

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Custom House Lane Junior School  
Mold Road,  
Connah's Quay,  
Flintshire  
CH5 4QL**

**School Number: 664/2008**

**Date of Inspection: 17<sup>th</sup> to 19<sup>th</sup> September 2007**

**by**

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W170/15942**

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Custom House Lane Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Custom House Lane Junior School took place between 17<sup>th</sup> and the 19<sup>th</sup> of September. An independent team of inspectors, led by Mr R A Isaac undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

For **short** inspections, there are no subject reports.

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

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. Custom House Lane School is a medium sized junior school situated in Mold Road, Connah's Quay and adjacent to its feeder infant school. It was previously inspected in 2001. In total there are 208 pupils. These numbers have decreased over the last four years due to the national pattern and also because of demographic changes in the town as people move to its outskirts. The main school is organised into eight classes plus special educational needs (SEN) withdrawal groups. All classes comprise pupils from single age groups except for one Year 5/6 class. All class sizes are 30 or below. In total there are 11 teachers, including two part-time teachers and one who provides time for planning, preparation and assessment. The school employs five teaching assistants. There are 40 pupils, or 19 per cent, with SEN and this is roughly in line with the national average. No pupils have a formal statement of SEN and this is below average. There are 15 pupils on school action and 25 on school action plus and they are supported in mainstream classes and withdrawal groups.
2. Custom House Lane Junior School serves the town of Connah's Quay. It also accepts children from the surrounding area, which is described by the school as urban and industrial with pockets of deprivation. It includes residential properties with a variety of privately owned and rented accommodation. Most of the pupils who attend the school live nearby. About 25 per cent of the area that pupils are drawn from is disadvantaged and 20 per cent are entitled to receive free school meals. This is slightly above the national average and well above the local average. The pupil population is increasingly transient, with about 12 per cent joining or leaving the school in the last academic year. The current headteacher has been in post since 1998.
3. English is the sole or predominant home language in virtually all of pupils' homes. Seven pupils receive extra support in learning English as an additional language (EAL) and use either Bengali, Chinese, Russian, Polish or Estonian at home. No pupils come from a Welsh speaking home and two are looked after by the local authority. One pupil was excluded temporarily last year.

### **The school's priorities and targets**

4. The school has a mission statement and a clear set of aims, which are communicated effectively to parents in its handbook. The mission statement is "Working and learning together to provide a quality education for all." This goal is achieved through commitment, co-operation, care, consideration and celebration.
5. The school has identified the following major objectives for 2004 to 2007 in its development planning. They include:

1. to continue to improve the quality of provision for information technology (IT) and to promote staff development in IT;
2. to continue to develop leadership and management roles in the context of Investors in People;
3. to continue to improve the quality of teaching in order to achieve higher standards in learning;
4. to continue to promote the Personal, Health and Social Education (PHSE) curriculum and to encourage responsible and positive behaviour from everyone in school;
5. to develop the teaching and learning of key skills across the curriculum;
6. to introduce and promote a sustainable lifestyles culture within the school and to enhance pupils' understanding of global issues through the promotion of global citizenship;
7. to pledge commitment to raising standards through remodelling of the workforce; and
8. to continue to develop assessment procedures in English and the other foundation subjects.

## Summary

6. Custom House Lane Junior School fulfils its aims very well and has many outstanding features. Its pupils are well taught, happy and well cared for. They achieve standards which are often at least good and are provided with a well-planned and imaginative curriculum. The school enjoys well organised and well structured leadership and has made very good progress in the last six years. It gives very good value for money.

### Table of grades awarded

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

### Grades for standards in subjects inspected

7. Pupils' attainments on entry to the school are broadly average, as shown by initial assessments of those in Year 3. However, pupils tend to have a wide range of attainment with significant minorities who are below or above average. Overall, pupils' standards of achievement in the work seen in the inspection are as follows:

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

8. At 88 per cent, these figures for standards of achievement are well above the Welsh Assembly Government's target for 65 per cent of standards to be graded at 2 or above in maintained schools in Wales by 2007. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where overall standards in primary schools are reported to be grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

## Grades for standards achieved in the subjects inspected

9. The grades awarded for standards in the subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 2</b>
<b>Mathematics</b>	2
<b>Science</b>	2
<b>Information technology</b>	2
<b>History</b>	2
<b>Music</b>	3
<b>Physical education</b>	1

10. In the 2006 key stage 2 assessments, results were above the local and national averages in English, mathematics and science. They have improved steadily in recent years at key stage 2. This is also the case for the percentage of pupils achieving at least NC Level 5 in all three subjects, but particularly in science. In 2006, the proportion of pupils, who achieved at least NC level 4 in English, mathematics and science collectively (the core subject indicator), was above the national average.
11. A large majority of pupils reach or achieve their potential in school and achieve at least good standards relative to their ages and abilities and regardless of their background. Girls generally tend to achieve more highly than boys and to the same degree as the national picture. They show better listening skills and a sharper motivation to succeed. Pupils listen to teachers' questions and instructions as well as the views and opinions of others, and usually understand what they hear. Most are relatively articulate. They use a good range of vocabulary in English and also use subject related terminology, most evidently in mathematics, science and key skills. They read fluently with good expression and show a good understanding of the text.
12. Throughout the school, pupils with different kinds of SEN generally make very good progress. The small minority of pupils with EAL make some progress but this is hampered by insufficient resources to help them. A very small minority of pupils from traveller backgrounds make some progress, but this is hindered by their fractured attendance patterns.
13. More able pupils are sometimes, but not always, challenged to achieve the standards of which they are capable. In classroom studies, they could sometimes do better than they do.
14. When using the Welsh language, pupils' standards have more strengths than shortcomings in listening, speaking, reading and writing. Younger pupils achieve good standards in music but there are shortcomings in the standards they achieve in the older classes.

15. Pupils show good attitudes to their work and make effective use of their time. They participate enthusiastically in the tasks they are set. Their behaviour is good.
16. Average attendance over the three terms prior to the inspection was 93 per cent. This figure is slightly below the target set by the Welsh Assembly Government (WAG) but in line with the all-Wales average. Parents taking children out of school for holidays remains a concern. This happens despite the school's efforts to encourage regular attendance. Two of the major employers in the area have 'shut down' periods during term time and this does not help attendance figures.
17. Most pupils are punctual and lessons start on time. Registration is conducted efficiently and in accordance with statutory requirements.

### **The quality of education and training**

#### **Grades for teaching**

18. In the lessons observed during the inspection, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
22%	76%	2%	0%	0%

19. Teachers are good role models. The quality of working relationships between them and pupils is very good and effectively motivates learners. They have high expectations and encourage a strong positive climate for learning. They pace lessons well and differentiate suitably to get the best out of pupils.
20. Teachers often display very good subject knowledge and make every effort to ensure that they are familiar with the latest developments in primary education. They share their lesson aims with pupils and their keenness to develop professionally is outstanding.
21. When teaching has some shortcomings, and this is uncommon, it relates to a lack of subject knowledge in music and for those pupils who have EAL.
22. The quality of assessment, recording and reporting is good. Teachers provide good guidelines to ensure that assessment meets statutory requirements, is manageable and plays a vital role in teaching and learning.
23. The school meets the needs and interests of pupils, including those with SEN, very well. They learn from a very well planned, well constructed and imaginative curriculum, which is broad and carefully balanced. Programmes of study are flexible and coherent and help pupils to build their knowledge from year to year. They enjoy many good opportunities to link various aspects of the curriculum.

24. The initiatives in the Thinking Skills and Aspirations for Learning programmes enhance the curriculum outstandingly. They are implemented consistently well in all classes.
25. The school promotes some aspects of the Welsh Dimension and multicultural understanding well. It has identified the need to promote both aspects further in a range of subjects and plans to do this.
26. Teachers run many clubs after school and these successfully enrich pupils' experiences, especially in a varied menu of high-calibre sporting activities. The extra-curricular activities are popular and well attended.
27. School leaders and their colleagues ensure that all classes have access to comprehensive and consistent curriculum planning. The provision for Personal, Health and Social Education (PHSE) and collective worship systematically promotes pupils' spiritual, moral, social and cultural development. The curriculum fully meets legal requirements.
28. The school provides outstanding care, support and guidance for its pupils. It is a happy community where pupils feel valued and cared for. They state that they are confident that any concerns are treated seriously and dealt with quickly and effectively. The partnership with parents and carers is good. The school makes outstanding efforts to monitor pupils' attendance, punctuality and behaviour.
29. The provision for pupils with SEN is outstanding. There is a whole-school approach to meeting pupils' additional learning needs and all staff have very positive attitudes in helping them fulfil their potential.
30. The organisation of a functioning and vigorous school council helps pupils gain a good understanding of citizenship as well as leadership. This body meets regularly and has delegates from all year groups. It is supervised well and the school nurtures its development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process and it gives them a voice in school improvement.

### **Leadership and management**

31. The overall quality of leadership and management has good features, some of which are outstanding. The school's leadership is characterised by a clear headed and highly co-ordinated educational direction.
32. The school has a clear sense of its own educational direction and good standards are promoted with sustained persistence. The essence of the school's effectiveness is in the excellent teamwork between the headteacher, senior managers, teachers and learners, teaching assistants and governors. The high quality of leadership is borne out by the fact that many pupils enter the school with average standards and leave it achieving well.
33. The quality of the self-evaluation process and the self-evaluation report are very good. Leaders and managers are very well informed about their areas of

responsibility and take full regard of the views of the whole team. All are involved in planning for improvement.

34. The school is staffed by an outstanding team of teachers and teaching assistants. Overall the accommodation is good for the number of pupils on roll. All learners have access in classrooms and shared areas to a range of resources. While resources for ICT and music within classrooms contribute to pupils' growing levels of competence, insufficient access to interactive whiteboards limits broader development.
35. The budget is managed well and monitored regularly by the headteacher and governors. Overall the school gives very good value for money.
36. The school is committed to improving standards. It has successfully developed very good self-evaluation procedures. These have been instrumental in the very good progress it has made since its last inspection, particularly in improving the quality of its teaching.

## Recommendations

The governors, headteacher and staff now need to:

- R1 raise standards in music in the older classes;
- R2 improve further pupils' bilingual skills and their awareness of the Welsh dimension in a range of subjects;
- R3 improve the standards in English of those pupils who use it as an additional language; and
- R4 continue to develop a more focused and detailed programme to improve the standards of and provision for more able pupils.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

37. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
38. Pupils' attainments on entry to the school are broadly average, as shown by its initial assessments of those in Year 3. However, pupils tend to have a wide range of attainment with significant minorities who are below or above average. Overall, pupils' standards of achievement in the work seen in the inspection are as follows:

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

39. At 88 per cent, these figures for standards of achievement are well above the WAG's target for 65 per cent of standards to be graded at 2 or above in maintained schools in Wales by 2007. They also compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where overall standards in primary schools are reported to be grade 2 in 65 per cent of lessons and Grade 1 in 12 per cent.

#### Grades for standards achieved in the subjects inspected

40. The grades awarded for standards in the subjects inspected are as follows:

Subject	Key Stage 2
Mathematics	2
Science	2
Information technology	2
History	2
Music	3
Physical education	1

41. In the 2006 key stage 2 assessments, results were above the local and national averages in English, mathematics and science. They have improved steadily in recent years at key stage 2. This is also the case for the percentage of pupils achieving at least NC Level 5 in all three subjects, but particularly in science. In 2006, the proportion of pupils, who achieved at least NC level 4 in English, mathematics and science collectively (the core subject indicator), was above the national average.
42. The school's results are average when compared with similar schools although this is arguable. It has in the last year seen the overall percentage of pupils in receipt of free school meals rise by four per cent to 20 per cent. This places the school in a different benchmark group this year and national comparisons have

yet to be published. As with previous years, the 2006 cohort in Year 6 contained at least 24 per cent who either had a statement of SEN or other forms of SEN and 4 per cent who used English as an additional language. In all year groups, including last year's Year 6, there is a significant proportion, generally about 12 per cent, who enter or leave the school at times other than the start of the autumn term.

43. A large majority of pupils reach their potential in school and achieve at least good standards relative to their ages and abilities and regardless of their background. Girls generally tend to achieve more highly than boys and to the same degree as the national picture. They show better listening skills and a sharper motivation to succeed.
44. Pupils listen to teachers' questions and instructions as well as the views and opinions of others and usually understand what they hear. Most pupils are relatively articulate. They use a good range of vocabulary in English and also use subject-related terminology, most evidently in mathematics, science and key skills. Pupils read fluently with good expression and show a good understanding of the text.
45. Most pupils generally write accurately and present their work well. Their writing covers a good range of genres. Independent writing is of a good quality. Pupils use their numerical skills well in several subjects, for example, when: making calculations or interpreting problems in science. Throughout the school, they recall and apply knowledge that they have acquired in previous lessons well. They ask thoughtful questions to extend their understanding.
46. Across the curriculum pupils develop and apply their information and communications technology (ICT) skills quite frequently, for example to record their work or make presentations. As a result, their standards in the use of ICT are good.
47. In using the Welsh language pupils' standards have more strengths than shortcomings in listening, speaking, reading and writing. Younger pupils achieve good standards in music but there are shortcomings in the work of the older classes.
48. Older pupils carry out some independent research well, for example, as part of their homework or when engaged in specific projects. This, however, is not a strong feature of their work, although their enquiry and problem-solving skills are often good. In general, the majority make good progress in most lessons and over time.
49. Throughout the school, pupils with different kinds of SEN generally make very good progress. The small minority of pupils who have EAL make some progress but this is hampered by insufficient resources to help them. A very small minority of pupils from traveller backgrounds make some progress but this is diminished by their fractured attendance patterns.

50. More able pupils could do better than they do. They are sometimes, but not always, challenged to achieve the standards of which they are capable.
51. Almost all pupils have good learning skills. They are motivated, reflective and concentrate well. Most are eager to answer questions and contribute constructively to class or group discussions. The more able sometimes express informed views and opinions. Most collaborate effectively in pair or group activities.
52. Pupils show good attitudes to their work and make effective use of their time. They settle quickly at the start of the day and participate enthusiastically in the tasks they are set. Their behaviour is good. They are friendly and helpful towards each other, courteous to staff and welcoming to visitors. There has only been one exclusion in the last year.
53. Average attendance over the three terms prior to the inspection was 93 per cent. This figure is slightly below the target set by the WAG but in line with the all-Wales average. Parents taking children out of school for holidays remains a concern. This happens despite the school's efforts to encourage regular attendance. Two of the major employers in the area have 'shut down' periods during term time and this does not help attendance figures.
54. Most pupils are punctual and lessons start on time. Registration is conducted efficiently and in accordance with statutory requirements.
55. Pupils are able to work independently for the most part but there are times when teachers guide them more than is necessary. The school council, eco-committee and entrepreneurial club help them to develop good problem solving and decision making skills. The wider community contributes to their awareness of learning beyond their time in school.
56. Pupils' personal, social, moral and wider development is good. Assemblies and collective worship provide them with opportunities to explore moral and spiritual values, including the beliefs of other faiths and cultures. They show respect, care and concern for others. They take on various responsibilities outside the classroom to enhance school life. These include links with both industry and the wider community. Healthy living and lifestyles feature strongly in their everyday lives.
57. In discussion pupils showed a good awareness of equal opportunity issues and a genuine respect for other cultural traditions. World Week, where pupils look at other countries and their customs, contributes greatly to their appreciation of diversity.
58. Pupils have strong, well established links both with local businesses and the community. They benefit from the visits of many outside organisations and these prepare them well for participation in the work place and wider community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
60. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	76%	2%	0%	0%

61. At 98 per cent, these figures for teaching compare favourably with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-06, where the quality of teaching in Welsh primary schools are reported to be grade 2 in 62 per cent of lessons and Grade 1 in 17 per cent.
62. Teachers are good role models. The quality of working relationships between them and pupils is very good and effectively motivates learners. They have high expectations and encourage a strong positive climate for learning. They pace lessons well and differentiate suitably to get the best out of pupils.
63. Teachers often display very good subject knowledge, and they make every effort to ensure that they are familiar with the latest developments in primary education. They share their lesson aims with pupils. Their keenness to develop professionally is outstanding.
64. The majority of lessons are well structured and teachers plan collaboratively and effectively. In classes teachers are very enthusiastic and use a variety of teaching strategies and relevant resources. Lessons are stimulating and succeed in interesting pupils. Clear aims are shared effectively with pupils and key skills are re-visited during plenary sessions. Teachers display good questioning skills and intervene effectively when pupils are engaged on tasks.
65. When teaching has some shortcomings, and this is uncommon, it relates to a lack of subject knowledge, particularly in music and for pupils who have EAL.
66. Teaching assistants make a valuable contribution to the quality of teaching and learning. They give good support to groups of mainstream pupils, as well as to individuals with SEN who require additional encouragement.
67. The school promotes equal opportunities through a strong commitment to inclusion. Pupils work well together in both group and class activities and teachers take particular care to encourage all children to contribute in lessons.
68. The quality of assessment, recording and reporting is good. Teachers provide good guidelines to ensure that assessment meets statutory requirements, is

manageable and plays a vital role in teaching and learning. The assessment co-ordinator and his support team provide the school with effective leadership of this aspect of the school's work. Assessment data is well ordered and provides useful information for staff.

69. The school employs a number of systems, both ongoing and summative, to track and assess pupils' progress throughout the school. Teachers carefully monitor and note pupils' progress. They know their pupils well and cater effectively for the learning needs of all. During lessons, teachers regularly check with pupils whether they fully understand new concepts.
70. Pupils' work is evaluated carefully in the core subjects and teachers use a skills based approach effectively to assess them in the foundation subjects. Work is marked regularly and comments are related directly to learning objectives. Pupils are involved in target setting and have a positive attitude to improving their own performance. They contribute well in oral activities and appreciate the feedback they get from their teachers.
71. The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. The school keeps governors very well informed through meetings and visits and supplies appropriate data to the local education authority (LEA) and the WAG.
72. Annual reports to parents comply with statutory requirements and are of good quality. Pupils' achievements and progress are presented accurately in good detail.

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

<b>Grade 1: Good with outstanding features</b>
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73. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
74. The school meets the needs and interests of pupils, including those with SEN, very well. Pupils learn from a very well planned, well constructed and imaginative curriculum, which is both broad and carefully balanced. The study programmes are flexible and coherent and help pupils to build their knowledge from year to year. They enjoy many good opportunities to link various aspects of the curriculum.
75. The school has achieved the Quality Mark of the Basic Skills Agency three times. Its promotion of the key skills of literacy, numeracy and ICT is successful because it is reinforced consistently in many subjects and all classrooms.
76. The initiatives in the Thinking Skills and Aspirations for Learning programmes enhance the curriculum outstandingly. They are implemented consistently well in all classes.

77. Teachers run many clubs after school and these successfully enrich pupils' experiences, especially in a varied menu of high calibre sporting activities. The extra-curricular activities are very popular and well attended.
78. School leaders and their colleagues ensure that all classes have access to comprehensive and consistent curriculum planning. The provision for PHSE and collective worship systematically promotes pupils' spiritual, moral, social and cultural development. The curriculum fully meets legal requirements.
79. Pupils have a keen social awareness. They are polite and respectful. They have a good understanding of right and wrong. They take the opportunities given to them in assemblies to reflect on their own lives and those of others. The school council enables pupils to develop social responsibility.
80. Links with parents, the local community and other organisations are good. Parents have good opportunities to learn more about the curriculum and discuss their children's progress. The school is very committed to listening to parents' views. Questionnaires are given out at the end of parents' evenings and with the annual reports. They invite feedback and ways to improve school life.
81. Monthly newsletters keep parents well informed and although there is currently no parent-teacher association, parents are active in raising funds for the school. There is also some parental help in classes and extra-curricular activities. Most parents respond well to the home-school agreement.
82. Links with the community are strong. Local ministers visit regularly. The school choir often supports local events and also visits residential homes for the elderly. National power companies have played a significant role in supporting the school and this has a positive impact on pupils' understanding.
83. The school has developed good curriculum transition links in English, mathematics and science with its partner schools. These help pupils to learn more quickly and become more confident on transfer. New pupils are looked after well and older pupils are prepared well for their transition to secondary school.
84. The school supports several teacher training institutions and student teachers undertake placements at the school. They are mentored well and make a positive contribution. Students from local high schools are welcomed on work experience.
85. Visits by community police, the fire service, the school nurse and others contribute towards pupils' knowledge of the world of work.
86. The school promotes some aspects of the Welsh Dimension and multi-cultural understanding well. It has identified the need to promote both aspects further in a range of subjects and plans to do this.

87. The school promotes equality of opportunity very well and tackles social disadvantage conscientiously. Strong links with local agencies, such as Flintshire Primary Care and other organisations, have resulted in families in need getting good help quickly. In discussions with the school council, pupils confirmed that all have equal opportunities in a range of activities. PHSE and circle time are used skilfully to discuss social disadvantage and to challenge stereotyping.
88. Pupils have a good understanding of sustainable development and global citizenship. Custom House Lane is an Eco-School and has achieved the silver award. Pupils recycle plastic milk bottles and paper and have won a Yellow Wood challenge for recycling yellow pages. They are involved in tree and bulb planting. Each year-group has responsibility for an area of sustainability. The school's use of energy and water is monitored regularly.
89. World Week is now in its third year and contributes greatly to pupils' wider knowledge and understanding. Very good links to a school in South Africa provide pupils with very different examples of school life. The school supports several charities including the shoe box appeal for Operation Christmas Child.
90. Entrepreneurial and other skills needed to support economic development are well established. The entrepreneurs' club is involved in selling the clear, plastic water bottles that pupils use for water during lessons as well as school book bags. Various other items are made and sold to raise money for agreed resources. Each year group is given a small amount of money and encouraged to make a profit. The different projects on display show that pupils are developing the decision making skills needed for a successful outcome.
91. The school is outstandingly committed to laying the foundations for lifelong learning and community regeneration. National priorities are embraced with enthusiasm and are embedded in school life.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
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92. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
93. The care, support and guidance provided by the school are outstanding. It is a happy community where pupils feel valued and cared for. Pupils state that they are confident that any concerns are treated seriously and dealt with effectively.
94. Induction evenings for parents of Year 2 and Year 3 pupils, as well as induction days for pupils, ensure a smooth transition from the infant to junior phase. Pupils entering the school other than at the start of the autumn term are allocated buddies to help them settle down into the life and routines of their new school.

95. Teachers know their pupils well. This enables them to monitor effectively pupils' needs and progress. The provision of high quality personal support and guidance, including access to PHSE, is outstanding. Teachers use circle time, golden time, a compliment kids strategy and feelings boxes well to support and guide pupils. The support the school receives from Flintshire Primary Care Service with its immediate access to specialist services continues to be a great benefit.
96. The school makes outstanding efforts to monitor attendance, punctuality and behaviour. A detailed form has to be completed by parents before permission is granted for holidays outside the usual time. Each case is dealt with by means of a points system which looks at the pupils' attendance and punctuality record, time of year and whether any assessments are due. Agreement is based on reaching a certain points level and is not automatic. The school's record keeping is accurate and honest. The Inclusion Welfare Officer is a regular visitor and closely monitors attendance registers. She also follows up any concerns with letters or visits as necessary. The school rewards good attendance and punctuality often.
97. The provision for the healthy development, safety and well-being of all pupils is good. The school is part of the Healthy Schools Initiative and has received four awards for its work in this programme. Pupils are allowed to drink water in the classroom and 'brain gym' exercises are used to aid concentration. Healthy eating is promoted in the choices available for school lunch and fruit is served at breaktimes. The pupils are aware of the importance of exercise in maintaining a healthy life style. There are good procedures to address pupils' medical needs and care plans. Appropriate security arrangements are in place and there is a governor with responsibility for health and safety issues. Staff are trained in first aid and emergency aid.
98. The headteacher is the person with responsibility for child protection and is trained to the appropriate level. All staff, including midday supervisors and assistants, have attended training and can recognise the signs and symptoms of abuse. A governor is nominated to monitor child protection issues who has also received the higher level of training. The school meets regularly and works in close partnership with other relevant agencies in this field. Monitoring processes are very good. All staff and governors are checked with the Criminal Records Bureau. Overall, child protection procedures are outstanding.
99. The provision for pupils with SEN is outstanding. There is a whole-school approach to meeting pupils' additional learning needs and all staff have very positive attitudes in helping them to fulfil their potential. There are 40 pupils on the SEN register, of whom none carry a formal statement of SEN.
100. The SEN co-ordinator (SENCo) is very experienced and well qualified. She has specialist expertise which enables her to identify and assess pupils' learning difficulties effectively. She works closely with class teachers to plan appropriate interventions to meet individual pupil's needs. Individual education plans (IEPs) are written for all pupils on the SEN register and reviewed annually and targets are set to help them overcome their difficulties. The school is developing IEPs

for those who are more able. Pupils are involved in setting their own targets in order that they know how to improve their work.

101. The SENCo and other members of staff are deployed very effectively to assess and teach individual pupils and small groups; they also plan and manage the provision for all pupils with SEN well.
102. The school meets the statutory requirements for pupils who carry statements of SEN. Policies and procedures meet WAG guidelines and all documentation is thorough, up-to-date and accessible.
103. In the main, pupils at the first level of support receive help within their classes, while pupils with more significant needs are withdrawn from lessons for sessions with the SENCo and two teaching assistants. These arrangements are efficient and ensure that access to the wider curriculum is enabled. The outcomes of these interventions are very positive and pupils often make very good progress.
104. The accommodation for teaching pupils with SEN is attractive and very well resourced with a wide range of stimulating materials. Pupils respond very well to supportive relationships with SEN staff and they enjoy their learning.
105. The governing body (GB) has appointed a governor for SEN who is kept fully informed about SEN issues. The SENCo is also a member of the senior management team (SMT) and has a voice in school improvement issues.
106. The school works closely with LEA representatives and external agencies to ensure that pupils benefit from support. The Reading Recovery programme for younger pupils with significant literacy problems is very effective. The result of this focused teaching is that increasingly few pupils in key stage 2 have reading difficulties. The other programmes for developing literacy and numeracy skills are taught by teaching assistants. They also have a positive effect on pupils' confidence and standards.
107. The SEN team co-operates closely with external organisations. Staff take great care to establish whether a pupil's problems are language based or if they have an alternative learning need. Parents are involved in planning and decision making.
108. All pupils, whatever their social, educational, ethnic or linguistic background are supported well and treated equally. It is a strength of the school. They have equal access to all lessons and activities and stereotypical attitudes are challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted successfully and pupils recognise and respect diversity. This also evident in the displays and resources around the school.
109. The school has effective measures to eliminate oppressive behaviour, including bullying and other forms of harassment. The school council was instrumental in organising a bullying awareness evening for parents. They presented the issues and demonstrated the actions taken to combat bullying. In discussions pupils are firm in their view that bullying or discrimination of any kind is not tolerated.

They are confident to report any such incidents in the knowledge that they will be dealt with promptly and fairly. This is an outstanding feature.

110. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. A disability steering committee of governors looks at the school's responsibilities in the light of new legislation. This group includes members with disabilities, who were invaluable when a disability audit was carried out. Disability access around the school site is good. The school has a Disability Equality Scheme and action plan and these are actively monitored. The care and diligence given to this aspect is outstanding.
111. The organisation of a functioning and vigorous school council helps pupils gain a good understanding of citizenship as well as leadership. It meets regularly and has delegates from all year groups. It is supervised well and the school nurtures its development. Pupils grasp this opportunity willingly; they benefit from their involvement in the democratic process through the school council. It gives them a voice in school improvement.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 1: Good with outstanding features**

112. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
113. The overall quality of leadership and management has good features, some of which are outstanding. The school's leadership is characterised by a clear headed and highly co-ordinated educational direction. The leadership of the headteacher is dynamic, imaginative and very well organised. The deputy headteacher provides the school with able support and subject co-ordinators lead their subjects very well. The leadership of the provision for pupils with SEN is also of high quality and pupils have a strong voice in leadership through the school council.
114. The school has a clear sense of its own educational direction and good standards are promoted with sustained persistence. The essence of the school's effectiveness is in the excellent teamwork between the headteacher, senior managers, teachers and learners, teaching assistants and governors. This is also shown by the wholehearted way in which the school embraces its ethos as an Investor in People. The proof of the high quality of leadership is borne out by the fact that many pupils enter the school with average standards and leave it achieving well.
115. Since being appointed, the headteacher has successfully led the school through a period of improvement. Her management is inclusive. She has succeeded in reshaping and retaining a team with a high morale. She gives a sharply focused

sense of direction to the school's work, is personally involved in teaching, and shares with other teachers and pupils a commitment to improvement.

116. The deputy headteacher provides good support to the headteacher in managing the school. He plays an effective part in planning, supporting, monitoring and evaluating the work of colleagues.
117. The school takes very good account of national priorities, local partnerships and cluster arrangements. It helps develop the expertise of both teachers and teaching assistants in a highly inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving educational priorities.
118. The overall quality of subject co-ordination is good with outstanding features. The very good work of subject co-ordinators is reflected in the excellent progress pupils make; they are closely involved in policy-making and have designed and implemented good schemes of work. Good plans are also in place to review planning.
119. Effective governance ensures that pupils are cared for and do well. The GB is committed to the school. Governors are well informed of its needs through their own involvement and by regular meetings with members of staff. They are successful in helping to decide the school's strategic direction through their work in setting and costing targets for improvement in the school development plan (SDP).
120. Governors make regular visits to the school and have formal links with subject co-ordinators and members of staff with other areas of responsibility. Some take a very close interest in their particular areas, such as for pupils with SEN. Newly elected governors develop their roles by liaising with relevant subject leaders and monitoring the quality of education and standards of achievement. The GB meets all regulatory and legal requirements.

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

<b>Grade 1: Good with outstanding features</b>
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121. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
122. The quality of the self-evaluation process and the self-evaluation report are very good. Leaders and managers are very well informed about their areas of responsibility and take full regard of the views of the whole team. All are involved in planning for improvement. These include a whole school monitoring and assessment cycle for core and foundation subjects. This is led by curriculum leaders and regular self-evaluation meetings are run by team leaders.

123. The school enjoys an open, encouraging and honest ethos at all levels. Consequently, senior and middle managers, staff and pupils make an invaluable collective contribution to school improvement.
124. Self-evaluation is accurate and perceptive. The school demonstrates a high level of awareness of what it does well and of the areas it can improve upon. The quality of the self-evaluation report is good. The findings of the inspection team match all the grades awarded by the school in the seven key questions.
125. The school's leaders set clear priorities and detail thoroughly the actions required to achieve improvement. The initiatives introduced are considered carefully and implemented rigorously. They are then closely monitored.
126. The headteacher, GB and staff are committed to improving standards. Some governors visit school frequently to support staff and most are well acquainted with the standards pupils achieve.
127. The quality of planning for improvement is good as shown by the school's improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well composed SDP. This notes the school's needs and aims well. Financial implications and timescales are stated clearly. It is a useful working document with specific, measurable success criteria. Governors, teachers and teaching assistants are closely involved in planning for improvement and their views are carefully considered.
128. The headteacher and deputy head monitor teaching carefully and have an accurate picture of the staff's many strengths and few areas for improvement. The school has put in place a good system which ensures that pupils get good specialist teaching in important areas. The implementation of workforce remodelling has been effective in helping to raise standards further.
129. The self-evaluation procedures have been instrumental in the school's very good progress since its last inspection, particularly in improving the quality of its teaching. Since then, the overall standards pupils achieve have been consistently at least good and the quality of care and guidance and the quality of leadership and management has been outstanding.

## **Key Question 7: How efficient are leaders and managers in using resources?**

### **Grade 1: Good with outstanding features**

130. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
131. The school is staffed by an outstanding team of teachers and assistants. Many staff are involved in further professional training and have experience of providing leadership for colleagues, both in school and as leading teachers in other primary phase schools. Many teachers have undertaken long-term, in-service training in subject and school leadership. Good arrangements are in place for PPA time. Senior managers are rightly proud of their recruitment procedures. The staff is of high quality and as such is a key factor in raising standards further.
132. The school has invested in additional support staff who provide high quality assistance to pupils. All staff are deployed well throughout the school. Members of the administrative staff make visitors feel welcome and contribute very effectively to the school's smooth daily running. Maintenance and lunchtime staff provide good support to make the school a safe and caring environment.
133. The school benefits greatly from a team-based approach to current and future priorities. For example the recent initiative to develop a skills-based approach to learning is evident in all classes. This reflects the very good in-house training of staff as well as the range of responsibilities they take for their own professional development.
134. Senior managers support student teachers well and induction procedures for members of staff new to the school are good. The school has a long-standing role as a mentoring school for students. This means that student teachers are often involved in class teaching under the close tutelage of staff.
135. Overall the accommodation is good for the number of pupils on roll. The school grounds, playing fields and play areas are well used and well maintained. Internal refurbishment and attractive displays ensure that the school is a place where children work confidently and happily. All areas of the school are bright and cheerful, clean and well cared for.
136. All learners have access in classrooms and shared areas to a range of resources. While resources for ICT and music within some classrooms contribute to pupils' growing levels of competence, overall access to interactive whiteboards is insufficient and limits pupils' achievements.
137. The headteacher and secretary constantly look for "best value" when purchasing resources. The principles of best value are also reflected in other areas of management, such as when negotiating the cost of temporary teachers. Careful monitoring of finances ensures that money is spent well. The budget is managed and monitored regularly by the headteacher and governors. Overall the school gives very good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

#### Key stage 2: Grade 2 – Good features and no important shortcomings

##### Good features

138. Pupils throughout key stage 2 use and understand a wide range of mathematical terms.
139. Pupils make very good progress in creating and interpreting a range of graphs and tables. Older ones achieve well in problem solving and the use and application of mathematics in a wide range of contexts.
140. Most pupils make good progress and achieve well in their understanding of number and money. Younger ones have a good grasp of number bonds and demonstrate good skills in sorting and sequencing numbers. Older ones differentiate effectively between even and odd numbers and the majority add and subtract accurately and make appropriate progress in exploring number patterns. Most achieve well in relation to mental calculation.
141. Pupils make good progress in estimating, weighing and measuring. Older ones have a good grasp of two-dimensional and three-dimensional shapes and their properties. Younger ones develop a good understanding of time in half hour intervals. All develop a good understanding of halves and quarters and make good use of this in their focus on position and direction. They begin to develop a sound understanding of angles. Most begin to create pictograms and simple bar graphs effectively. Older ones demonstrate a good grasp of the concept of symmetry.
142. Pupils use multiplication tables effectively and have skill in mental mathematics. They develop a good understanding of weight, measurement, area and perimeter. Younger ones focus well on time and apply their knowledge effectively in a variety of situations.
143. Those in Year 3 and Year 4 show a good understanding of simple fractions and sums of money. By the end of Year 6, most have a good grasp of the relationship between decimals, percentages and fractions. Year 5 and Year 6 pupils investigate and solve problems in these contexts accurately.
144. Pupils show a good understanding of reflection and symmetry. They understand angles and are skilled in measuring them. They make very good progress in database work. They use their computer skills effectively in this context. Most younger ones are skilled in creating and interpreting a range of different types of graphs. Older ones use a good range of terms such as mode, median and

range. They solve problems well by representing data in tables, charts, graphs and diagrams.

### **Shortcomings**

145. There are no important shortcomings.

<b>Science</b>
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<b>Key stage 2: Grade 2 – Good features and no important shortcomings</b>
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### **Good features**

146. Some older, less able pupils make very good progress in planning and carrying out systematic scientific enquiries

147. Pupils, including the less able, make good progress in scientific investigations. Many have a good recall of what they have learned previously and are able to use this knowledge well when learning new concepts.

148. Most pupils understand the importance of making accurate measurements and validating results. All have a firm understanding of the principles of fair testing in their experiments.

149. Many pupils are confident in using scientific terms. They present their findings accurately and neatly, using notes, diagrams, tables and graphs.

150. Most pupils use the ICT facilities available to them competently, for example, when using sensors. They use equipment safely and are conversant with health and safety guidelines.

151. Pupils are confident and competent in scientific problem solving. This helps them to make good progress in the various aspects of science.

152. Younger pupils make good progress in understanding the growth, function and care of teeth. They investigate the properties of materials in relation to their transparent, translucent and opaque qualities.

153. Many predict the outcomes of their enquiries and test their ideas thoroughly. They demonstrate a clear understanding of the practical applications of their findings and of concepts that apply to other subjects such as design technology and mathematics.

154. In their investigations, older pupils show a good understanding of previous work done on planning, predicting, testing and recording results. They measure and test carefully and accurately.

155. Most pupils can interpret data and some understand the need to repeat results in order to achieve reliability.

## **Shortcoming**

156. There are no important shortcomings but more able pupils are often content to follow directions rather than work independently and imaginatively.

<b>Information technology</b>
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<b>Key stage 2: Grade 2 – Good features and no important shortcomings</b>
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### **Good features**

157. Pupils use computers regularly for a good range of purposes and this helps them to develop their skills. Many make good use of a digital camera to record their experiences and manipulate images.

158. Pupils use appropriate graphics packages and other programs well to support their work in English, mathematics, art and music. Younger pupils use a word-processing package well to produce short pieces of written work. Most develop good skills in using the mouse to move images from one part of the screen to another. They make good progress in opening, editing and saving text and printing items of work.

159. Younger pupils show skill in using simple databases to create graphs. They represent data in pictograms while older pupils create good bar graphs.

160. Pupils have a good understanding of computer modelling and simulation. In their LOGO work, older pupils input instructions accurately to control the movement and directions of a computer guided robot.

161. Pupils use databases carefully to refine a range of information before manipulating the data to create different graphs. They use branching databases effectively while older ones use spreadsheets well. They understand the importance of checking the quality of computer data.

162. Pupils have effective word processing skills when presenting their work in other subjects. Older ones make good use of desktop publishing to record features of school life.

163. Most pupils vary the font and size of print competently and copy and paste information fluently. They incorporate images alongside text in PowerPoint presentations.

164. Pupils make good use of CD-ROMS and the internet to research and gather information about specific topics in various subjects.

### **Shortcomings**

165. There are no important shortcomings but pupils have a limited understanding of the Welsh Dimension across the curriculum through this subject.

## History

### Key stage 2: Grade 2 – Good features and no important shortcomings

#### Good features

166. Most pupils have a good awareness of chronology. They use a wide range of both primary and secondary historical sources well. They write using different styles and genres for letters, diaries and descriptions, showing empathy for characters and places in the past.
167. In Years 3 and 4, pupils study the Celts and Romans in good detail and consider their lives in relation to their surroundings. Pupils learn much about their domestic needs, such as food, clothing and shelter.
168. In Years 5 and 6, pupils have good factual recall when they refer to the wives of Henry VIII and the historical events of the Tudor period.
169. Pupils exhibit good analytical skills in their examination of the photographic evidence of evacuees in World War II. They discuss in groups the where, when, what and how of the evidence and present their assumptions to wider class discussions.
170. Work displayed shows that pupils have a good understanding of the contrast between the past and the present and they talk confidently about their findings.
171. Pupils show some awareness of Welsh history through visits to sites such as Penrhyn Castle, Chester City and Chirk Castle.

#### Shortcomings

172. There are no important shortcomings but pupils have a limited understanding of the Welsh Dimension in history.

## Music

### Key stage 2: Grade 3 – Good features outweigh some shortcomings

#### Good features

173. Pupils, including those who are less able, make good progress in performing on untuned percussion instruments to represent changes in rhythm, tempo and pitch.

174. Pupils sing most enthusiastically in assembly and concert performances. They sing in tune clearly and adopt good postures.
175. Younger pupils have a good knowledge and understanding of some musical elements, such as dynamics and tempo.
176. Pupils can identify a wide range of instruments and name the family to which they belong. They can follow a simple graphic score correctly.
177. Pupils of all ages and ability make good progress in evaluating their own and other pupils' performance.
178. All pupils copy and create simple clapping patterns accurately in a four beat rhythm.
179. Older pupils have a good practical knowledge of pitch. Many perform competently in small groups. In their composition work on the Blitz they show they have listened well and can recreate their own sound pictures using voice only.
180. Pupils who learn instruments make a strong contribution to the overall quality of music in the school.

### **Shortcoming**

181. Many older pupils do not achieve the levels in composing and appraising that would be expected by the end of key stage 2.
182. Pupils do not explore the Welsh Dimension in music sufficiently.

<b>Physical education</b>
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<b>Key stage 2: Grade 1 – Good with outstanding features</b>
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### **Outstanding features**

183. During dance and gymnastic lessons pupils listen attentively and show an outstanding level of co-ordination in their gymnastic and dance skills.
184. Pupils in hockey lessons show very good self-discipline and perseverance and achieve outstanding, individual standards.

### **Good features**

185. Pupils are well dressed for physical activities. They listen attentively and ask appropriate questions. They know the benefits of warm up and warm down sessions and older ones understand the changes in their bodies during prolonged exercise. They know how to check pulse rates and the significance of increasing heart beats.

186. Pupils co-operate well in pairs and small groups in both indoor and outdoor activities. In gymnastics they demonstrate different ways of travelling and use space, balance and control effectively. In dance they use their bodies well in the interpretation of sounds. They also collaborate successfully in group sequences to develop continuity and flow.
187. Pupils respond well to music, using good spatial awareness and a sense of rhythm when practising a range of movements. They perform a variety of actions including quick, slow and vigorous movements. They co-ordinate their rhythmic movements well. They make good progress in improving their footwork in dance.
188. Pupils take full advantage of the wide range of sporting activities arranged by the school and local sports organisations. They regularly and successfully take part in local school leagues and competitions in hockey, netball, football and athletics. They show a high level of commitment to their teams.
189. In games, pupils develop useful ball handling skills. During lessons, they improve their ability to throw and catch. They can apply skills to a simple game, showing a good understanding of their roles. They move in a controlled way.
190. Pupils collaborate well in groups. In games, younger pupils develop a good understanding of a variety of passes when improving their ball skills. The most able throw the ball accurately and catch well. They know the rules in the game and follow them well.
191. Pupils develop their athletic skills in running well. They have good control and balance. They evaluate their performances and those of others effectively.
192. The school reports that pupils make appropriate progress in learning to swim and they swim regularly.

### **Shortcomings**

193. There are no important shortcomings.

## School's response to the inspection

194. The staff and governors of Custom House Lane Junior School have acknowledged the findings of the inspection and are delighted that the inspectors recognised that the school has many outstanding features. Inspectors also agreed that our school provides a well planned and imaginative curriculum for its pupils.
195. We are proud to note that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly's all Wales targets.
196. The report is very positive and highlights the very good progress that has been made since the last inspection.
197. We are pleased that the inspectors found the pupils polite and respectful and have a good understanding of what is right and wrong. They also noted that the care, support and guidance provided by the school are outstanding as it is a happy community where pupils feel valued and cared for. The whole school approach to meeting the needs of pupils with SEN is also acknowledged as outstanding.
198. The inspectors found the overall quality of leadership and management has good features, some of which are outstanding. They found that the essence of the school's effectiveness is in the excellent teamwork between the headteacher and all staff. The care and talent of support staff is also recognised as making a valuable contribution to the quality of teaching and learning.
199. Our aim as a school is to ensure that children are cared for and confident learners. The inspectors found that the school is outstandingly committed to laying the foundations for lifelong learning and community regeneration. The initiatives in the Thinking Skills and Aspirations for Learning programmes were seen as outstanding enhancements to the curriculum.
200. The school would like to thank the inspection team for their integrity and experience, and the professional and courteous manner in which the inspection was conducted.
201. Our next step is to address the recommendations made by the inspectors in our school development plan. All of these areas we believe we can confidently address in the school's continuous cycle of improvement.

## Appendix 1

### Basic information about the school

Name of school	Custom House Lane Junior School
School type	County Primary
Age-range of pupils	7 to 11
Address of school	Mold Road, Connah's Quay, Flintshire
Postcode	CH5 4QL
Telephone number	01244 830708

Headteacher	Mrs Kathryn Fox-Parry
Date of appointment	April 1998
Chair of governors	Mr R. Brown
Registered inspector	Mr R A Isaac
Dates of inspection	17 <sup>th</sup> to 19 <sup>th</sup> September 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	53	39	45	71	208

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18 : 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	26
Teacher (fte): class ratio	1.37 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	N/A	N/A	93.4%
Spring 2007	N/A	N/A	93.3%
Summer 2007	N/A	N/A	91.1%
Percentage of pupils entitled to free school meals			20%
Number of pupils excluded during 12 months prior to inspection			1

## Appendix 3

### National Curriculum Assessment Results (compared with national averages for 2006) End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007										Number of pupils in Y6		49	
Percentage of pupils at each level													
			D	A	N	W	1	2	3	4	5	4+	
English	Teacher assessment	School	0	0	0	0	0	0	13	52	29	81	
		National	0	0	0	0	0	4	16	48	30	79	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	43	40	83	
		National	0	0	0	1	1	3	14	48	33	81	
Science	Teacher assessment	School	0	0	0	0	0	0	6	42	52	94	
		National	0	0	0	1	0	2	12	52	34	86	

Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment			
In the school	75%		
In Wales	74.3%		

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

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of ten inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- thirty-eight lessons or parts of lessons;
- all classes;
- two acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 62 parents or 30 per cent;
- documentation provided by the school before and during the inspection; and
- a range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Robert Isaac	Registered inspector	Pre-inspection commentary Summary and Full Reports Key Question 1 Key Question 4 Key Question 5 Mathematics Information technology
Mr Kevin Downes	Nominee And Deputy Headteacher	Contributing to all key questions
Mrs Justine Barlow	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4
Mrs Meiriol Meredith Jones	Team Inspector	Key Question 3 Key Question 6 Science Music
Mr Glyn Scott	Team Inspector	Key Question 2 Key Question 7 History Physical education

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all members of the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

#### Inspection Contractor:

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