with schools in similar circumstances, that is, those having a similar proportion of pupils entitled to free school meals, results are well above average and the school is ranked in the top 30 per cent for all three subjects.
- Overall attainment in core subjects in KS2 in 2003, again measured as the proportion of pupils achieving at least the national standard (NC level 4) in all core subjects, was well above the average for Wales as a whole and also well above the average for similar schools. For each subject, and in terms of the proportion of pupils achieving the expected level in all three subjects, the school is among the highest 25 per cent in Wales.
- Attainment at a higher level (NC level 5) was well above average for Wales in English, in line with the average in mathematics and comfortably above average in science.
- In relation to similar schools, the school is ranked with the highest achievers in English and science; it is within the highest 25 per cent in mathematics and overall.
- Comparison with results since the previous inspection shows that the trend has been upward and better than the overall improvement in Wales as a whole.

- On the basis of pupils' prior performance, the school sets targets for the end of KS2 as a minimum objective. In 2003, these were comfortably exceeded in all three core subjects and in terms of the pupils achieving the expected level in all three subjects.
- In the foundation subjects, the standards achieved in both key stages are good in design and technology, history, geography, physical education, religious education and Welsh as a second language. In both key stages, the standards achieved in information technology are very good. In music standards are good in KS1 and very good in KS2. In art, where the subject approach is currently under review, standards are satisfactory. There are no subjects in which standards are unsatisfactory in either key stage.
- Pupils with SEN and those for whom English is an additional language make good progress to achieve well. There are no significant differences between the achievement of different groups of pupils or those from different ethnic or social backgrounds. However, against national trends, boys outperform girls overall and in most years.

3.2 Standards achieved in Key Skills across the curriculum

Overall, the standards achieved in key skills across the curriculum are good in reading, writing, speaking, listening and number. In ICT they are very good.

- In KS1, pupils respond orally with confidence, using extended vocabulary, in whole-class, paired and individual activities. In KS2, pupils continue to make significant progress, for example, using appropriate vocabulary in science and ICT. They confidently express their views to a variety of audiences on past work, school issues and individual interests.
- Key Stage 1 pupils quickly develop effective pre-reading skills and, by the end of the key stage, reading standards are good. Pupils value reading as a source of pleasure; their research skills, using a variety of reference resources, are well developed. In KS2, pupils' use of books and other texts for investigative purposes is good; they glean information from different sources and use it effectively. They read accurately and expressively with developing understanding.
- In KS1, pupils' writing across the curriculum, both in terms of quantity and writing for a range of purposes, is good. They make sufficient progress in their style of writing to be confident in writing in different contexts and for different audiences. In KS2, pupils write well for different purposes, using a widening range of styles, in their work in history, geography, science and religious education.
- The development of numeracy skills is good in KS1. Pupils show an increasing facility in handling numbers mentally and orally. In KS2, pupils handle numbers fluently, mentally, orally and in writing. Older, abler pupils exploit patterns in number when calculating and approximating values. In both key stages, pupils record the results of their experiments effectively, using text, diagrams, graphs, tables and charts.
- Across the school, pupils' very good ICT skills are applied in a range of activities, including bar graphs used to chart gravitational pull in a topic on force, and pulse resting rate in a study on "Our Body". Key Stage 1 pupils use ICT equipment confidently to enter, edit and modify text. They use prepared databases and effectively create and adapt good visual images to illustrate work on healthy eating. In KS2, pupils control movement, use CD-ROMs confidently to retrieve information in their research in geography, history and science; they are experienced in using e-mail for communication and whiteboards for presentation.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for pupils' spiritual and cultural development is good. Provision for pupils' social and moral development is very good. Pupils respond very well to this provision.

- Spiritual development is planned within religious education teaching and through the varied programme of assemblies and acts of worship. Assemblies provide times to reflect upon relationships, to enjoy music and to learn through Bible stories and themes for the occasion.
- There are good opportunities to develop pupils' wider spiritual awareness through the curriculum, and the style of teaching and learning gives pupils time to reflect on what they are being taught. At the end of the afternoon session, for example, pupils give good attention to the 'thought for the day'.
- A very strong sense of right and wrong is developed from the first days at school. Moral issues are explored within assemblies, class lessons and personal, social and health education sessions. The whole ethos of the school promotes pupils' moral development well.
- The school is a caring, supportive and happy environment based on good relationships and mutual respect between adults and pupils. Staff expect and display honesty in all their relationships within the school and this is reflected in pupils' response.
- The provision for developing pupils' social awareness is very good. Democratic leadership within the school permeates all the systems and routines used, so that pupils are empowered to take responsibility and support others fairly. This is further promoted through assemblies and the reward system.
- The school council, which recruits members from across the school, is well used by pupils to discuss issues of common interest and plan improvements for school life. In this, it provides a very good context for the development of social responsibility.
- Pupils have opportunities to develop their social skills through inter-school sport, musical activities, local and residential visits, and through the school's extra-curricular timetable.
- Charitable giving to those less fortunate than themselves, heightens pupils' social awareness. They have collected money for a number of good causes which include Barnado's, Marie Curie and Operation Christmas Child. Pupils are also encouraged to have respect for the environment and the school has received the David Bellamy Award for their care of the environment.
- Provision for cultural development overall is good, in that pupils absorb information across the curriculum about their own culture, as well as being exposed to a range of other cultures and traditions, through their work in music, geography and religious education. Through religious education, they come to understand the beliefs of others and, in music and geography, they become familiar with art forms from around the world.
- Welsh culture is regularly promoted through Welsh songs, hymns and prayers, daily use of incidental Welsh, their performances in the St David's Day Eisteddfod and in traditional Welsh dance at the Cadi Ha Festival at Holywell. The appreciation of their own culture is also particularly strong and vibrant as a result of the planned reflection of a Welsh dimension in history and geography.

4.2 Behaviour

The standard of pupils' behaviour is consistently very good. They have very positive attitudes to learning and show good levels of self-discipline. This makes a very positive contribution to school life.

- Pupils throughout the school behave with increasing maturity. They show courtesy and consideration towards others, including their teachers and adults visiting the school. The school has high expectations for good behaviour and pupils respond positively. Pupils listen attentively, are well motivated and work diligently at their tasks.
- Pupils respond well to the school rules, and rewards play an important part in encouraging good behaviour; effort is regularly rewarded and celebrated.
- The school has a clear policy on behaviour that includes arrangements to prevent or deal with any bullying and it is effectively implemented. Discipline, whilst evident in all aspects of school life, is unobtrusive and enforced in a quiet and calm manner. All support and supervisory staff provide good support and contribute positively to the maintenance of good behaviour. Pupils show good levels of self-discipline; older pupils set younger pupils a good example.
- The school is very effective in promoting positive attitudes to diversity and combating any racist attitudes the pupils may encounter elsewhere.

4.3 Attendance

Attendance rates are satisfactory.

- Attendance figures for the three terms prior to the inspection show an average attendance of 93 per cent, the week prior to the inspection being 95.4 per cent. Attendance is generally better in the spring term than in the other two, when term-time holidays have an effect on levels of authorised and unauthorised absence.
- The school's procedures for recording and monitoring attendance are both effective and thorough and comply with statutory requirements.
- Pupils are eager to attend and arrive punctually; teachers ensure that lessons start on time.
- Good attendance is positively encouraged by an effective system of rewards at the end of term; the school receives good support from the Education Welfare Officer when the need arises.
- The school has set targets to reduce the instances of unauthorised absence and is making good progress towards achieving them.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

The quality of teaching is very good overall and contributes very strongly to the standards achieved by pupils. In lessons seen it was almost always at least good, often very good and never unsatisfactory.

- One of the strongest features of teaching is the enthusiasm and energy that teachers bring to bear in lessons. This, together with the very good, mature relationships that increasingly

characterise exchanges, stimulates pupils to find great excitement in learning. As a result, they approach learning with enthusiasm and take great pride in demonstrating their achievements.

- This enthusiasm leads in turn to lessons that have a lively pace, enabling a good balance to be achieved between oral, written and practical activities. Lessons are very well organised; teachers understand the learning characteristics of the age group they are working with very well, and have high expectations of pupils' achievement and behaviour.
- Teachers make very effective use of the whole-class sessions at the beginning of each lesson. They review previous learning well, checking that pupils have secure understanding and carefully show how subsequent work will build on what pupils already know. They make very good use of targeted individual questioning, matching this to what they know about individual pupils, so that all pupils can take part confidently.
- Good and very good teaching was seen in all classes and in most subjects. Teachers have worked hard, through in-service training (INSET) and mutual exchange of skills, to ensure that their subject skills and knowledge are secure and sufficient to ensure that pupils make the progress they should. Where teaching was not of the usual high standard, this often reflected nervousness, except in art, where shortcomings in planning limit the effectiveness of teaching.
- The very good teamwork between teachers, support staff and other adults, including parents, contributes very well to the high quality of teaching. This enables very effective use to be made of additional teaching areas outside the main classroom and these provide a very stimulating learning environment.
- Teachers' short-term planning is good and securely based on the agreed schemes of work in each subject. There is clear planning to indicate how key skills are to be developed and deployed. Groups within the class are well chosen and work is presented at an appropriate level to each group. As well as giving different work, teachers meet the needs of different groups of pupils by providing the appropriate level of additional support. Class teachers take good account of specific SEN needs identified in pupils' individual education plans (IEPs).
- Teachers make very good use of informal oral assessment and feedback during lessons. This is evident, both when pupils are undertaking written tasks and when they are engaging in practical or physical activities. During the inspection, good examples were seen of teachers modifying their short-term planning because their assessment told them that something had not been fully understood.
- In the best lessons, teachers develop and use pupils' growing ability to assess their own and each other's work as an effective way of establishing what can be done to improve it. This is carefully managed to ensure that it is a positive experience by focussing on good features before looking at areas for improvement.
- Support teaching for pupils with SEN is very well managed with a rigorous approach to the identification of needs and carefully structured programmes to address them. Where pupils are withdrawn for literacy support, they receive good or very good teaching and this is reflected in the overall standards achieved in English as well as the success pupils have in applying their literacy skills in other subjects.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good overall.

- The school has a comprehensive whole-school policy, as well as guidelines on the organisation and recording of assessment and its use to improve the quality of teaching and learning. It is implemented with great care by all staff who are now working towards a simplified system, providing a more manageable system for indicating a concise way forward for each child.
- The system is implemented accurately and consistently throughout the school and the quality of teacher assessment is consistent, both on a class and individual level. All pupils have an assessment folder which reflects the regularity of assessment across the key stages.
- The results of all assessments, including Entry Profile, Baseline and the end of key stage tests, are carefully recorded and analysed; the results are used to give an individual way forward. This influences the planning of future work to raise standards.
- At KS1 and KS2, the children are assessed formally in the core subjects and the results evaluated on a termly basis. On-going assessments influence weekly planning.
- When assessing the under-fives, appropriate use is made of Entry and Baseline test results to set targets for individual improvement. The early years staff operate an effective system of daily assessment which automatically guides planning of the next step, and accelerates performance.
- The marking of work is good. It is positive and formative in nature and gives encouragement. Oral and written feedback in both key stages is effective and supportive, and indicates a way forward.
- Children have individual targets in core subjects and pastoral areas which are agreed with staff and shown to parents on open nights. Children and staff make regular self-evaluation reports which play a part in future planning.
- Subject co-ordinators are compiling portfolios of pupils' work that provide a useful record of the range of topics covered over various levels of the NC.
- Annual reports to parents are good. They contain comments and assessments in all subjects and identify some targets for future learning, including strengths and weaknesses. Parents are formally invited to a meeting to discuss the findings of the report, reinforce the targets set and offer comments.
- The extent to which the school analyses data to assist the improvement of children's performance and monitor the equal opportunities policy is very good.

5.3 Curriculum

The quality of the curriculum provided by the school is good overall.

- The school offers an appropriately broad and balanced curriculum linked to the Desirable Outcomes for Children's Learning for the under-fives, and covering all the subjects of the NC and religious education for pupils in KS1 and KS2.
- There are appropriate policies and schemes of work for all subjects, including religious education. Policy documents are clear and offer helpful guidance to teachers. Curricular planning is good and makes effective provision for progression and continuity in the pupils' learning.

- Individual lesson plans clearly state the learning aims, with a balanced range of activities at suitable levels of challenge for all pupils, including those with SEN. Whole-school planning for the development of key skills across the curriculum is appropriately addressed.
- The school homework policy is successfully implemented and involves parents in the education of their children. All pupils are encouraged to read at home.
- The school gives good attention to pupils' personal and social education. It is integrated effectively into work across the curriculum, and is having a positive impact on pupils learning and attitudes. Circle time, religious education and class discussions about social and moral issues, are very much a part of the life of the school. Pupils are encouraged to think and form opinions, and the School Council enables pupils to formally participate in decision making.
- Health, drug awareness and sex education are appropriately taught through science.
- Pupils benefit from a good range of extra-curricular, cultural and sporting activities. These enrich their learning and promote their personal and social development.
- The curriculum is based on the principle that pupils' learning is best stimulated through experience. The school provides many of these experiences through an extensive range of visits and visitors to the school. These experiences are used very well to link together different aspects of the curriculum.
- *Y Cwricwlwm Cymreig* is successfully promoted across all subjects of the NC. Very good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Pupils respond positively to Welsh, spoken throughout the day, and enjoy participating in Welsh cultural activities, such as the St David's Day Eisteddfod and Cadi Ha Welsh Folk Dancing Festival.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and the guidance given to pupils is very good.

- The school is a happy community that provides a bright, clean environment for pupils. Staff know the pupils well and respect them as individuals. Pupils respond very positively to the high expectations of staff in terms of behaviour, and understand they can approach teachers if they have any concerns. Pupils, including the under-fives, feel safe, happy and secure. Parents are satisfied with pupils' behaviour and the help and guidance given to pupils by the staff.
- The regular use of tests to ascertain progress, and the setting of older pupils according to ability in certain subjects, ensures that good support is given to pupils of all abilities.
- The school has clear, comprehensive, documented procedures for assuring pupils' well-being and has a range of strategies to encourage healthy eating, health related issues and health and safety.
- There is good supervision of pupils, both inside and outside the classroom. Provision made for pupils within school buildings, during lunch breaks and in inclement weather, is good.
- The school has effective measures in place to eliminate oppressive behaviour and harassment including bullying, sexism and racism.
- The child protection policy and procedures are effective, and known to all members of staff. They comply with statutory requirements.

- The school has a health and safety policy approved by the governors. Procedures to ensure safety are clear and comprehensive. Members of the health and safety committee meet regularly and report to the governing body. The school has two fully trained first-aiders.
- Parents are suitably informed of the pastoral care arrangements through the school prospectus, parents' evenings and newsletters.
- The school has a clear commitment to inclusive education and this is reflected well in the policy for equal opportunities.
- A risk-assessment is regularly undertaken on school trips and events. All necessary health and safety checks are up to date. Effective security measures are in place to ensure the safety and well-being of pupils.

5.5 Provision for Pupils with Special Educational Needs

The quality of the provision for pupils with SEN is very good. All pupils with SEN make good progress according to their individual needs and for many, progress is very good.

- The school has an appropriate and up-to-date policy for identifying and meeting SEN that fully complies with the SEN Code of Practice. There are good systems for enabling teachers to register concerns about pupils in their class and to develop strategies for addressing them, in conjunction with the SEN co-ordinator (SENCO). In addition, the school uses a good range of screening tests to ensure that any specific learning difficulties are identified early.
- The part-time SENCO is very effective and works very well with class teachers, support staff and the governor for SEN. The SEN register is reviewed regularly to ensure that, where pupils have made sufficient progress, they are removed from the register. In accordance with the New Code of Practice, parents are informed of any concerns at an early stage and encouraged to be fully involved in supporting their child,
- The SENCO, together with class teachers and other adults involved, produces very effective IEPs, using a model suggested by the LEA. These address learning needs and, where appropriate, behavioural difficulties. Individual educational plans contain targets that are stated in observable, measurable terms that are regularly monitored and reviewed. They also indicate the programme to be followed and the person responsible for ensuring it is carried out. The monitoring file contains examples of work that illustrate targets being met so that these are consistently interpreted. Pupils are given good opportunities to participate in setting and reviewing targets and are becoming increasingly proficient in this.
- Pupils with SEN are well supported by the groupings within class lessons where they are enabled to work at an appropriate level, often with additional support from the teacher or another adult. This ensures that they make progress at least in line with that of other pupils and often better as they overcome their difficulties.
- Support teaching in withdrawal groups is very effective in taking into account the different ways that pupils learn, and basic drills and activities are reinforced through 'mind-mapping' and 'brain-gym' activities to enhance their cognitive functioning.
- Very effective use is made of additional support from the LEA Learning Support Service and efficient liaison ensures that peripatetic work is securely integrated into the support that the school is itself providing. Where the school feels that pupils' needs cannot be properly met from its own resources, appropriate referrals are made.
- Arrangements to support pupils with statements of SEN are very good. Care is taken to ensure that the provision specified in statements is made. Annual review procedures fully meet requirements and parents are fully involved in the process.

- The school makes good provision for gifted and talented pupils as well as those with overall high achievement. Good community links ensure that pupils with sporting, creative or artistic talents are encouraged to develop them through involvement with local organisations as well as providing opportunities to perform at a high level when representing the school. Pupils who are seen as gifted, or who are attaining at very high levels, have IEPs that ensure their particular needs are met.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has established very good partnership with parents, the community, the LEA and other partner organisations.

- The quality of information provided for parents is very good. Regular letters, both formal and informal, keep parents well informed about important events and activities. The school prospectus is of a high standard and complies fully with statutory requirements, as does the governors' annual report to parents.
- Parents are highly appreciative of the work achieved by the school, and take full advantage of the opportunities provided each term to discuss the work and progress of their children.
- Many parents readily assist with educational visits and several give valuable practical assistance in the school and with extra-curricular activities.
- The 'Friends of the School' association arranges a wide range of social and fund raising activities; substantial amounts of money are given to provide the school with additional learning resources.
- The school plays an active part in the community; pupils benefit from participation in cultural events such as the mayoral inauguration, the Flint Festival and the Cadi Ha Festival. School presentations and special services are well attended and local elderly residents are invited to such events.
- Educational visits and visitors to the school such as authors, artists and potters, contribute very effectively to the school's life and work.
- There are good links with other primary schools in the area. Arrangements for the transfer of pupils to the secondary school are well established and meet the needs of parents well.
- There is effective partnership with the local LEA, with the school library service and health and welfare agencies, as well as with colleges of further education. The school provides mutually beneficial work experience places for students from surrounding colleges and secondary schools. The school has good partnership arrangements with an initial teacher training institution.

5.7 Partnership with Industry

The school has established a very good partnership with business and industry.

- The school has developed valuable links with business and industry, which have a considerable impact on standards and pupils' motivation. Pupils gain a firm understanding of the world of work through investigation of local industry and other places of work.
- A number of governors provide the school with valuable business and industrial contacts. There is a wide range of work-related activities that help pupils to develop initiative and self-reliance, as well as providing a basis for understanding industry and the economy.

- The school is held in high regard by members of the business community, thus securing the fullest range of opportunities for pupils by way of guest speakers, projects, competitions, and funding for purchasing equipment.
- Staff development has been enhanced by links with business. Three members of staff have been involved in business placements locally, and the information gained is translated to classroom experience.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Self-evaluation and planning for improvement are very good. The school is committed to the process, which is well supported by governors and staff. The quality of school planning is reflected in the extent of improvement achieved since the previous inspection.

- The school has adopted a very effective structure for reviewing its work using a model promoted by and within the LEA. This ensures that there is systematic evaluation of the provision and its outcomes that has a strong focus on the effect of developments on standards.
- The process includes the use of questionnaires to parents to establish a formal basis for taking their views into account to augment the already effective communication via parent governors. The developing role of the school council ensures that pupils have a structure for contributing to school development by formulating and forwarding concerns. In addition, the very strong links governors have with the community makes self-review receptive to the needs, concerns and aspirations of the community.
- In the core subjects, and in evaluating the effectiveness of early years provision, the school makes effective use of the monitoring and evaluation reports provided by the LEA, together with the very detailed assessment information it collects through teachers' work and the analysis of results of standardised tests results to identify areas for improvement.
- In foundation subjects, areas for development are identified through audit and analysis of pupils' achievement by co-ordinators, and appropriate subject development plans are formulated. These, in turn, are reviewed by governors and included in the overall SDP.
- The school has developed a very effective structure for monitoring teachers' planning and delivery. Evaluation of the outcomes of initiatives is evaluated consistently and systematically so that the school has a very clear understanding of the quality of its provision. This knowledge, together with the agreed targets that emerge from the performance management structure, is well used to identify individual and school training needs. The school plans very well to meet these needs through a carefully planned programme of INSET.
- The SDP that results from this process is a very effective and useful planning tool that guides the work of the school through clear, medium-term targets within a longer-term focus. Criteria for success based on identification of value for money elements are a key feature with objectives firmly linked to raising standards. The actual progress, involving staff and governors, ensures that there is a strong sense of ownership of the plan and a commitment to its successful implementation.

6.2 Leadership and Efficiency

The school is very well led and resources are very efficiently managed.

- The governing body takes its leadership responsibilities seriously. Since the previous inspection governors have increasingly exercised a guiding and forward planning role and taken an active part in moving the school forward.
- The headteacher, who has been in post for just over a year and who previously had very limited senior management experience, enjoys the confidence and trust of parents and staff. She has a very clear vision for the school and has established herself very successfully, building on the strong position she inherited from the previous headteacher. She is very well supported by a very effective senior management team that is structured to ensure the effective representation of the needs and views of all areas of the school's work.
- Governors take good care to ensure that they meet their statutory responsibilities. A recent systems audit by the LEA found that all required policies were in place, albeit in draft form in some cases, and provided an effective basis for school management. Minor issues in the report, related to signing of minutes and training for the headteacher and governors in the operation of aspects of budget management systems, have been addressed.
- Subject co-ordinators play a significant and increasingly effective part in the management of learning, the curriculum and management of resources. Subject policies are reviewed at regular intervals and schemes of work are constantly under review. Co-ordinators effectively monitor the curriculum and teachers' planning in their subject and identify, through subject development plans, resources needed to implement improvements.
- Resources, including staffing and accommodation are used effectively and efficiently. The school's finances are well supported by fund-raising activities and well-prepared grant applications that provide additional valuable resources.
- Since the previous inspection, the governing body has established a finance committee that meets regularly to consider major items of expenditure. There is a clear process for scrutiny of spending decisions including ensuring that planned cost-effectiveness criteria are met.
- There is a clear linkage between the SDP and the budget-setting process and its implementation is carefully monitored. The budget includes a prudent reserve and spending between elements is carefully balanced to reflect the needs of the school and the priorities in the SDP. The school uses LEA systems to monitor the budget alongside internal records and recent improvements in the way reports are constructed ensure that these are set up to provide useful reports.
- The school prospectus and the annual governors' report to parents fully meet statutory requirements and Welsh Assembly Government guidelines.
- Routine daily administration and school organisation is good; although clerical support is part-time, the school runs smoothly and the buildings are efficiently managed.
- The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and resources is good overall.

- The school is appropriately staffed to teach the subjects of the NC and religious education. The teachers have co-ordinating roles which cover all subjects. Most staff have undertaken relevant training which contributes to their subject knowledge and the quality of teaching overall.
- The role of classroom assistants is clearly defined and they make a positive contribution to the standards achieved by pupils.
- The lunchtime supervisors, kitchen staff, cleaning staff and part-time clerical staff all make valuable contributions to the work of the school. The development of the team ethos is a strong feature of the school.
- The relatively new, purpose-built accommodation is well maintained and provides a high quality, safe and secure environment for pupils. However, for early years children, the lack of a secure, covered area for outdoor play has the effect of limiting the opportunities for physical development that can be offered.
- The provision of a well organised reference library, spacious school hall, music rooms, resource room and extensive playing fields promotes pupils' learning across many aspects of the curriculum. Some classrooms are small and the layout and design of some rooms makes them difficult to manage for teaching purposes especially for the older pupils.
- Good use is made of practical areas adjoining classrooms for subjects such as art and design and technology.
- Very high quality displays enhance the learning environment throughout the school. This provides a stimulating environment for pupils' learning and has a positive impact on standards achieved.
- Learning resources to support teaching and learning are good. Provision for the development of pupils' basic skills and independent research skills, in the school library, is very good. Resources are well managed, in good condition throughout and easily accessed by staff and pupils.
- The school uses a variety of outside resources to support teaching and learning such as the library service, community college and museum service, educational visits in many subjects of the NC also enhance the learning experience.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

The educational programme for under-fives

- The educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children attend the nursery for five sessions per week starting in the term after they reach three years of age. They attend the reception class on a full-time basis from the September following their fourth birthday.

- Standards in language, literacy and communication, mathematical development, knowledge and understanding of the world and creative development are very good in the nursery and good in reception. In both nursery and reception, standards of achievement in physical development are good, while those in personal and social development are very good.

Good features

Language, Literacy and Communication Skills

- Children make a good start in developing their skills in language, literacy and communication. Standards in speaking, reading and writing are very good, and those in listening are good in the nursery. In reception, standards in speaking are very good; in writing and reading they are good and in listening, they are satisfactory.
- In the nursery, children make good progress in developing their listening skills. They listen to staff presentations and instructions appropriately. They enjoy listening to stories, poems, music and rhymes, and respond well to questions. They are eager to give explanations and join in class and group discussions. Children discuss their experiences with confidence and develop the vocabulary to express their thoughts coherently. They are becoming very familiar with incidental Welsh vocabulary and simple songs. Particularly inspiring use is made of the *Helpwr Heddiw*.
- Children enjoy books and handle them with care. They respond well to stories and rhymes and identify characters and themes in familiar stories. Some recall and predict the next stage. They develop a knowledge of single sounds; some recognise and read familiar words. Children understand that written symbols represent sounds and practise mark making and letter formation. They 'write' about family and friends using drawings, letter patterns, individual letters and some words in an independent manner. Some recognise and write their own names clearly and legibly.
- In reception, children continue to enjoy listening to stories, poems and rhymes, showing good comprehension skills when following and repeating text. They follow instructions and take part in group and class discussions. They ask questions and many listen to the response. They are learning to listen with interest to other children, to respond appropriately to questions and, on the whole, take turns to speak.
- Children express their opinions about current topics. For example, in an activity on how to make a cup of tea, they are articulate and explain things clearly and confidently. Role-play helps to foster skills. Most children respond in full sentences, have a good range of vocabulary and suggest alternative words.
- In Welsh, children build on the good practices established in the nursery.
- Progress in early reading skills is good. Half of the children read phrases and sentences and are making steady progress in the reading scheme. They enjoy familiar stories and predict and follow a given text. They recall previous events and suggest an alternative ending.

Mathematical Development

- In nursery, children successfully use mathematics as an integral part of many activities, such as playing in the home corner or the supermarket, building with bricks, playing with construction equipment, cooking and sand and water play. They use mathematical language appropriately when sorting by colour, size, shape and quantity.
- Children sort and classify animals by type and size and sequence 'Compare Bears' by size and colour. They enjoy singing a range of number rhymes, action songs and number jingles, such as 'Five Currant Buns', joining in the actions and counting. They develop an understanding of practical mathematics through shopping role-play activities, using money.

They weigh and measure ingredients during cooking activities, for example, currant buns, Indian sweets and fairy cakes.

- They compare quantities during sand and water play and are aware of two-dimensional shapes, learning the names of common ones. They develop their spatial awareness during playground games and hall activities, using hoops and mats.
- In reception, children continue to use play as well as number rhymes, songs and stories, to reinforce number awareness. For example, in their topic on the supermarket and on a trip to the local shop they begin to use money. They use outside play to practice numbers one to 10 in a fishing game, and use the sand tray and cooking activities to weigh and pour, using non standard units.
- They are beginning to match numbers to symbols and sounds. Able children are beginning to add numbers together. They use two and three-dimensional shapes during craft activities.

Knowledge and Understanding of the World

- In nursery, children have a good knowledge of living things, based on work in the school grounds and stories. They show awe and wonder when looking after chicks, and develop a sense of the community when studying "homes".
- They conduct surveys as, for example, on a project on food, they researched favourite cereals. They are very curious about the world and constantly ask questions.
- They are fascinated by other cultures and enjoy dressing in Saris and listening to Chinese classical musical. Some find China on the globe. They particularly enjoy recalling favourite stories about multicultural aspects of the Hindu religion.
- Regular cooking sessions help the children learn about food and where it comes from. They also investigate material changes, for example, when cooking activities led them to understand that cakes cannot be changed back into the original ingredients. They use a spring balance to weigh and compare weights of ingredients.
- Children talk about past scientific investigations and develop their problem solving skills. For example, they describe how water can turn to ice and how they move toys by pushing and pulling.
- Regular reminders of school routine help the children develop a sense of time. Discussions about weather and outdoor play enable them to become aware of the different types of clothing to use throughout the seasons.
- In reception, children understand the nature of some habitats in the school grounds and make observational drawings and models from dough of creatures that live there. They extend their knowledge of materials and their properties when they make a comprehensive study of the materials used in St Asaph Cathedral.
- During a topic on 'Ourselves', children develop a sense of chronology as well as acquiring an awareness of people who help them in their lives, through studying the work of the local policeman, nurse and postman who all visit the school to support the topic.
- Harvest celebrations and cooking sessions extend their knowledge of familiar food and where they originate as they make pizzas. They learn the health and safety issues of handling a cooker.
- They continue to develop the scientific skills acquired in nursery, for example they learn that they need to put energy into pull and push toys to make them move.

- They enjoy Bible stories such as Moses and the Five Loaves and Two Fishes and stories from other cultures. They dramatise these for assembly or in their puppet theatre.
- In both Nursery and Reception, children use the computer with confidence and make rapid progress in their handling skills. Many use the computer independently. They choose a programme and respond effectively to its contents. In reception, they create pictures using mouse skills.

Physical Development

- In the nursery, children have an awareness of their bodies and body growth in their study of "Ourselves" and move around the room confidently with increased control and co-ordination. They use a range of small and large play equipment with increasing skill (for example, bicycles, balls and bricks). They move suitable wheeled toys around obstacles, handle small tools and objects with increasing control, as, for example, when cutting wood to make collage pictures. They are beginning to understand the difference between running, walking and jumping during activity sessions, playground games and outdoor play.
- They are beginning to develop spatial awareness through music and action songs. Children sustain concentration well and enjoy tactile experiences such as those provided by scented play dough, which they push, pull, roll and cut. They further develop their fine motor skills by using small construction kits, scissors, paint brushes, felt pens and pencils with increasing confidence. Children manipulate pieces of a jigsaw and fit together construction apparatus. They show good co-ordination when pouring water and sand into different containers.
- In reception, children build on the fine motor skills developed in nursery. They dress and undress themselves including fastening their coats.
- They develop their balancing and gross motor skills on an indoor climbing frame and physical education apparatus in the school hall. They are aware of the different forms of moving and walk, crawl and travel on the floor, on benches and low apparatus.
- They have an increasing control of writing equipment as they practise letter patterns by tracing and tactile activities, such as writing in thick paint and sand. They enjoy squeezing, pulling, cutting and moulding activities, when making cheese and tomato wheeled pizza, and continue to develop their fine motor skills by using more complex construction toys and 'small world' equipment.

Creative Development

- In the nursery, children respond to, and enjoy rhymes, music and music-making with a range of instruments in English and Welsh. They name simple untuned instruments. They particularly enjoy the multi-cultural element, for example Chinese classical music.
- They use a range of materials to produce creative images in the form of individual paintings, observational drawings of reading-book characters and collage-type constructions. They respond to dance during movement lessons and to the rhythms provided as part of the topic work, for example the 'conga', as part of the 'party' topic.
- The children make choices about colour and medium and discuss their work-in-progress. They become thoroughly engrossed in role-play in their creatively constructed 'under-sea cave', where all children enjoy dressing up as sea creatures. They also act out stories through drama and puppets.
- They confidently enjoy using a variety of tools to produce effective, repeating printed patterns. They successfully make bags and party invitations using wrapping paper made from finger paintings. They display their cutting and gluing skills when producing

'supermarket food', using junk materials, and individual collages from two-dimensional shapes.

- In reception, children build on the music-making skills established in Nursery to use a wider range of instruments. They use a range of equipment to produce work that includes colour-mixing and the use of various thicknesses of brushes, pastel and felt pens. Their observational drawings on plants for the 'spring' frieze are more focussed and demonstrate their ability to follow line and detail. They explore wax-resist patterns and brass rubbing, as part of their project on St Asaph Cathedral.
- Children talk about their pieces of art completed over a period of time, explaining their interpretations. Their figure drawings are developing into recognisable body parts, and they successfully use pastel to produce good quality drawings of flowers.
- They respond to dance during movement sessions and to stories told as part of their music scheme. They particularly enjoy the Sleeping Princess. They act out Bible stories for class assemblies and use the puppet theatre to explore feelings and moods.

Personal and Social Development

- In the nursery, children make very good progress in their personal and social skills. They settle quickly into the well-established routine within the nursery, moving confidently between activities, and making individual choices, taking account of the number already taking part.
- They listen and respond well to direction from the staff and take turns to instruct their peers during small group time and tidy up time. They behave well and readily share and take turns, particularly when sharing resources. Most are independent in personal hygiene and the majority dress themselves for outdoor play with help.
- In reception, children continue to make good progress. Most sensibly share equipment and resources. They take turns during formal and informal activities and, with help, tidy up at the end of each session. They listen to the view of others and appreciate the efforts others make to produce work. They show respect for others and their belongings and understand the difference between right and wrong.
- They follow directions when working in the whole-class, group or individual situation and independently choose their own activities.
- They concentrate on give and take and complete their work with enthusiasm.

Shortcomings

- In reception, children do not always apply the listening skills acquired in nursery. In particular, they do not always listen carefully to other children.
- In reception, children do not always successfully extend their understanding of the wider world or produce work which reflects their individual creative talents.
- Children in nursery do not always have sufficiently developed balancing skills as a result of the lack of available indoor or outdoor climbing equipment.
- Physical development for children in reception is impeded by the limited opportunity to develop their gross motor skills, by using suitable sized wheeled toys in a secure outdoor play area.

English

Standards of achievement in English are good in KS1 and very good in KS2. By Y6, pupils attain levels that are well above national averages and at the highest level when compared with similar schools.

Good features

- Throughout the school, pupils listen attentively to staff and each other in whole-class and group activities. At KS2, pupils listen carefully, sometimes for long periods of time, in response to a wide range of situations and stimuli. They demonstrate good recall and understanding of what has been said or read. They are eager to take part in discussions and express their own point of view, whilst appreciating the comments of others.
- Speaking skills develop well. Across the school, pupils are confident and articulate. At KS2, they respond maturely in discussion and express their opinions in accurate and concise language. Pupils in KS1 speak readily and articulately to each other, to the class and to visitors, in their literacy sessions. Key Stage 2 pupils make very good progress in literacy, through role-play and drama activities.
- At KS1, pupils have good knowledge of the sound that letters make and tackle new words and texts confidently. Pupils read 'big books' accurately as a class and follow the text well. Pupils' reading diaries show regular reading at home. Upper KS1 pupils clearly understand terms such as 'author', 'illustrator', 'publisher' and 'non-fiction'.
- As they progress through the school, most pupils learn to distinguish between fiction and non-fiction and enjoy reading both types of books. At KS2, most pupils read challenging texts independently, accurately and fluently. They recall earlier parts of a story well and talk confidently about favourite books and authors.
- Pupils understand how to use reference books and are very aware of the potential of computer software for accessing information. The majority of pupils are confident in the use of the dictionary and thesaurus.
- Pupils learn to scan text and skim for information and make good use of the library to discuss and practise what they have been taught. Pupils scan text effectively on CD-ROM and Internet information.
- Across the school, pupils' written work is of a good standard. Pupils write for a range of purposes and audiences, including formal and informal letters, report diaries and imaginative stories. They show pleasure in writing poems and use images effectively. They make good progress in spelling and handwriting skills.
- Pupils with SEN achieve well and benefit from the good help they receive for their particular difficulties in language.
- At KS1, pupils copy words and put them into sentences accurately; most are confident early writers. They are given suitable opportunities to write freely and some show good extended writing skills.
- At KS2, pupils' writing is organised, imaginative and clear. They use words precisely and make imaginative choices of vocabulary. In KS2, there are examples of extended writing in all areas of the curriculum.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement in mathematics are good in KS1 and very good in KS2. By Y6, pupils attain levels that are well above national averages and better than in three-quarters of similar schools.

Good features

- Key Stage 1 pupils build successfully on the mathematical development they have achieved in the early years classes. They increasingly develop and display effective communication skills as they acquire and use the language of mathematics and apply this to establish a secure process of mathematical reasoning. They learn to recognise patterns and relationships and try to find rules to explain them. As they move through the school, pupils refine and develop these skills, using and combining their knowledge from all aspects of mathematics to solve problems by identifying and carrying out the appropriate mathematical operations. The oldest pupils show considerable skill in identifying and focussing on the important information and discounting irrelevant detail in a set problem. They devise appropriate addition strategies and apply their knowledge, for example of tests for divisibility, in a range of contexts.
- Younger KS1 pupils confidently recognise and order numbers to 20 and apply this in various contexts, including 'shopping' to relate their number skills to money. They recognise the value of coins and select appropriate coins to produce a given total in change. Older pupils extend their knowledge to include numbers to 100 and learn their two times table, relating this to doubling quantities, including the numbers in a group of pupils. They are familiar with the conventional mathematical symbols and understand the basic principles of addition and subtraction. They have a good understanding of time and read hours and half-hours from a clock face.
- Younger pupils name the common two and three-dimensional shapes and identify them by reference to some of their properties. Older pupils increasingly use standard measures in length, weight and time. They develop an understanding of reflective symmetry. They complete block graphs to display information about their class and interpret the information in those graphs.
- Younger KS2 pupils have a secure understanding that the position of a digit within a number reflects its value and use this knowledge to carry out written or mental calculations involving units, tens, hundreds and thousands. They work confidently with simple fractions, creating halves and quarters by folding. They measure accurately using a ruler for distance and a stopwatch for time. They develop a secure understanding of the relationships between mathematical operations; they conduct multiplication as repeated addition and carry out and explain inverse operations.
- They find areas by counting the squares covered by a two-dimensional shape. They discover that some shapes will fit together in a continuous pattern, while others will not. They know that angles represent measurements of turning, using whole, half and quarter turns, relating these to the number of degrees in each. Higher-attaining pupils include working with 45 degree angles and know that these represent half of a quarter turn.
- Older KS2 pupils use a wide range of mathematical vocabulary to interpret mathematical processes and explain their methods. They are familiar with a good range of mathematical terms, symbols and conventions. They understand the principle of the 'magic' square and use their computation skills in a variety of settings. They round numbers to the nearest 10, 100 or 1000 and use this in estimation or to check answers when using a calculator. They work confidently with positive and negative numbers and quantities.

- Pupils extend their understanding of place value to two places of decimals and apply that understanding in problem solving activities. They recognise equivalent fractions and convert confidently between decimals, fractions and percentages.
- They work with more complex two and three-dimensional shapes and work out the perimeter and area of two-dimensional shapes, expressing the answers in correct units. They extend their understanding of measures to include calculating the volume of solids. They use simple co-ordinates to identify and communicate a position on a grid. They show good understanding of reflective and rotational symmetry and demonstrate this by producing their own designs based on rotational symmetry.
- Pupils develop a secure understanding of the principles of probability, determining whether an event is certain, likely, unlikely or impossible. They understand and use the range of averages, recognising the distinction between 'mean', 'median' and 'mode'.
- Throughout both key stages, pupils make confident and effective use of ICT, including calculators. They use computer programs to underpin their basic skills in decision-making and in data handling. By Y6, they use control programs to demonstrate rotation and to create two-dimensional representations of three-dimensional shapes.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement in science are good in KS1 and very good in KS2. By Y6, pupils attain levels that are well above national averages and at the highest levels when compared with similar schools.

Good features

- Pupils develop good investigative skills and apply the principles of scientific enquiry well. In both key stages, pupils make predictions, which they record and compare with the outcome of an investigation. They use the computer to record their results. They make good use of the facilities of out of school scientific centres, such as The Legacy Ecology Centre and Delamere Forest, to enhance their scientific skills.
- In KS1, pupils apply familiar scientific concepts to unfamiliar situations, seeking out scientific questions to be investigated. In Y2, they demonstrate their understanding of fair tests, for example, when studying forces by investigating the distance travelled by vehicles down varying slopes.
- In KS2, pupils study the practical application of science and how it affects their daily life. For example, in lower KS2 they investigate the durability of carrier bags in their topic on material.
- Pupils in upper KS2, present their ideas in a form that can be investigated and conduct detailed experiments using higher order scientific enquiry skills. For example, they devise experiments to investigate how sound travels. They justify their predicted outcomes, take precise measurements and keep a systematic record. They record results in various forms, including the computer, and draw conclusions that fit patterns. Pupils offer simple explanations for differing results, based on scientific knowledge and understanding.
- Pupils in both key stages demonstrate a positive attitude and sound knowledge about living things, through studying the life cycle of plants, and about inanimate objects, through the study of materials and their properties.

- Key Stage 1 pupils understand simple circuits and use switches. They apply this knowledge to their construction models. They devise simple experiments to illustrate physical processes, such as melting and solidifying and magnetism. They also study their immediate environment in great detail by visiting a local conservation area.
- Pupils in both key stages show due regard for health and safety, use age appropriate vocabulary and possess the skills to use suitable scientific equipment such as microscopes.
- In KS1 and KS2, pupils develop a good knowledge and understanding of classification. In KS1, pupils discuss simple categories such as natural and man-made materials, whilst older pupils extend this to include 'flexible and non-flexible', 'solids, liquids and gases' and a variety of rock and soil classification.
- In KS2, pupils use a range of primary and secondary sources to gain information about plants and mini-beasts. They also use the extensive grounds for practical surveys and observations, taking the opportunity to apply their scientific understanding of key concepts to varying situations, and build on the good practice acquired in KS1.

Shortcomings

- There are no significant shortcomings.

Welsh as a second language

Standards of achievement in Welsh as a second language are good in both key stages.

Good features

- Pupils respond well to incidental spoken Welsh at specific times during the day. Learning strategies, such as *Helpwr Heddiw*, are very effective in reinforcing previous work, and pupils use an appropriate range of phrases and vocabulary at the beginning of each school day.
- Pupils have learned a wide range of hymns, songs and prayers, which they use during acts of collective worship and, as appropriate, throughout the school day.
- Pupils in KS1 build on their experiences of learning Welsh in the nursery and reception class by speaking clearly and correctly. Pupils use a basic range of sentence patterns well. They ask and answer questions confidently and, by the end of the key stage, sustain simple conversations using a variety of phrases and sentences.
- Pupils in KS2 read increasingly confidently and fluently. With support and guidance, pupils' writing skills develop well; they vary sentence constructions, writing in several formats, such as letters and dialogues.
- Pupils' positive response to the *Helpwr Heddiw* session at the beginning of the school day has led to them contributing to a county video demonstrating good practice.
- Pupils recognise Welsh as a living language, and this is underpinned by a wide range of bilingual signs in the school and a focus upon those in the community. This awareness is further developed through the extent to which Welsh culture is prominently featured on display boards throughout the school, helping to create a Welsh ethos.
- Year 6 pupils visit Glan Llyn and participate in the county organised Welsh Quiz. This enhances their progress in Welsh as a second language and helps to raise standards of achievement.
- All pupils show a positive attitude to learning Welsh and have a good awareness of Wales and its heritage through the promotion of *Y Cwricwlwm Cymreig* and activities such as the

Clwb Cymreig after-school club, the Cadi Ha Welsh Dance Festival and the St David's Day Eisteddfod.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement in design and technology are good in both key stages.

Good features

- By the time pupils arrive in KS1 from the reception class, they have already demonstrated good creative design skills and manipulative techniques and these are very successfully built on. Key Stage 1 pupils use a good range of materials in developing knowledge and skills. They increasingly show good understanding of the processes involved in both designing and making.
- Year 1 pupils use simple levers and linkages to make two-dimensional moving pictures and apply this skill to creating Easter cards. They relate the movements they have used to tools and equipment, for example, comparing their levers with the way that scissors work.
- They look at structures in a study of playgrounds and model some of the equipment using construction kits as well as cutting, shaping and joining resistant materials to replicate and explore the structures in use. They report their investigations and the way in which their designs progressed, evaluating the outcome and considering how they could have improved on their work.
- When working with food they investigate healthy foods and carry out taste preference surveys for different fruits, classifying them according to characteristics. They prepare a fruit salad, giving good attention to the effect of presentation on the way a product is received. They handle a range of tools with safety, care and competence, and understand and follow hygiene rules well.
- In Y2, pupils combine their previous learning about structures and mechanisms when they design and build wheeled vehicles using either fixed or rotating axles. They apply understanding of motion transfer when they create 'wind-up' toys such as a model well.
- They develop good understanding of the issues involved in working with textiles as they design and make colourful puppets, including stick, rod, paper bag and glove puppets. They use a range of fastenings when they create a replica of 'Joseph's coat' for a teddy.
- Key Stage 2 pupils work with a range of material and very good progression is seen in the design element of their work. They show good awareness of the importance of research, evaluation and disassembly of examples of products to develop ideas that they refine or adapt to meet their particular brief.
- They understand the importance of considering the intended user, identify the materials, equipment and processes that will be involved and determine the order in which they will carry out their tasks, as when Y3 pupils construct a photograph frame. They draw successfully on their previous knowledge, for example, recalling how by folding and rolling paper, it can be made to provide strong structures.
- They understand the way in which packaging and presentation play a part in design, as they design packaging for foodstuffs. This understanding is well established to the extent that a pupil at the school recently won a nationwide competition to name a new ice-cream product for a national retailer.

- When working with textiles, KS2 pupils investigate products on the market for fitness for purpose and apply this to their own design for a bag. They explore different ways of joining materials and use a range of finishing and decorative techniques. They identify the skills that they will need in making their product and securely relate their evaluation to the design brief as well as their original design.
- They apply their knowledge of linkages to creating moving puppets to present a performance depicting events and characters in a reading book series. Older KS2 pupils apply their knowledge of cams to create a moving toy for a younger child.
- They extend their knowledge of food technology well as they examine and evaluate a range of biscuits as the first stage in designing and making their own. Having produced a basic design, they consider improvements in production and presentation in the course of making an improved product.
- By Y6, pupils are confidently applying design skills and processes in a range of contexts. They look at the principles involved in the design of shelters using different materials and serving different purposes. They design, make and evaluate slippers, using a range of compliant materials.
- Recently, working in teams, they took part very successfully in a Construction Industries Training Board initiative, designing and building an accurate scale model of the school using 'Lego'. They learned about scheduling work to ensure efficient completion of each stage on time and developed a very high level of teamwork, using each other's strengths to ensure the most efficient implementation of designing and building the model. In the process, they learned a great deal about design and construction in the real world and they talk enthusiastically about their involvement.
- Pupils make increasing and effective use of ICT in their work in this subject when they use a range of skills for communicating and planning, as, for example when they plan a birthday party for a friend using an on-line directory of tradespeople.
- Throughout both key stages, pupils show great care in handling materials and equipment and respond very well to the clear safety rules and risk assessments that inform each project.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement in information technology are very good in both key stages.

Good features

- By the time pupils arrive in Y1, their previous experience ensures that they are already familiar with a range of information retrieval systems and electronic controls and switches, including the interactive whiteboard, and that they have developed good skills in operating them.
- In both key stages, pupils' confidence in using ICT hardware and software develops strongly; they acquire very good knowledge of applications and processes and this enables them to deploy their skills in a wide range of circumstances.
- Key Stage 1 pupils use a simple word-processing programme to assemble and edit text, for example, when writing stories. They use the mouse with confidence to select and manipulate

on-screen images, for example, labelling the parts of the body on a line drawing. They select and change the font and size used for text and print out their work.

- They locate material on CD-ROMs, such as encyclopaedias, and print the information they retrieve. They use a simple modelling program to make decisions as they simulate town planning, placing objects and buildings where they feel they should go.
- They give simple sequences of instructions to a programmable toy in order to control its movement around a grid. They confidently use a paint program to design and reproduce pictures using a range of tools to paint, spray, fill, pencil and choose colours.
- They use basic data-handling applications to collate and present data about themselves and others in the class in the form of two and three-dimensional bar graphs, pictograms and pie charts. A simple desktop publishing program is effectively used to combine text and graphics in creating an attractive Mothers' Day card.
- In KS2, word processing skills continue to develop well as pupils begin to use a standard package. Younger pupils produce work using a range of different fonts. They use additional keys such as 'space', 'enter', 'shift' and 'delete/backspace'. They use the formatting elements on the menu bar to cut, copy and paste text, to centre it on the page and to preview the printed outcome. They insert text boxes into which they enter text and insert and manipulate clipart images and pictures they have taken with the digital camera and downloaded themselves, to produce posters and other display materials. They demonstrate more advanced desktop publishing skills, using borders and shading to enhance their work.
- They use search engines effectively when using the Internet to research information, for example about St Asaph and other cathedrals, working independently in the library. They select the material that is most useful and relevant, recognising that one difficulty with the Internet is that there is so much information that it is easy to be overwhelmed or to lose sight of the original question. They capture images from websites and incorporate them into presentations, as with 'Flint then and now'.
- They continue to develop their understanding of control systems, programming the 'roamer' to carry out increasingly complicated instructions, setting out and recording the whole sequence before entering it. They evaluate the outcome and, where it was unsuccessful, use the record to trace where the error occurred. They understand the role of sensors in collecting and transmitting information, looking at how they are used, particularly as safety devices to switch off appliances or switch on alarms.
- They have a good understanding of real-life applications such as barcode readers; they confidently demonstrate their use in managing the library, scanning both book and pupil barcodes to establish an electronic record of the whereabouts of books.
- By the end of KS2, pupils are very confident and show an increasing ability to 'troubleshoot' when difficulties arise. They routinely achieve a high standard of presentation in their work, increasingly applying their skills to work in other subjects. They develop a story board for a multimedia presentation to illustrate their work in geography, creating individual slides in pairs and combining to agree on transition slides to produce a coherent class presentation. They confidently give a slide show of their previous work, which includes digital camera images, and demonstrate how they might wish to enhance it with additional effects.
- They use spreadsheets with increasing competence to model functions and the effect of changes in variables on outcomes, for example in creating a currency conversion chart for a country they are studying or to create a 'holiday budget' spreadsheet to explore the impact of changing costs.

- Very good use is made of the interactive whiteboard in both key stages, both in information technology lessons and for cross-curricular activities. Pupils use it very confidently to show their skills and knowledge across a range of applications and learn very well from its use for demonstration when used by the teacher.

Shortcomings

- There are no significant shortcomings.

History

It was not possible to observe any lessons during the inspection period because of timetabling arrangements. Judgements are based on analysis of pupils' work in their books and on display and discussions with pupils and with teachers. Standards of achievement in history are good in both key stages.

Good features

- Pupils enter Y1 with an appropriate understanding of past events in their own lives and of those within their family. They begin to understand that change takes place over time.
- Pupils in Y2 explore the past through stories about Susan Rees, the pit girl, and Florence Nightingale. They understand that certain people and events have been of great significance.
- By the end of KS2, pupils have developed an understanding of a number of periods of history including those of the Celts, Vikings, Tudors, Victorians and the Second World War.
- Pupils have a good sense of chronology and use time lines to work out various periods of history. Pupils record their work appropriately, with a good balance between free writing and worksheets.
- Year 4 pupils have used a range of sources of information to produce interesting work on 'Houses and Households' from cave dwellings to modern times.
- Year 5 pupils have studied the industrial development of the Dee Estuary. They have visited Flint Town Hall and handled artefacts, for example the Mayor's robes.
- Year 6 pupils have a very good understanding of life in the Second World War. They have visited the theatre to see 'Flora's War'. Pupils interviewed older members of their families to increase their understanding of what it was like to live in Wales during World War II.
- Pupils' historical knowledge and understanding of times past is enhanced by 'hands on' experiences such as handling artefacts, role-play, and visits to places of historical significance, such as Chester and Conway Castle.
- The subjects make a good contribution to pupils' spiritual and cultural development. This was clearly to be seen in Y4 pupils' remarks following a visit to St Asaph Cathedral. Pupils develop a good ability to consider the thoughts and feelings of people in times past.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in geography are good in both key stages.

Good features

- At KS1, almost all pupils understand how to record weather conditions and the major effects of extreme weather.
- Year 1 pupils study the local area and identify various main buildings in the vicinity. Pupils are beginning to develop a basic knowledge of scale and distance. They draw up their own maps of the local area, using keys and symbols.
- Year 2 pupils have visited a neighbouring farm and mapped a trail in the community. They have compared Flint to a rural area and visited the Legacy Ecology Centre.
- Pupils in KS2 make steady progress in all aspects of geographical skills. They have a strong sense of protection of the environment. They use maps of various types. Many pupils describe the effects of exploitation of the rain forests, and very good work is seen when they describe and compare their own lives and those of the inhabitants of St Lucia.
- Younger KS2 pupils have studied Flint as a town within the wider context of Wales. They compare Flint to another town in North Wales (Conwy). They compare two different Welsh rivers (the Dee and the Conwy). They have visited the weather station at Loggerheads.
- Younger KS2 pupils confidently use two figure coordinates locating position on a map of a town. Older KS2 pupils have developed their orienteering skills at Nant Bwlch Haearn outdoor centre.
- In their extensive study of St Lucia, Y6 pupils have compared life in Castries and Flint and this enables them to articulate the difference in ways of life.
- At KS2, good opportunities are taken to apply skills and use mathematics, literacy and information technology skills through graph work, poetry and art to give breadth and relevance to pupils' knowledge and understanding. They use geographical vocabulary appropriately and accurately.
- Pupils' progress in developing an awareness of contrasting localities is enhanced by visits to other areas by pupils across both key stages.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in art are satisfactory in both key stages.

Good features

- In KS1, pupils develop a visual understanding of line, tone, colour, pattern and texture in topic-related work as, for example, in Y1 work on observational drawing as part of their St David's Day celebrations.
- In KS1, they record images effectively from direct observation, for example, as they sketch and reproduce images of flowers and plants for spring time, in pencil and pastel.
- In KS1, pupils' skills and knowledge of shape and form develop well and they produce increasingly detailed work. They make effective printing patterns using various objects and produce collage work from a variety of material including textiles and wood.

- In KS1, pupils make effective use of junk material to make and decorate wheeled toys.
- In both key stages, pupils respond practically to the methods and ideas of others and use age-appropriate vocabulary.
- Pupils, throughout the school, appreciate the work of various artists in residence, taking the opportunity to extend their large scale painting and printing skills.
- In KS1 and KS2, pupils use a variety of media such as paint, chalk, pastels, textiles, wood and glass. For example, Y4 pupils develop glass and silk painting skills, during a topic on mini beasts.
- In KS1, pupils appreciate their own work and that of others. In KS2, they are beginning to evaluate and modify their own work and offer constructive comments to others.
- In KS2, pupils are beginning to build on the skills acquired in KS1, for example when they interpret tone and shade, during a weaving project, incorporating colour, line and texture. They develop their work with textiles as they print on fabric to make purses and on silk to make scarves.
- In KS2, they visualise their moods, feelings and imagination using music as a stimulus, for example, when depicting emotions linked to the St Lucia hurricane.
- In upper KS2, the pupils are beginning to make use of sketch books to record observational drawings.

Shortcomings

- Some pupils produce work which lacks an individual creative element.
- More talented pupils are not always extended to acquire age- and ability-appropriate skills.
- Pupils do not sufficiently use examples from great artists to enhance the depth of their creative skills.

Music

Standards of achievement in music are good in KS1 and very good in KS2.

Good features

- By the time they arrive in KS1, pupils have learned basic musical skills and appreciation as a result of the very good experiences they have had in the early years provision. They build effectively on these attributes in all aspects of the subject.
- Singing throughout the school is of high quality. Key Stage 1 pupils perform with great enthusiasm and good regard for tuning when they sing a range of hymns in hymn practice and the KS1 assembly. They readily learn both words and music when these are taught by rote. Key Stage 2 pupils sing very well when they practise hymns in both English and Welsh.
- A large number of pupils participate in the school choir, which regularly performs both within the school and at other locations, both as a school choir and in conjunction with other schools. Successful experiences of singing at St Asaph cathedral have included an invitation to one pupil to join the cathedral choir.
- Pupils show good listening skills very effectively in a range of settings and these improve as pupils mature. They listen attentively to music by the 'Composer of the Week' in assembly and talk about other work by the same composer. Year 2 pupils listen carefully to a song and perform actions that mark the rise and fall in pitch. They identify pitch patterns from

standard notations and relate visual representations of simple musical figures to scores represented by lines of different shape. In Y3, they look at the pitch structure of '*Ar hyd y nos*', noting that the recurrent theme has an upward direction.

- Pupils in KS1 become familiar with a range of musical elements. They use chime bars and other percussion instruments to sustain a steady pulse to accompany performance and used tuned instruments to perform simple melodies and accompaniments. Year 2 pupils improvise and arrange compositions using a variety of sound sources, performing these to an audience both within the class and more widely.
- They recognise a range of tuned instruments and make good progress in learning to play them. All pupils have the opportunity to learn the recorder and the majority make good progress. Many participate in the school recorder group that sometimes accompanies hymn singing during assemblies. By Y6, pupils sustain their own part in a two or three part harmony when they perform '*Ode to a blackbird*' and '*O Jacky was a sailor bold*'.
- Key Stage 2 pupils develop their skills very well as they increasingly demonstrate the ability to sustain an individual instrumental part in a group performance. They learn to be aware of others, listening carefully to other parts in order to use their developing control of the sounds they make to make an effective contribution to the overall performance.
- Younger pupils show a good understanding of rhythm as distinct from pulse, explaining the difference. They distinguish between two beats in a bar to represent Saxon marchers and three in a bar for Celtic horsemen. They select and use a range of percussion instruments, working in two groups to enact the rhythm of a battle between the two sides.
- They combine very effectively in groups to compose simple rhythmic pieces and select and combine a range of sounds to produce a specific atmosphere, recognising the influence different music has on mood. They listen to music from a wide range of sources and consider how each affects their feelings.
- They explore the way in which instruments are used to produce sound, as when they design and make a range of instruments as part of a design and technology project. They know, for example, that the shorter the chime bar, the higher the pitch will be and apply this understanding to tuning guitar strings.
- Older pupils listen carefully to music from a range of cultures and identify significant features. They participate enthusiastically in a simple 'call and response' chant, pacing out the rhythm and distinguishing between three and four beat pulses. They recognise the Oriental character of a piece entitled '*Caravan*' and understand how it evokes an image of camels in the desert. They identify and learn an ostinato figure and sing it against the tune.
- A number of pupils from Y4 onwards achieve very good standards in individual instrumental performance in, brass, woodwind and strings, supported by the work of peripatetic teachers. They improve their performance through enthusiastic and committed approaches, using lunch-times to engage in individual and group practice that they organise themselves. They read confidently from standard staff notation and take good account of marks of expression. They use their skills to perform in groups in school assemblies. They take and pass externally accredited examinations.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in physical education are good in both key stages. In swimming and dance at KS2, they are very good.

Good features

- Throughout the school, the principle is well established that pupils change into suitable clothing for physical education. They show a strong commitment to the subject, working conscientiously at all times. They understand that warm up activity helps to prepare the body for activity and avoid the risk of injury; they work hard to prepare themselves for the lesson. On occasions when pupils do not participate for any reason, they are generally expected to complete a report in the lesson and participate in any assessment that takes place so that they continue to feel fully involved.
- In KS1, pupils participate enthusiastically but sensibly in warm-up activities. In gymnastics, they show good levels of agility in making thin, wide and rounded shapes, together with good imagination in the variation in the use of parts of their body on which to balance. They combine these balances effectively with movement to form a sequence that they learn and repeat, both on the floor and using low apparatus.
- Key Stage 2 pupils participate enthusiastically and skilfully in lessons in dance. Younger pupils use large movements very well to represent activities 'out and about', following a taped movement programme. They move very effectively to the music, matching their work rate to the changing tempo of the music. Older pupils show great confidence as they demonstrate securely learned sequences, combining very well in groups to produce a 'Caribbean Carnival' dance. They show very good awareness of the role of stillness in marking the beginnings and endings. They make constructive and perceptive evaluations of their own and others' performances and show good imagination in suggesting extensions.
- They extend their ability to develop gymnastic sequences, combining travelling modes and balance positions both individually and working in pairs and small groups. They increasingly participate in mutual self-assessment, identifying good features and ways in which work can be improved. By Y6, pupils show good control when performing slow transitions from one 'highest' balance shape to another. They know the conventional stance for signalling the beginning and end of a gymnastic sequence. The highest attaining pupils work very effectively together to produce related, reflective or imitative balances within a sequence.
- Pupils make very good progress in swimming as a result of repeated opportunities from Y3 onwards. Although many begin as non-swimmers, all pupils attain the expected (25 metre) standard with many attaining longer distances. In Y6, some pupils go on to follow training courses that lead eventually to survival awards.
- Throughout the school, pupils make good progress in developing and refining basic techniques in running, throwing and jumping. They increasingly achieve greater speed, height and distance. Pupils from across the school participate enthusiastically in a range of athletic events on sports day.
- Pupils make very good use of a wide range of extra-curricular activities, both at lunchtime and after school, related to games, including hockey, netball and football, and dance. These make an important contribution to the development of pupils' skills. As a result, boys and girls perform well in teams, particularly in football, where the school has been accredited by the Football Association of Wales. Some pupils are selected for the Flint schools' team.
- Pupils also perform very well in dance performances at venues such as Clwyd Theatr Cymru as part of the Flintshire dance festival and participate in the Cadi Ha festival in May each

year. Most recently, pupils participated very successfully in 'Chances for Dances' at a local high school where they performed an original dance entitled 'All that Jazz'. During the inspection, in an additional after-school rehearsal, they showed a high level of preparedness for this year's Flintshire Festival later in the month.

- Pupils in both key stages show good awareness of the need to behave safely in physical education lessons and take good care to keep themselves and others safe. They work carefully and safely when lifting, handling or using apparatus, both when getting it out and putting it away.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement in religious education are good in both key stages.

Good features

- Pupils, in both key stages, recall a range of Bible Stories and distinguish moral elements relating to their own lives and the lives of others as for example, when Y4 retell the story of the Good Samaritan and link it to their own experiences.
- Pupils are aware of the characteristics of sacred books and their importance to the believers.
- They acquire a good understanding of some beliefs and rituals of the Christian faith as a result of visitors into school and visits to churches further afield. For example, during a comprehensive study of St Asaph Cathedral, lower KS2 pupils explore the significance of symbolism and artefacts associated with the Cathedral, people who work there and ceremonies performed, such as christenings, communion and weddings.
- Pupils understand that churches are special places and discuss aspects of religious beliefs, practices and lifestyles whilst attempting to answer appropriately searching questions ranging from 'Why was it called the last supper?' in KS1, to a definition of the qualities of leadership in the Christian faith in Y6.
- Through a well-planned curriculum, pupils throughout the school learn tolerance, kindness, sharing, caring and respect for others. In KS2, they increasingly recognise that there are different religious viewpoints, and know each individual has a right to hold a different view from their own.
- Pupils, from both key stages, use age appropriate vocabulary and respond empathetically to the beliefs of others.
- Key stage 2 pupils extend their understanding and respect for other religions by studying the beliefs, festivals and symbolisms of Hinduism and Judaism. They discuss similarities and differences between them and compare them to Christianity. Year 6 pupils are particularly knowledgeable about the Jewish faith and its contrasting lifestyle and doctrines.
- In KS2, pupils recognise key figures in their faith and that of others and their effect on the development of the religion across the centuries, for example, Mary Jones and Bishop Morgan.
- In upper KS2, pupils understand that religious beliefs inform lifestyles and link them to the moral guidance given in their own experience, for example, using the story of David and Goliath, when referring to bullying in the community.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in January 1998 and the inspection report identified a considerable number of substantial key issues for action, covering the need to:

- Devise and implement strategies to raise standards of achievement in speaking and listening and art generally, and in writing, music and information technology in KS2;
- Complete schemes of work for all subjects and monitor their implementation, ensuring continuity and progression in pupils' learning and full coverage of NC requirements;
- Establish a whole-school policy for assessment and recording of pupils' progress, drawing together existing practices to provide a manageable system which will be used by teachers when planning pupils' programmes of work;
- Ensure that staff and governors work together to produce a comprehensive SDP which identifies both short and long-term priorities, specific targets, cost implications and criteria for evaluation;
- Introduce an effective system of staff appraisal and take steps to improve the overall quality of teaching;
- Extend the length of the teaching day for pupils in KS2 in line with Welsh Office recommendations;
- Develop the existing policy and procedures for health and safety in order to meet both statutory and school requirements more effectively;
- Ensure that the information provided in the governors' annual report to parents complies in full with statutory requirements.

Since that time, the school has achieved very good improvement.

- Post-inspection action planning backed up by subsequent school development planning, has addressed the many shortcomings in the previous report including all key issues.
- Improvements in provision and practice have significantly enhanced performance in speaking, listening and writing and this is reflected in overall English standards.
- The raised profile and specialist teaching in art and music, together with enhanced teacher skills have a significant effect on standards in these subjects. Music is now very good at KS2 and, although there has been less improvement in art, it is now at least satisfactory with some strong features.
- Improved resources and staff skills have brought about significant improvement in ICT opportunities and pupils demonstrate markedly improved attainment as a result.
- Schemes of work are now in place and used in all subjects to ensure coverage and progression as well as NC compliance.
- There has been a considerable improvement in the range and quality of assessment and the school is now working on making it even more effective and manageable.

- The SDP is comprehensive, based on self-evaluation and staff and governors have accepted ownership of it.
- Performance management structures are in place and are effective in identifying and meeting staff training needs as well as contributing to school self-knowledge.
- The school day now comfortably meets recommendations and is extended by the availability of extra-curricular activities as well as homework.
- Health and safety requirements are now fully met in terms of both policy and practice.
- Information to parents now meets requirements and presents the school well.

In addition, the significant improvement in end of KS2 tests indicates that the school has worked to improve performance in core subjects in addition to those identified in the previous report and there has been a significant improvement in standards in foundation subjects. Teaching has improved from satisfactory to very good overall and there is now no unsatisfactory teaching. Management structures and practices have improved greatly and are now very effective.

8.2 Key Issues for Action

In order to further improve the standards of achievement and the quality of education, governors, headteacher and staff should:

- Address all shortcomings identified in the report in subjects or aspects of the school's work that are satisfactory or good overall and, in particular, raise standards in art to match those in other subjects;
- Improve the facilities for outdoor play for both nursery and reception children; in particular, by ensuring there are secure play areas and providing cover to enable them to be used when the weather is inclement or the sun is hot;
- Complete the review of assessment procedures, ensuring that the outcome is a more manageable system without diminution of the quality and use of assessment information that results.

APPENDIX

A. Basic Information About the School

Name of School	Cornist Park Community Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Ffordd yr Ysgol Flint Flintshire
Post-Code	CH6 5ET
Telephone Number	01352 735657

Headteacher	Mrs M Kendrick
Date of appointment	1 st January 2003
Chair of Appropriate Authority	Mrs M Hanson
Registered Inspector	Dr E Peagam
Dates of inspection	15 th -18 th March 2004

B. School Data and Indicators

Number of pupils in each year group

Year group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	40	39	29	43	26	41	26	244

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.4

Staffing information

Pupil: teacher ratio excluding nursery and special classes	27:1
Average teaching group size	27
Teacher (fte): class ratio	1.1:1
Pupil: adult ratio in nursery classes	9:1

Percentage attendance for three complete terms prior to the inspection

Term	Nursery	Reception	KS1	KS2	Whole School
Spring 2003	89.5	93.3	94.5	94.7	94.4
Unauthorised absence		3.2	1.9	1.1	
Summer 2003	90	94.3	92.9	92.4	94
Unauthorised absence		2.9	1.5	1.8	
Autumn 2003	84.8	87.7	92.1	90.8	90.7
Unauthorised absence		2.1	1.6	1.5	

Number of pupils excluded during 12 months prior to inspection

0

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003					Number of pupils in Y2: 43			
Percentage of pupils at each level								
Teacher assessments		D	A	W	1	2	3	4+
English	School	0	0	0	14	60	26	0
	National	0	0	4	13	63	20	0
Mathematics	School	0	0	0	14	79	7	0
	National	0	0	2	11	63	24	0
Science	School	0	0	0	9	72	19	0
	National	0	0	2	10	66	22	0

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	84	In Wales	79

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 33						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	0	9	52	39	0
		National	0	0	1		1	1	6	16	44	31	0
	Test/Task	School	0	0	0	0			0	0	30	70	
		National	0	2	2	0			5	12	39	40	
Mathematics	Teacher Assessment	School	0	0	0		0	0	0	6	58	36	0
		National	0	0	2		0	1	4	18	45	30	0
	Test/Task	School	0	3	0	0			0	0	64	33	
		National	0	2	0	1			4	18	42	33	
Science	Teacher Assessment	School	0	0	0		0	0	0	9	49	42	0
		National	0	0	2		0	0	2	12	48	35	0
	Test/Task	School	0	0	0	0			0	0	24	76	
		National	0	2	0	0			1	9	48	39	

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

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

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	91	In the school	97
In Wales	69	In Wales	70

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of three and a half days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the scrutiny of 99 returned parents' questionnaires and a meeting with 12 parents;
- the observation of 67 lessons or part lessons, including instrumental tuition, with work in each class being observed by at least two inspectors;
- a scrutiny of pupils' work, and hearing pupils read;
- observation of a range of extra-curricular activities at lunchtime and after school;
- an examination of co-ordinator's portfolios and files as well as assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- discussions with the headteacher and other staff, including subject co-ordinators;
- post-inspection meetings with senior management and governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subjects
Dr E Peagam	Rgl	Standards of achievement Quality of teaching Special educational needs Self-evaluation, Leadership and efficiency	mathematics design and technology, information technology music physical education,
Mrs E Edwards	Lay	Attendance Behaviour Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs J Hannam	Team	Key Skills Assessment, recording and reporting Support, guidance and pupils' welfare	early years science art religious education
Mr D B Morgan	Team	Pupils' spiritual, moral, social and cultural development Curriculum Resources	English Welsh geography history

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