

REPORT

on the

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

**CUSTOM HOUSE LANE JUNIOR SCHOOL
MOLD ROAD
CONNAH'S QUAY
FLINTSHIRE
CH5 4QL**

School Number: 664/2008

Date of Inspection: 24-27 September 2001

By

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Registered Inspector W149/78343

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Custom House Junior Primary School is situated in the small town of Connah's Quay on the Dee estuary. The original school dates from 1881 and it became a junior school in 1946. The school was last inspected in July 1996. The number of pupils on roll is 255. The slight drop in the number of pupils in the school is partly due to a change in the catchment area. The area from which the pupils are drawn is said to be 25% economically disadvantaged though the pupils themselves are neither disadvantaged nor prosperous.

Sixteen percent of pupils in the school are eligible for free school meals. This is only slightly less than at the time of the last inspection. None of the pupils in the school has Welsh as a first language and one percent of the pupils are of Bangladeshi or Chinese origin for whom English is a second language. 70 pupils (27%) are on the register of special educational needs of whom 5 pupils have statements.

The main aim of the school is expressed as "working and learning together to provide a quality education for all in a happy, relaxed and disciplined atmosphere." Clear and detailed targets have been set and prioritised and are evaluated according to well- considered success criteria.

The main targets in the current School Development Plan include: staff development in literacy, numeracy and ICT; identifying pupils with SEN as early as possible; ensuring pupils are taught literacy and numeracy in classes below 30; gaining recognition through achieving the Quality Mark Award; setting targets for individual pupils and class groups and improving on the NCA test results at levels 4 and 5.

The school has already achieved recognition for the Quality Mark Award and has smaller teaching groups for literacy and numeracy and staff development is an ongoing process. It is also an establishment recognised as an "Investors in People" school.

2. MAIN FINDINGS

The main findings of the report

- Custom House Lane Junior Primary school is a good school with very good features in its provision for personal and social education, extra-curricular activities, links with the parents and the community, its objectives for improvement, learning resources and its evaluation and monitoring of development plans. The school has made significant and important improvements since the last inspection in most aspects of its life and work.
- The quality of leadership provided by the governing body, head and staff with managerial responsibilities, is very good. The management of resources in terms of money, staff, time and resources for learning are very good.

- There is a very good match of the initial qualification of the staff to their respective curriculum responsibilities. The training of staff, through a very well planned programme of in- service training, as well as an effective appraisal system, has and continues to be very good. The majority of the members of staff are confident and self- assured of their professionalism and have a better understanding of national curriculum and other requirements.
- The day to day routine administration of the school is very good, as is the standard of cleanliness and care shown by the caretaker and his staff.
- The ethos of the school is good and pupils' spiritual, moral and cultural development is good. Staff and pupils relate well to each other and relationships are good. Pupil' social development is satisfactory and with many pupils it is very good. Pupils' behaviour and attitudes to work is satisfactory. They are polite and courteous and display a high degree of self- discipline in moving about the school and in the majority of classes. In some classes, however, there are incidents of silly and disruptive behaviour, mostly when the class work does not match pupils' abilities or lacks challenge.
- The support and guidance offered by the school is good. Pupils feel secure within the school environment and the pastoral care provided is good. A positive PSHE programme recently introduced is already of benefit and effective. Its impact on pupils' behaviour is at an early stage of development.
- The standards achieved by pupils in the 62 lessons or sessions seen during the inspection are good or better in just over a half and satisfactory in just under a half of the lessons/sessions. In the teaching, the standards are good or better in two thirds of the lessons/sessions and satisfactory in a third. In the best lessons, the pace is brisk and expectations high with challenging work. In the satisfactory lessons/sessions pupils' achievements are limited, the pace is slow and pupils lose their concentration.
- During the inspection the standards in the three core subjects and the other NC subjects are:

English	Good
Mathematics	Good with very good standards towards the end of the key stage
Science	Good
Welsh second language	Good
Design and technology	Good
Information technology	Satisfactory
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Very good
Religious education	Good

- The standards achieved in the key skills across the curriculum are good in speaking and listening and in numeracy and satisfactory in reading, writing and ICT. An assessment

procedure to help pupils maintain progression in their use of key skills across the curriculum is underdeveloped.

- The NCA tests for 2001 for KS 2 show that 92% of pupils attained levels 4 and above in English; in mathematics the percentage was 83% and in science 93%. The number of pupils achieving level 5 in the core subjects was well above the Welsh national average and exceeded the targets set by the school.
- Standards in assessment, recording and reporting are good in the three core subjects and though satisfactory in the other NC subjects are limited in history and geography. In art and religious education, the portfolios of pupils' work for assessment purposes are underdeveloped. Annual reports to parents are of a good standard and provide very good evidence of pupils' knowledge, understanding and attitudes.
- The curriculum is broad and balanced and planning is good. The provision for literacy and numeracy is good and pupils make good progress in their respective teaching groups. Reference to the Welsh dimension across the curriculum is a distinctive feature in the work and pupils achieve good standards.
- The provision for pupils with SEN is good and they make good progress. The arrangements for older pupils in the numeracy and literacy sessions are very good. Other pupils who are withdrawn for extra support achieve good standards. The programme of work enriches and enhances pupils' learning experiences and is a significant improvement since the last inspection. The IEP's are of good quality. The school pays appropriate attention to ensuring that pupils with SEN are not excluded from any aspect in the life and work of the school.
- The quality of partnership arrangements with parent and outside agencies is good and with the community is very good. The information given to parents is good and information about the curriculum and homework has recently been reviewed and refined. Pupils are involved in wide ranging community events that help them in their personal development.
- Since the last inspection in June 1996 the school has fully addressed the five key issues and the action plan in response provides detailed procedures with clearly established success criteria. The progress made since the last inspection is good.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The standards of pupils' achievements in the 62 lessons /sessions seen, are good or better in just over half of the lessons/sessions seen and satisfactory in just under a half.
- During the inspection the standards of pupils' achievement in English, mathematics and science are good, with some very good features in the work in mathematics, towards the end of the key stage.

- Standards are good in Welsh as a second language, DT, history, geography, music, art and religious education and are very good in physical education. In IT standards are satisfactory.
- The 2001 NC KS 2 assessment results show that 92% of pupils attained levels 4 and above in English; in mathematics the percentage attaining levels 4 and above was 83% and in science it was 93%. The number of pupils achieving level 5 in particular in all the three core subjects was well above the Welsh national average and also far exceeded the targets set by the school.
- The targets set for improvement by the school for the current academic year are much more realistic and are based on a more careful analysis of results and on a more effective system of school based assessments in the core subject areas.

3.2 Standards achieved in key skills across the curriculum

Overall standards in speaking, listening and numeracy are good. Standards in reading, writing and ICT are satisfactory.

- Pupils listen very well. They are generally attentive and are able to sustain concentration for long periods of time and can identify the main points of what they hear. Their listening skills are further enhanced by their ability to carry out instructions effectively and efficiently. Good standards in listening were observed during whole school collective worship.
- Pupils demonstrate high standards in speaking throughout the school. They speak with confidence and clarity in a range of situations and to a variety of audiences. By the end of the key stage, the majority of pupils possess a wide vocabulary. This is demonstrated in the quality of questioning and answering techniques and in the mature way they present ideas and views on a range of issues through conversation and formal discussion. Older pupils take part in formal debates where the quality of speaking across the whole range of ability is very good.
- Pupils read well and reading skills develop in line with their abilities. Pupils are encouraged to read for enjoyment, understanding and information and to use texts skilfully. General standards of reading within the subject of English are good but some pupils need to extend these skills to support their work in other subjects across the curriculum.
- Standards of writing across the curriculum are satisfactory. Pupils are able to write in different forms and for different purposes. Technical skills are often good when constructing sentences and attention is paid to spelling and punctuation. Pupils' skills are not fully developed through systematic planning and drafting of their work. Standards in handwriting are satisfactory
- Key skills in numeracy are good. Pupils are able to apply their mathematical skills to wide range of activities across the curriculum when required to make accurate calculations. These skills are particularly evident in science, design technology, history

and geography where results are presented in a variety of tables, graphs and pictures. Mental mathematics is good

- ICT skills across the curriculum are satisfactory. Pupils are able to use ICT tools and information sources to present information. However, ICT is not always used effectively to support other areas of the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Standards in spiritual, moral and cultural development are good. Standards in social development are satisfactory.

- There is a good working relationship among all members of staff and their dedication and enthusiasm is evident in all aspects of school life. Pupil and teacher relationships are good and staff are regarded by pupils as role models. Each pupil is a valued individual and the school provides a safe and secure environment for staff and pupils.
- Spiritual development is evident in the quality of collective worship. They are well planned and follow broadly Christian themes. Pupils take an active part through music, singing and drama. Periods of silent reflection are an important part of acts of worship. Pupils are encouraged to think about current issues and to speak about their inner feelings. Good use is made of the aesthetic dimension in subjects to further develop pupils' spiritual awareness. The local vicar periodically visits school.
- Moral development is good. Pupils, in the main, have a clear understanding of right and wrong. Strong links are in evidence in other curriculum areas such as religious education and geography. They are aware of the needs of people less fortunate than themselves and give practical help through many fund raising activities - a children's hospice, guide dogs for the blind and "Blue Peter" appeals
- Social development is satisfactory. General school rules are in place and each class has a set of its own rules in which the pupils, with staff guidance, have drawn up. Members of the ancillary staff have adopted a scheme, known as 'I'm a Buddy', that effectively promotes pupils' awareness of the different needs of their peers.
- Older pupils are encouraged to behave as role models in promoting good social attitudes and taking pride in their school and environment. Opportunities for more pupils to show greater initiative need to be developed. Pupils in some classes do not always put these skills into practice and do not display the same social interaction. Social skills are also developed through educational visits and extra-curricular activities.
- Cultural development is good. 'Y Cwiclwm Cymreig' is a very strong feature in many practical and aesthetic areas of the curriculum.
- Pupils' response to the school's provision for spiritual, social, moral and cultural is good.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes to their work are satisfactory and the findings are broadly in line with those of the previous inspection.

- When moving around the school, such as to and from assemblies, pupils' behaviour is consistently good. During lunchtime pupils show a high degree of self-discipline; they eat their lunches sensibly and outside they play well together. They are polite, friendly and courteous towards visitors.
- Pupils' attitudes to their work and to school are satisfactory. In lessons, at the lower and upper end of the key stage, pupils are attentive, persevere with their work and listen well to instructions. In other lessons there is, however, often an undercurrent of inattention and this disrupts the work rate and limits the progress made by pupils. These occasions are directly linked to instances when work is not well matched to pupils' abilities.
- In the majority of lessons, behaviour is generally satisfactory, however, in some classes, there are incidents of silly and disruptive behaviour. At the lower and upper end of the key stage, however, behaviour is good. Here teachers' expectations are high, the work set is interesting and demanding of pupils and this has a positive impact on the standards they achieve.
- There is a suitable policy to promote acceptable behaviour and a good range of rewards for all aspects of school life, for example, house points, certificates and badges are awarded during assemblies and there is a "golden board" to reward pupils for appropriate behaviour at lunchtime. Punishment is kept to a minimum, and pupils say it is fair but firm.
- Behaviour is monitored well by the head. If there is a cause for concern, parents are involved at an early stage. The expertise of outside agencies, such as the County Primary Care Team, is sought where appropriate.
- There is an anti-bullying policy and pupils' awareness of this issue is effectively raised during PSHE lessons. Parents and pupils say they are confident that any incidents that occur are resolved quickly.

4.3 Attendance

Attendance is good and is in line with the findings of the previous inspection.

- The majority of absence from school is because pupils are unwell, but there are a number of parents who take their children out of school for family holidays during term time.
- Registration periods are efficient and registers are completed on time.
- Pupils are punctual and lessons and school sessions start and finish on time.

- The monitoring of absence and follow up procedures, where a reason for absence has not been provided, is effective.
- Although formal targets have not been set, the school tries hard to ensure that overall rates are maintained at 95 per cent.

5. QUALITY OF EDUCATION

5.1 Teaching

62 lessons or sessions were seen during the inspection of which two thirds were of a good or better standard with the remaining third of a satisfactory standard.

In lessons where standards are good or better:

- Teachers possess good subject knowledge and exhibit confidence in teaching the NC subjects.
- Lessons are conducted at a good pace with high expectations and the work set for the pupils is constantly challenging and with clear expositions and explanations offered.
- Lesson objectives are clearly set out and reiterated at the end.
- Teachers use questions that are appropriately pitched and open ended allied to a constant request to pupils to contribute their views and to offer a sustained oral response.
- Teachers sensitive to pupils' uncertainty spontaneously stop all activities to make sure pupils of all abilities know and fully understand what they have to do.
- Teachers make very good use of a range of resources and practical activities.

In lessons that are judged to be satisfactory, shortcomings include:

- Teachers lose sight of the lesson objectives and only pose types of questions that lack challenge.
- Teachers intervene too soon when pupils offer oral responses and this results in missed opportunities for pupils to offer detailed and fuller oral responses.
- Lessons become aimless and pupils' achievements by the end of the lesson are limited since the teacher has to spend so much time reprimanding pupils for their loss of concentration and slow pace of working.
- Teachers only offer limited explanations and do not think of possible alternatives to ensure that pupils really understand the work.

- Comments by teachers in their weekly evaluations are too pupil centred and are insufficiently focused on an evaluation of their own teaching performance.

5.2 Assessment, recording and reporting

Standards of assessment in all the three core NC subject areas are good and are satisfactory in the foundation subjects.

- The accuracy and consistency of assessment is good. The school's general policy is good and continuity and progression, in individual classes and between each group, is carefully monitored. Assessment procedures are addressed in realistic long, medium and short term planning.
- Pupils' work is regularly marked. Assessment procedures are rigorously followed by all members of staff in providing a consistent style of marking in each class. The marking encourages improvement in pupils' work through the positive comments in the pupils' books. Assessment by effective discussion with pupils individually is good. Each term diagnostic tests are given in the core subjects as another means of identifying levels of achievement.
- There is a good policy in place for formal assessment in the core subjects. For some of the foundation subjects, in history and geography, the more formal assessment procedures remain limited and the portfolios in art and religious education are not yet used for formal assessment. Similarly, the development of key skills in the curriculum to identify pupils' strengths and weaknesses is underdeveloped.
- Teachers keep effective records of pupils reading experiences both in school and in a shared reading scheme with parents.
- The school keeps efficient pupil profiles that contain test results, targets and carefully selected samples of work in the core and some foundation subjects.
- Targets are set for whole school improvement and percentage figures are in place to show comparison with county and national targets. However, the school has still to address the question of why low targets are set in comparison with actual results.
- Each pupil has a set of specific targets listed in their work books in English and mathematics and this initiative has already, proved to be a positive means of improving their performance.
- The school provides annual written reports to parents that are of a good standard and provide very good evidence of pupils' achievements, knowledge, understanding and attitudes in both the core and foundation subjects. Parents also have opportunities twice a year to come into school to discuss their children's work and progress.

5.3 Curriculum

Since the time of the last inspection, the school has improved its curriculum planning and monitoring arrangements. The provision of work suitably matches the levels of pupils' ability and is of a good standard, including that for pupils with SEN.

- The curriculum is broad, relevant and balanced and includes provision for religious education and it fully meets statutory requirements.
- NC subject schemes of work, since the last inspection, have been systematically and regularly reviewed to take account of the new requirements.
- In all schemes of work, additional references are given under the general description of common requirements, to take account of the need to plan for the development of key skills, across the curriculum.
- There are two classes for each year group and curriculum planning is jointly and effectively undertaken, under the supervision of team leaders, to ensure consistency in the teaching and the learning.
- The school prospectus refers to the NC in general rather than in specific terms. However, the school has recently sent a letter to parents informing them of what is being taught in each curriculum area.
- The teaching of literacy and numeracy is carefully planned, by setting up smaller groups of pupils in ability sets and using additional staff to ensure that these classes are smaller in number. This arrangement is very successful in raising pupils' standards and in enhancing pupils' enjoyment of language and mathematical activities.
- The inclusion of frequent references to the Cwricwlwm Cymreig and a newly designed scheme of work for PSHE within the curriculum overall, is a strong feature in the programmes of study provided for pupils in the school. As a consequence, pupils' achieve very good standards in their personal and social education.
- A wide ranging programme of extra curricular activities including extensive educational visits and sporting activities complements the curriculum and all pupils have access to these enriching activities.
- The provision of homework is available on a regular basis and helps to extend pupils' knowledge understanding and the development of skills.

5.4 Support, guidance and pupils' welfare

The overall provision is good.

- The head and staff know their pupils very well and there is a good rapport between them. Pupils feel secure within the school environment and the pastoral care provided for them is good. The head and the staff are very approachable and listen sympathetically to pupils' problems and take appropriate action when necessary.
- The school has an effective child protection policy, approved of by the governors and with clearly defined aims and the procedures are fully understood by all members of staff.
- Provision for the health and safety of pupils is good. Fire drills are regularly undertaken. All staff attend first aid training courses regularly. Correct procedures are in place to ensure safety on educational visits. Security in and around the school is good. The school has had formal regular health and safety checks and risk assessments since the time of the last inspection.
- Each class teacher maintains a clear record of the pupils' physical and medical needs. Accidents are recorded within and outside the classroom.
- The school's links with outside agencies are good. These include the police, health authorities, educational welfare officers and the psychological and social services.
- Pupils' health education programme is good and includes an effective and concise sex education programme. The PSHE scheme of work is used very effectively as part of pupils' support and guidance.

5.5 Provision for pupils with special educational needs (SEN)

The provision for the 70 pupils, including 5 pupils who have "statements" of SEN is good. The arrangements whereby pupils with SEN are taught literacy and numeracy as a separate ability set, in Years 5 and 6 and for numeracy in Years 3 and 4, are very good. They achieve very good standards. Also SEN pupils, who are withdrawn for extra support, in small groups, in their language work in the morning, make good progress and achieve good standards.

The school is sensitive to the needs of pupils with SEN, including gifted pupils who regularly receive extended work and thereby is careful to ensure that no pupil is excluded from any aspect in the life and work of the school.

- The part time SENCO works closely with class teachers, other support teachers and external agencies. The support offered to pupils by all staff, including the SEN staff is very good and the work set effectively matches the needs of pupils and is a significant improvement since the last inspection.
- In both the language work in general and in mathematics, pupils receive programmes of work that enrich and enhance their learning experiences. The work is carefully structured and progressive.

- Pupils learn new words in a context that is relevant to them and based on first hand experiences.
- Pupils’ listening and speaking skills are developing well especially when involved in whole group and class discussions and in answering questions.
- The IEP’s are detailed and are of good quality. The phonic programmes are well structured, progressive and on an individual basis. Pupils make great gains in their knowledge and understanding of words and the structure of language. They can successfully, for instance, recognise verbs in a written text.
- Pupils undertake practical activities, such as designing imaginative posters to persuade people to go to the local library. In this way they become motivated and encouraged to enjoy reading and they accumulate a good working vocabulary through their reading of a range of stories.
- In mathematics pupils’ understanding of shapes, fractions and decimals is very good and commensurate with their abilities.
- The school has forged closer links with the infant school since the time of the last inspection and though this has, to a great extent, been successful is still not receiving sufficient information about pupils who have special educational needs.
- Assessment of pupils’ progress is meticulous with detailed check lists that help to build up an accurate picture of pupils’ strengths and weaknesses as is seen in the annual reports to parents.

5.6 Partnership with parents and community, schools and other institutions

The school has a good partnership with parents, schools and other institutions. The partnership and liaison with the community is very good and has improved since the previous inspection. These links make a positive contribution to pupil’s standards of achievement and personal development.

- At the pre-inspection meeting and in the response to the questionnaires an overwhelming number of parents expressed positive views and support for the school.
- There is a good partnership with parents and they are encouraged to become involved in the life of the school. A number give freely of their time, regularly help in classrooms and with school trips and sporting events. The support they provide is valued by the school and has a positive impact on pupils’ standards of achievement.
- There is a firmly established “friends of the school” association. Although this group is only small in number organised events are well supported by parents; money raised provides financial support for the school. For example, to purchase numeracy equipment, library books and a CD player.

- When pupils are directly involved in school concerts or productions, parents are very supportive. Parents evenings to discuss pupil' progress and curriculum awareness evenings also receives good support. The school holds a parent evening during the Autumn and Summer terms.
- The information provided for parents is good. There is a regular flow of good quality information about the day- to- day life of the school, including detailed and informative newsletters. Information about the curriculum and homework arrangements has recently been reviewed and refined.
- The school has devised an appropriate home/school agreement setting out its aims and expectations clearly. Ninety five per cent of these have been signed and returned, indicating the strength of parental support for the school and their agreement with this document.
- Although the prospectus is well presented and informative it was printed before the school received all the required information as outlined by the Assembly for Wales. The prospectus is updated annually. The governors' annual report to parents provides sufficient information to give parents an insight into the work of the governing body and the school's achievements.
- The school uses the local and wider community very effectively to enrich pupils' curriculum experiences through a variety of well-planned visits to places of interest. Each year there are a variety of visitors come to the school. The school also has good relationships with local churches and their representatives regularly take the lead in school assemblies.
- Pupils are involved in community events, for example, they visit the local senior citizens centre and attend carol services at the local church. A significant amount of money is raised by the school to the benefit of local charitable organisations. These well-established links make a positive contribution to pupil's standards of achievement and personal development.
- There is good liaison with the local secondary school and this ensures the smooth transition of pupils to their next stage of education. Good links have been developed with other local primary and a range of regular sporting events take place. Liaison arrangements with the nearby infant school have improved since the time of the previous inspection with plans in place to develop these further.
- There are well-established links with higher education institutions and the school regularly accommodates students.
- The school receives beneficial support from the education welfare office, curriculum support teams and other relevant agencies.

5.7 Partnership with industry

- Although there is no written policy, the school has an effective strategy to link elements of the curriculum to local commerce and industry. Where links are established they have a positive impact on pupils' standards of achievement.
- As part of the topics they have covered pupils have visited a range of establishments such as, the local power station, a gas company and local businesses. This raises pupils' awareness of the world of work.
- The school receives good support from local business and commerce for specific projects such as the development of an environmental area.
- National retailer vouchers are collected to help supplement the school's resources, such as reading books, computer software and mathematics.
- A limited number of industrial placements for staff have taken place. These have benefited the school because subsequently strategies have been put in place to develop areas of curriculum.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Standards overall are very good.

Strategies for self-evaluation in the school are very good and are aimed at building on strengths and remedying weaknesses in order to improve standards across the curriculum. The staff consider the process of self-evaluation as a very positive way of monitoring and evaluating performance.

- The focus of INSET within school places a greater emphasis on self-evaluation by the setting of clear objectives and regular monitoring procedures to ensure efficient feedback to all staff.
- All staff are involved at appropriate stages in the production of the SDP. Subject co-ordinators' suggestions are put in order of priority by the senior management team, comprising the head and deputy head. Clear targets are set for each identified SDP project and these are carefully evaluated at the end of each term. Copies of the SDP are given to the governors' curriculum sub-committee for their approval.
- The effective implementation, monitoring and evaluating of development plans at all stages are very good. The whole school is involved with long- term planning. The co-ordinators take overall responsibility for mid-term planning in their own areas of the curriculum and each member of staff is individually responsible for day-to-day short-term planning. Short-term planning is monitored weekly by the head.

- The school analyses its NCA test results and makes good use of county and national comparative data in the setting of targets and identifying areas for action. All staff have detailed job descriptions. Procedures for staff appraisal are very good.

6.2 Leadership and efficiency

The quality of leadership and management of the school is very good.

- The governors continue to fully support the head and staff. They have developed a sense of purpose and a clear direction that is shared by the head and staff. All who are involved in the everyday life of the school, work effectively together. The head shows very good leadership qualities and offers her staff very good professional support.
- The key issues identified in the last report have been fully addressed in an action plan with details given of a planned development and a monitoring schedule as well as criteria for success. Since the last inspection there has been a very significant programme of in-service training for staff development and the appointment of some new members of staff.
- All policies and subject schemes of work are regularly reviewed, modified and updated and are of good quality. The governors are involved in approving decisions about policies, schemes of work and other managerial and administrative decisions made by the head and staff.
- The governing body have scrutinised national test results and approved the future targets set by the head and staff. The overriding vision of the head, staff and governors is based on "working and learning together to provide a quality education for all."
- Regular meetings are held by the governing body, (including its sub-committees), the senior management team and the whole staff, with detailed records kept of the procedures.
- The head has the full support of staff and has delegated curriculum and other responsibilities wisely and effectively to take account of the staff's strengths and expertise. The subject co-ordinators are committed to developing and improving the standards of pupils' achievements. Monitoring of the core subjects by the co-ordinators is well established and is gradually being undertaken in other curriculum areas.
- Staff appraisal has given members of staff confidence and a sense of purpose. Self-evaluation is in-built to the life and work of the school and the SDP clearly sets out the school's strengths and weaknesses.
- The budget and other financial resources are carefully scrutinised and evaluated by the governing body. The support offered by the LEA is also positive and constructive. Appropriate financial priorities are identified by the governing body and the head and are referred to in the SDP. The budget is in surplus and conforms to the percentage recommended by the local authority.

6.3 Staffing, accommodation and learning resources

The school makes very good use of its staff, accommodation and learning resources in supporting good standards of teaching and in promoting pupils' progress.

- There is an appropriate number of teaching staff suited to the pupils' ages, abilities and needs. They are all suitably qualified for the age range they teach. There is a very good match between teacher's initial qualifications and the NC subjects for which they take responsibility. The support and non-teaching staff make a significant contribution to pupils' learning and well-being.
- Teachers make very good use of training opportunities, both within and outside school, to match with current priorities identified in the SDP. Procedures are in place for the induction of newly qualified teachers and much help and support is available from the senior management and co-ordinators.
- The school secretary effectively carries out the day to day administration. The school is well served by lunchtime supervisors who have been given delegated areas of responsibility by the head. The work done by the caretaker and his cleaning staff in ensuring a clean and pleasant school environment is worthy of praise.
- Accommodation for the number of pupils on role is adequate to ensure that the school provides good standards across the curriculum. Classrooms are well-organised into different areas and good use is made of the hall for physical education and collective worship.
- School meals are eaten in the hall and pupils' taking sandwiches use the classrooms. Practical areas are used for art and DT. There is a balcony that houses the school library. The annexe is now put to effective use. In the mornings, it is used to provide facilities for pupils requiring further support in English and mathematics. In the afternoons, it is used for music and consequently the sounds of pupils singing and playing instruments does not effect other areas of the curriculum being taught in the main building.
- Play and recreation areas are adequate and are well supervised by both teaching and non-teaching members of staff.
- Good use is made of limited storage areas. Resources are effectively stored with the result that general teaching and practical areas are always neat and tidy. Learning resources, both academic and practical, are good in most areas and are well organised and used efficiently. Further resources are necessary to maintain standards in religious education.
- Each class has a computer and Y6 classes also have laptops. Other computers are situated in the practical areas. A well-stocked central library is situated along the balcony. Good use is also made of county facilities for borrowing books and artefacts in further enhancing quality of provision for improving pupils' standards.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of pupils' achievement are good.

Good features

- Pupils develop good language skills through a variety of literature and poetry. They develop and effectively use knowledge and understanding from a broad range of fiction as well as a selection of myths, legends and Welsh fables.
- Standards in speaking and listening are good. Most pupils achieve high levels of sustained concentration. They follow instructions well and generally have a good understanding of what is required of them.
- Pupils contribute well in discussion. Good progress is seen throughout the school in the way in which they describe events and personal feelings. They ask sensible questions and respect other pupils' points of view. The older pupils take part in formal debates and their awareness of correct debating procedures is very good. Good use is made of drama and role-play.
- Standards of reading and using phonics are good throughout the school. Pupils read fluently and with growing confidence. The majority of pupils read with expression and have a good understanding of both fictional and non-fictional material. They are able to discuss story plots and characters with increasing confidence at each age and ability level. Pupils successfully search for information from a variety of sources.
- Standards in writing are satisfactory but with the older pupils are mostly good. Pupils can write in a variety of forms and for different purposes and audiences. Progression in the standard of sustained and purposeful writing is evident throughout the school.
- The quality of standard written English is generally good, with pupils using accurate punctuation. They use and accurately identify parts of speech, with increasing efficiency. In story writing, pupils are aware of the need to develop both their descriptive and creative ideas in producing pieces of writing of good quality. Pupils build on these skills and by the end of the key stage they are producing stories with imaginative plots, character development, good sentence construction and accurate punctuation. Techniques in letter writing are well developed. Standards in spelling are generally good.
- Pupils enjoy writing poetry and make good use of adjectives in their written work especially when conveying their inner feelings. This was evident when younger pupils were writing poems about colour.
- Cross-curricular links are very good and pupils are aware of the Welsh dimension.

Shortcomings

- Pupils' planning of written work is effective in some classes but many have not developed sufficient skills in knowing how to improve the text at second draft stage to produce a finished piece of good quality work.
- There is too wide a range of quality and quantity of work in some classes among pupils of similar ability.
- The standard of pupils' handwriting is inconsistent throughout the school.

Mathematics

The standards of pupils' achievement in mathematics are good and at the end of the key stage are very good.

Good features

- Throughout the school pupils show confidence, competence and enjoyment when using and applying number.
- A feature of the work is the way pupils' mental agility and problem solving skills are progressing rapidly when involved in practical activities.
- When using their digit cards to calculate combinations of numbers they offer personal alternative explanations of how they added, multiplied, subtracted and divided.
- The emphasis on mental calculations with practical investigations consolidates pupils' grasp of number bonds, times tables, knowledge of the 100 square and patterns and sequences of numbers.
- Pupils are encouraged to express mathematical calculations, in all classes, in accurate technical language. Pupils are acquiring and accumulating an appropriate mathematical vocabulary and use technical terms correctly.
- Pupils have good knowledge of space and metric measures and can estimate various lengths with increasing accuracy.
- All pupils, including SEN pupils, have good knowledge of shapes and can distinguish between a square and a triangular prism. They accurately identify 3D shapes in everyday objects. Pupils calculate accurately the number of vertices in different shapes.
- Older pupils recognise the relationships between fractions, decimals and percentages. They can reduce fractions to a single form and after cancelling down can place them accurately in order.
- Pupils are developing the confidence to be self-critical and not frightened of getting things wrong.

- Pupils are confident in doubling percentages and fractions and in estimating and multiplying large numbers.

Shortcomings

- Pupils' presentation of work is variable and the use of written language to indicate how they have worked out solutions, is limited.

Science

Standards of pupils' achievement are good throughout the school.

Good features

- Pupils' standards in investigative science are very good. The investigations are closely linked with other parts of the science curriculum and pupils are able to use and apply their knowledge and understanding of these to develop their investigative skills.
- They are able to plan, predict, carry out experiments and evaluate their work. Many of them can apply evaluation when considering strategies for improvement. They develop a sound understanding of 'fair testing'. Pupils present their work and findings in a variety of ways including written work, statistical tables and pictorial representation.
- Pupils are able to show progression suitable to their age, ability and needs, through a wide range of differentiated activities.
- Pupils have a good knowledge and understanding of life processes and living things. Younger pupils are aware of the importance of a balanced diet and can identify the difference between healthy and not so healthy foods. Older pupils are able to use previous knowledge of this curriculum strand when revisiting topics.
- They consolidate and acquire further knowledge of parts of the body and they develop understanding of the importance of a healthy heart when studying pulse rate after exercise. They also learn about the life cycles of humans, plants and animals.
- Pupils have a good knowledge and understanding of materials and their properties. They learn how to group and classify materials and know that some materials are better electrical conductors than others. Pupils make good progress in their understanding of changes in materials and of how to separate mixtures of materials.
- Pupils make good progress in their work on electrical circuits using batteries, bulbs and switches. They also have a good understanding of forces and magnetism and are able to adapt this knowledge across the curriculum, for instance, to practical work in design and technology.
- Pupils understand about light, reflection and shadows. They learn about the earth and its movement round the sun.

- Work is well presented and pupils acquire a good scientific vocabulary through the building up of word banks.

Shortcomings

There are no significant shortcomings in the work seen.

Welsh second language

Pupils' standards of achievement in Welsh are good.

Good features

- A notable feature is the way pupil's use Welsh daily in all classes, as a ten- minute "slot", when they consolidate their knowledge about the weather or practice the use of various phrases involved in greeting one another or other topics covered in previous Welsh lessons.
- Pupils enjoy learning Welsh and use Welsh regularly and incidentally across the curriculum. For example, when responding to the register pupils work in a real context and they make good progress.
- The topics chosen are set in contexts that are relevant to the pupils and are structured in a progressive way so that pupils consequently build up a good working vocabulary that can be used in everyday conversations.
- Pupils undertake role-play activities and sing and recite poems that help to develop their confidence and improve their intonation and diction and to consolidate their listening and speaking skills.
- Older pupils have an extensive vocabulary and are beginning to read various texts accurately and with a degree of fluency.
- Pupils use computer programs and a range of other visual resources to consolidate their knowledge and use of Welsh, especially their oral and communication skills.

Shortcomings

- Pupils' ability to write in Welsh is underdeveloped.

Design and technology

Pupils achieve good standards in design and technology.

Good features

- Practical work is good. Appropriate materials and equipment are carefully chosen and used to carry out measuring, cutting and joining, using a series of fine motor skills. These activities include, weaving with wool, designing badges and shields, making models of boats, constructing a moving vehicle and toy making. Much of the work shows pupils have reached good levels of skill and independence in their thinking.
- Planning techniques are good and show continuing progression throughout the school. Pupils plan their work and predict outcomes effectively. Planning includes making simple labelled drawings. Many evaluate the finished piece of work by looking for ways to improve its efficiency.
- Pupils are able to evaluate a product by testing its efficiency and discussing its merits and shortcomings. Examples of such work have included testing comfortable shoes, lemon juicers and different shapes and sizes of lunch boxes.
- Older pupils design products that can be used in school. These include creating musical instruments and devising maths games.
- Pupils develop good cross-curricular subject links (other than IT) and are able to apply knowledge acquired in mathematics, science, art and music.
- Pupils learn how to use tools and equipment safely and to recognise potential hazards. They are also aware of the importance of storing equipment in its correct place after use.

Shortcomings

- Able pupils' skills are not always sufficiently extended to consider alternative designs and to produce them.
- Pupils' presentation skills such as, producing more sophisticated labelled drawings, are limited.
- Pupils do not have the essential skills to use the computer to produce annotated scaled drawings.

Information technology

Standards of pupils' achievement throughout the school are satisfactory.

Good features

- Pupils make satisfactory progress in word processing skills. Pupils can type text directly on to a screen and amend information
- Pupils open and close programs, save and print their work in different colours. They can also change font size and style.
- Pupils create databases to store and present data and also to select appropriate graph styles by using suitable software.
- Pupils show good modelling skills and develop competence when using Logo.
- Pupils use CD-ROM and other software to access information related to their work in mathematics, history and art. The World Web is being used to supplement work in science and history.

Shortcomings

- Pupils have not used information technology on a sufficiently regular basis to enable them to develop the full range of skills and to show continued progression.
- Many pupils' keyboard skills are limited.
- Pupils do not show sufficient progress in their work with databases. Older pupils' use of more sophisticated ways to collect data to develop their skills more efficiently, is underdeveloped.
- The use of spreadsheets is limited. Pupils' skills in using statistical information to assess and predict outcomes are limited.
- Pupils are insufficiently familiar and lack the confidence to use a number of control devices in order to explore their ideas.

History

In history, the standards of pupils' achievement are good.

Good features

- Pupils have a good sense of chronology since time lines in the various classes are set within a relevant context and within a specific time span.
- Pupils in each year study historical themes set in different periods and the separate topics within the themes are dealt with from political, social, cultural and economic perspectives, to help pupils empathise with the people who lived in the past.

- At the beginning of the key stage, pupils look at themselves and the family tree and the school building that is over a hundred years old. Pupils understand how changes occur and can identify differences in a realistic context.
- In covering various periods including the Celts, Romans, Tudors and in Year 6 the Victorians and World War Two, pupils consider lifestyles and the customs of the past in imaginative and personal ways.
- A notable feature in pupils' work are the many references to the Welsh dimension within each period of study. Pupils can recall, in Year 4, for example, the story about Caradog and other pupils can explain the historical significance of Penrhyn and Chirk castle. Pupils visit sites of local historical interest to extend their knowledge and understanding of the past, such as, the docks at Connah's quay and Llandudno. Similarly, when studying WW Two, pupils look up accounts about the Blitz and can talk with confidence about the bombing of Swansea.
- Pupils write extensively in history and their writing is not merely factual and descriptive but imaginative and evaluative.
- Pupils' historical appreciation is enriched and enhanced by the use of a wide range of artefacts and other visual resources, including CD ROMS. Their investigative and problem solving skills and their understanding of bias in historical accounts are developed in positive ways through their study of the past.

Shortcomings

- Since there is no formal assessment in history, pupils are unaware of the importance of progression and continuity in their understanding of history.

Geography

Pupils achieve good standards in geography.

Good features

- Younger pupils can locate the equator on a globe and can talk meaningfully about the climate in the north and south poles and in other parts of the world. Pupils' understanding of weather and climate is good and they recognise the symbols that are used on weather maps in newspapers. They can give reasons why the temperature varies in different parts of the British Isles.
- Pupils' knowledge of place is good. They not only locate major cities and rivers in the British Isles but in many European countries too.
- A strong emphasis is put on developing pupils' understanding of human geography, for example, in their study of a Mexican village and the global issues related to the rainforests of the world. Pupils write imaginative accounts of themselves as a child living in their study of a real Mexican village.

- Pupils' work on the local area is of good quality and in writing about the place of farming and food, linked to concepts such as caring for the countryside, they indicate that their understanding of geographical concepts such as hill and arable farms. Their use of a geographical vocabulary is well developed.
- Cross curricular links with Welsh on a daily basis when pupils can describe the weather conditions of the day using simple Welsh descriptors, such as " poeth, cymylog, heulog" consolidates both their geographical concepts and their understanding of Welsh.
- Pupils can locate places of local interest and further afield, using OS maps and by accurately reading grid co-ordinates and symbols.
- Pupils study the main features of rivers and tributaries and can describe the journey of a river and how waterfalls and flood plains are formed.

Shortcomings

- Pupils' learning experiences in geography are insufficiently coherent to allow them to build up a better understanding of some of the key geographical concepts.
- Pupils' understanding of third world countries is limited.

Art

In art, pupils' standards of achievement are good.

Good features

- Pupils' observational skills are developed well in each class and their appreciation of colour, tone and texture is good.
- Pupils handle a range of materials including, clay, modroc and dough with increasing dexterity and effectively use a range of mixed colours. For example, pupils at the beginning of the key stage produce good quality letters of the alphabet using dough and towards the end of the key stage, produce aztec masks using paper- mache.
- Pupils use charcoal, paints, pastels and coloured pencils effectively when working in the style of famous artists.
- Pupils make good use of language in art and offer interesting insights when asked to describe the pictures they see and to say what they were reminded of when looking at the paintings.
- Younger pupils in painting animal faces and in looking at patterns in the bodies of a lion and a tiger are reminded of the work they did in mathematics on symmetry. They produced paintings mixing colours to good effect and they were of good quality.

- Older pupils produced paintings in the style of LS Lowry, chosen as a Victorian artist to link the work with their studies in history. They have developed an art vocabulary and use palette, shading, dull colours and perspective meaningfully.
- Pupils had undertaken their own research on LS Lowry using CD ROMS and in some cases brought in additional books about the artist.

Shortcomings

- Pupils' appreciation of Welsh artists and art from other cultural traditions is limited.
- Pupils' sense of sketching to produce an outline and to capture a mood rather than a completed drawing is underdeveloped.
- Pupils' have a limited understanding of how to use the computer to compare, for example, computer based images to hand drawn ones.

Music

Standards in pupils' achievement throughout the school are good

Good features

- Most pupils enjoy music and their skills and enthusiasm in all aspects of the subject are developed positively.
- Most pupils have a good sense of beat and rhythm, and pupils make good progress throughout the school. They clap a beat effectively and by using tuned and untuned instruments develop their skills further. Many older pupils also have a good understanding of syncopation.
- Pupils develop a good knowledge of notation and understand basic musical vocabulary. They can identify high and low notes. Older pupils learn the notational values of various notes and of their fractional equivalents. They maintain a singing part as a member of a group when singing in a 'round'
- Pupils learn how to compose their own music for voice and for tuned and untuned instruments. They discuss and appraise their own work and the work of their peers and offer constructive criticism.
- Pupils are aware of the importance of correct posture and breathing in order to enhance their singing performance.
- Attentive listening to broad range of music helps pupils to develop listening skills and to appreciate music from a variety of sources from pop to classical. They learn about the lives and works of the great composers. Pupils develop further links with language by describing and writing about their feelings after listening to a chosen piece of music.

- Pupils always sing with great enthusiasm during collective worship.
- The school has a choir which is open to all pupils and there is an after school recorder class. Some pupils take advantage to develop their skills using wind and stringed instruments. Music makes a positive contribution in the day-to-day life of the school.
- Pupils learn about Welsh culture from a range of traditional Welsh songs.

Shortcomings.

- Pupils' appreciation of how to use computer software to create their own compositions is limited.

Physical education

Pupils' standards of achievement in the lessons observed during the inspection are very good.

Good features

- Pupils develop very good control of their body movements. They also demonstrate very good agility and their awareness and use of space is also well developed.
- Pupils create a sequence of movements using different parts of the body. Movements include, balancing by stepping, jumping, landing and by transferring the body weight from feet to hands. Pupils display good continuity and progression in their development of key skills as they move from year to year.
- Pupils develop very good skills in games with the emphasis on individual and small group activities in Years 3 and 4, leading to larger group and team games in Years 5 and 6. Skills using small balls are very good. Activities are provided in progressive degrees of difficulty in developing skills in throwing, catching and dribbling and in using space and speed sensibly.
- Pupils respond well to the valuable time given to appraise and evaluate certain activities and for certain individuals to demonstrate good practice.
- Pupils are able to take responsibilities for the movement of apparatus. They are also aware of safety measures. All pupils wear suitable kit which further enhances their awareness of safety
- There are good links with science. Pupils fully understand the importance of exercise in promoting a healthy mind and body.
- Pupils demonstrate good behaviour during the lessons.

Shortcomings

There are no significant shortcomings in the lessons seen.

Religious education

Standards in pupils' achievement in religious education are good. The scheme of work appropriately reflects the Agreed Syllabus before its revised form is made available to schools.

Good features

- Pupils have a good appreciation of what is meant in religious terms by "special" places, friends and books.
- Pupils develop a good understanding of the value of the individual, themselves, the family and the wider community, through their study a various religious traditions and celebrations.
- Pupils have acquired a good understanding of Bible stories from the Old and New Testament. They can recall the main feature in the story of Moses and the plagues of Egypt, the boyhood of Jesus and his parables.
- Pupils appreciate the nature and meaning of a range of religious symbols and the differences between myths, fables and fact. They have looked in some detail at stories associated with New Year festivals and Creation stories around the world.
- The concept of pilgrimage and its significance in a religious context is well developed in pupils' understanding, through their study of Canterbury, St. Albans and Mecca.
- Pupils are familiar with stories about prominent Christian leaders, such as E. Pankhurst, F. Nightingale, Dr Barnado, N. Mandela and B. Geldorf and their work in helping humanitarian causes.
- Pupils have developed a good working vocabulary and can explain the meaning of religious terms including, Torah, Hannukah, Kosher, Passover, Divali, Ashura and others.

Shortcomings

- Pupils lack first hand experiences of visits to places of religious interest such as churches, temples and mosques to enrich and enhance their understanding.
- Pupils do not have access to a range of resources including, artefacts, posters, pictures and other audio and visual resources to extend their appreciation of the richness and diversity of religious life.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in June 1996 and five key issues were identified covering the need to:

- within the programme for staff development, identify and take effective measures to remedy professional weaknesses
 - continue to develop procedures for the assessment of the core subjects and establish and implement procedures for the assessment of the foundation subjects
 - ensure that all classroom work provided for pupils with special educational needs is appropriate for their ability
 - improve and extend curriculum links with the feeder infants school
 - produce and implement a statement of policy for Child Protection.
- Since the last inspection staff have been formally interviewed and a comprehensive programme of INSET set up to improve their expertise. There has been a significant improvement and all staff have good knowledge and understanding of the national curriculum. Alongside this development, others included, a comprehensive in service training programme, regular monitoring of the core subjects by the head and co-ordinators and a continuing programme of monitoring in the foundation subjects and a regular staff appraisal system. Such initiatives have effectively given the staff a heightened awareness of professionalism and an extra edge of confidence and self-assurance.
 - The head and the governing body made SEN a priority area in their action plan. The school has invested more of its budget by providing additional support to pupils with SEN. The head and the SEN part time teacher have led in- service training sessions with staff and staff have received additional support from the LEA advisor. The work set is now well differentiated to cater for the range of ability and regular monitoring of the work to check its quality and its link to the IEP's programme, ensures that pupils make good progress.
 - The respective curriculum co-ordinators of the infant and junior schools have met regularly over the last five years and exchanged ideas in many targeted areas, including language, mathematics and science with some exchange of views on the foundation subjects. Staff exchanges have also allowed teachers to work with prospective and former pupils. More can still be done, however, to improve the quality of information received from the infant school about pupils with SEN.
 - The school applies formal tests in language and mathematics annually to help staff to assess pupils' achievements and progress. Portfolios of assessed work exist in the core subjects and, in the foundation subjects, are at various stages of development. The school has a self- assessment policy and self evaluation is now an in-built procedure across the school. The head and all subject co-ordinators have attended training on assessment,

pupils are more fully involved with assessment and each pupil has individual targets identified for improvement.

- A formal policy for Child Protection was immediately drawn up after the last inspection based on procedures that were in operation at the time. It was sent to the social services for comment. Since the time of the last inspection the school has established very good relationships with the relevant outside agencies.

8.2 Key issues for action

To maintain and build on the good standards achieved by pupils and to improve on the present provision the school needs:

- to improve the quality in IT in order to raise standards in the teaching and learning;
- to develop further the use of key skills, especially reading, writing and the use of ICT across the curriculum and to introduce an assessment procedure to ensure continuity and progression of key skills across the curriculum;
- to address in the quality of teaching judged as satisfactory the shortcomings, to secure higher standards in pupils' achievements;
- to ensure that the good behaviour shown in the life and work of the school generally is consistently maintained in the work of a minority of classes;
- to produce assessment procedures in history and geography and to further develop the art and religious education portfolios so that they are in line with the other foundation subjects; thus ensuring better progression and continuity in pupils' learning experiences.

Acknowledgement

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

APPENDIX

A. Basic information about the school

Name of School	Custom House Lane
School type	Junior
Age -range of pupils	7 – 11
Address of school	Mold Road Connah's Quay Flintshire
Post-Code	CH5 4QL
Telephone Number	01244 830705

Headteacher	Mrs K Fox-Parry
Date of appointment	April 1998
Chair of Governors/ Appropriate Authority	Mr Ray Brown
Registered Inspector	Mr B Wigley
Dates of inspection	24-27 September 2001

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					56	64	69	66	255

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	4	11.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	32
Teacher (fte) : class ratio	1.4:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Summer 2001			93	93
Spring 2001			94	94
Autumn 2000			95	95

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	1 temporary

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 71					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	6	58	34	0
		National	0	0	1	0	1	6	19	48	25	0
	Test/Task	School	0	0	0	n	n	3	6	58	34	n
		National	0	2	2	n	n	4	14	47	31	n
Mathematics	Teacher assessment	School	0	0	0	0	1	0	16	44	39	0
		National	0	0	1	0	1	4	19	47	28	0
	Test/Task	School	0	0	1	n	n	1	14	35	48	n
		National	1	2	1	n	n	4	18	42	32	n
Science	Teacher assessment	School	0	0	0	0	0	0	6	56	38	0
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School	0	1	0	n	n	0	6	54	39	n
		National	0	2	0	n	n	2	13	51	31	n

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:	82	In the school:	79
In Wales:	68	In Wales:	68

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

D. Evidence base of the inspection

- Three inspectors spent a total of ten days in the school and 62 lessons/ sessions were seen
- 92 responses to the parents questionnaire were analysed.
- A pre-inspection meeting was held with 17 parents.
- School documents and other written evidence was examined.
- Discussions were held with the head, staff and pupils.
- A range of work completed by pupils during the previous and present term was scrutinised.
- Pre- and post inspection meetings were held with the head, staff and governing body.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr B Wigley Registered Inspector	Welsh second language Mathematics History Geography Art Religious education	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Provision for pupils with special educational needs Leadership and efficiency Progress since the last inspection Key issues for action
Ms D A Shields Lay Inspector		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr B Felstead Team Inspector	English Science Design & technology Information technology Music Physical education	Standards in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Support guidance and pupils welfare Quality of self evaluation and planning for improvement Staffing, accommodation and learning resources