

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Drury Primary School
Beech Road
Drury
Buckley
CH7 3EG**

School Number: 6642089

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by

**Merfyn Lloyd Jones
78218**

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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- * makes public good practice based on inspection evidence.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Drury C.P. 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 Drury C.P. School took place between 23/01/06 and 25/01/06. An independent team of inspectors, led by Merfyn Lloyd Jones 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Drury Primary school is situated in the village of Drury near the town of Buckley, Flintshire, some six miles from Chester. It lies in the area administered by Flintshire County Council.
2. The school was opened in 1974 and caters for pupils between the ages of three and eleven years of age. At the time of the inspection there were 117.5 full-time equivalent pupils on roll. Pupils are admitted into the nursery class in the September following their third birthday and to the reception class in the September following their fourth birthday.
3. Pupils represent the full ability range. One pupil has a statement of special educational needs although there are 21 pupils either on school action or school action plus for extra support. The pupils are arranged into five classes.
4. According to the school, the pupils are drawn from a social background which is neither prosperous nor economically disadvantaged. Around four per cent of the pupils receive a free school meal which is below the national average.
5. English is the predominant language spoken at home.
6. The school was last inspected in February 2000. The current head teacher has been in post since April 2005

The school's priorities and targets

7. The school's main priorities and targets for 2005-06 include:
 - involving pupils more in setting their own targets for improvement;
 - developing further the range of learning and teaching strategies;
 - promoting Welsh and bilingualism;
 - subject leaders setting targets that focus on standards and progress;
 - improving opportunities for pupils to undertake investigative science;
 - improving opportunities for the development of personal, social and health education.

Summary

8. Drury C.P. is a good school with many outstanding features. It is a warm, friendly school which provides a happy and secure learning environment for its pupils. It provides pupils with a good quality education; they progress well in their learning and achieve good standards. The head teacher and staff are hard working and dedicated. There are good relationships at all levels.
9. Good progress has been made since the last inspection. The inspection team agreed with the judgements made by the school in its self-evaluation report.

Table of grades awarded

10. The inspection team judged the school's work as follows:

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 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

Standards

11. Overall standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	63%	17%	0%	0%

12. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

13. The standards of achievement for pupils under-five are as follows:

Areas of Learning Under- fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 2

14. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Information and communications technology	2	2
Physical education	2	2
Religious education	3	3

15. In 2005, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was below the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for each subject.
16. However, standards for 2002, 2003 and 2004 have been consistently at or above the LEA and national averages in all core subjects.
17. In 2005, end of key stage 2 teacher assessment, the percentage of pupils achieving level 4 or above in English and mathematics was below the LEA and national averages. The result in science was above the LEA and national averages. The number of pupils achieving level 5 was above the LEA and national averages. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for each core subject.
(N.B The number of pupils assessed at the end of key stage 2 in 2005 was very small).
18. However, standards for 2002, 2003 and 2004 have been consistently above the LEA and national averages in all core subjects.
19. At both key stages there is no significant difference between the performance of boys and girls.

20. In the early years, the standards and progress pupils make in the key skills across the curriculum are good.
21. At key stage 1 and key stage 2, the majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils listen attentively to presentations by their teachers and to each other and take interest in their work and respond intelligently during discussion time. As they progress through the school they ask questions and give extended answers when explaining an idea or expressing an opinion.
22. Pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts. Pupils across the age range use information technology effectively to support their learning in a number of subject areas particularly mathematics, science and history. Numeracy is also widely used to measure and calculate accurately.
23. The majority of pupils understand the processes involved in problem solving and use a range of strategies to find creative solutions to problems.
24. In their bilingual development, pupils at both key stages are making good progress with some pupils achieving good standards.
25. Pupils make very good progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. Their attitude to learning, the interest they show in their work and their ability to sustain concentration are very good features across the school. Throughout the school, pupils' understanding of equal opportunity issues is good.
26. Pupils' behaviour is excellent. Pupils' manners and attitudes throughout the school day, including lunchtime, are very good.
27. Levels of attendance for nursery, reception, key stage 1 and key stage 2 classes have remained stable since the previous school inspection. The school's attendance rates, averaging around 95 per cent, are better than both the LEA and national average.
28. Pupils develop a good understanding of their community through the numerous opportunities they have to be actively involved in activities such as social and fundraising events.

The quality of education and training

29. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	70%	11%	0%	0%

30. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.
31. Lessons judged to be good and no important shortcomings had features, which included:
 - good lesson plans with clear learning outcomes;
 - effective and consistent use of a range of teaching and learning styles;
 - good questioning techniques and high expectations which challenge and stimulate pupils;
 - work set at the right level for pupils of all ages and ability, with good support during the lesson;
 - good pace from beginning to end;
 - very good relationships creating an ethos where learning is nurtured.
 - good provision for creative and imaginative work which helps pupils to find things out for themselves and promoting life-long learning.
32. In lessons judged to have some shortcomings, the work was not always appropriately differentiated to challenge the more able pupils. Some of the planned activities also limited the output of work produced by some of the less able pupils. Some lessons lacked pace with pupils losing concentration.
33. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. Teachers use a wide range of strategies to gain pupils' interest and attention and they manage behaviour very well. This is a particularly strong feature across the school.
34. There are good working relationships in all classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support. Good team work is evident with all adults across the school.
35. Resources are used effectively to enhance the quality of lessons. The use of information and communications technology (ICT), particularly the interactive white boards, plays a prominent part in enhancing teaching and learning. This area of work is an outstanding feature at the school.
36. Very good provision for pupils' bilingual development is made.
37. Assessment procedures in the core subjects are well established. They are thorough and fully meet all statutory requirements. Across the school, pupils are aware of their improvement targets and what they need to do in order to improve their work. Marking is consistent and supportive. Pupils' involvement in determining their own targets for improvement is at an early stage of development. Statutory end of key stage assessment requirements are fully met.
38. Assessment of the foundation subjects is in the early stages of development. Subject leaders have begun to monitor pupils' work, but have not yet introduced a system which tracks progress and attainment.

39. Individual Education Plans (IEPs) for pupils with special educational needs (SEN) clearly identify the progress that has been made and the action required for further development.
40. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Parents say that teachers are friendly, approachable and helpful when advising them as to how best to support their children's learning.
41. The curriculum is well organised, broad and balanced and fully meets the learning needs and aspirations of all the pupils, including pupils with SEN and those in the Early Years, ensuring equal opportunity for all. The curriculum is accessible to all and planned progressively throughout the key stages, allowing pupils to develop their knowledge and skills as they move through the school.
42. The very good range of extra-curricular activities enriches and extends the quality of curricular provision. These, along with visits and visitors to the school, complement and enhance pupils' learning, capturing their interest. This is an outstanding feature of the school's work.
43. The provision for pupils' social, moral and cultural development is good. Pupils develop qualities such as fairness and honesty and staff provide good role models.
44. Cultural development is promoted well. The school ensures pupils have a developing understanding of their own cultural heritage and that of Wales. 'Y Cwricwlwm Cymreig' is well planned across many areas of learning. There is less emphasis on developing their understanding of life in a multi-ethnic society. Pupils' spiritual development is underdeveloped as they have limited opportunities to sit quietly and reflect.
45. The school has excellent links with parents and carers. The school benefits from its active and productive membership of a consortium of adjacent local primary and secondary schools. Members of the community are regular visitors to the school and the experiences they share enrich pupils' learning.
46. The curriculum provides well for pupils' personal and health education. The school has high expectations of its pupils and actively and enthusiastically promotes equality of access, equal opportunities and continually challenges stereotyping.
47. Pupils' entrepreneurial skills are developing well with pupils involved with several initiatives including mini-enterprise and the school council.
48. There is good provision for raising awareness of sustainable development and global citizenship throughout the school in all areas of the curriculum. This is an outstanding area of work.

49. Pupils are very well cared for, guided and supported by dedicated, committed and enthusiastic staff. The school identifies and reacts quickly to individual pupil's needs and requirements.
50. The good induction arrangements for pupils joining the school helps them settle into the school quickly and happily. The transfer arrangements for pupils moving from Year 6 to the high school are well established and effective.
51. The school considers the health and welfare of the pupils to be of uppermost priority. A safe and secure environment is provided for pupils to learn and play. Child protection procedures are in line with statutory requirements.
52. The provision for pupils with additional learning needs is very good. Staff provide good support to pupils within the class and throughout the wider school community, as they work through their individual educational plans(IEPs). The special educational needs co-ordinator (SENCo) and the class teachers draw up the IEPs which are clear, detailed and focused on realistic targets. The provision and support for pupils with SEN are outstanding areas of the school's work.
53. The school promotes positive attitudes to overcome any prejudices and presumptions based on gender, race, language or social background, and to respect diversity.

Leadership and management

54. The quality of leadership shown by the head teacher is very good. Since his appointment he has made measured and appropriate changes. He is positive and gives a clear direction to the work of the school. The aims of the school are clear and are focused on pupils' needs and are implemented and fully understood by staff and governors.
55. The school takes account of national priorities and these are integrated into the daily life of the school. Performance management practices contribute well to the identification of staff professional development needs.
56. The co-operation and practical support given by governors in many aspects of school life are good. They are well-informed and knowledgeable about the school and regular reports by staff are discussed and considered. The role of governors as a 'critical friend' is very well established.
57. Monitoring systems by staff and governors are progressing well with good practice already in place for some subjects. However, these need strengthening to focus more sharply on measuring progress and standards linking them to priorities in the school development plan.
58. All statutory and recommended policies and documents have been adopted by the governors and implemented throughout the school.

59. The school's self-evaluation arrangements are developing well. There is long established practice at the school to evaluate; this reflects a culture of support and self-criticism.
60. The head teacher, staff and governors are committed to improving standards and learning opportunities for the pupils. The draft school development plan for 2006 – 07 identifies priorities but detail beyond that as yet is limited. The school recognises the need to agree success criteria, action required, timescales etc. This work features as part of their agenda for the forthcoming term.
61. The governing body and the head teacher provide adequate resources to ensure objectives are met. Overall, the classroom accommodation is adequate for the number of pupils on roll. There is good overview of financial resources and monies are used effectively to improve learning opportunities for pupils.
62. The school has made good progress since the last inspection. All the key issues have been well addressed and the actions taken have had a positive impact on the school's practice.
63. The school offers very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 address the shortcomings as identified in the report on religious education;
- R2 strengthen the approach to self-evaluation and link the findings to priorities in the school improvement plan which sets out measurable success criteria in relation to progress and standards;
- R3 use assessment information to differentiate work more appropriately for more able pupils and a small number of pupils who have learning difficulties;
- R4 develop further the monitoring role of subject leaders with a greater emphasis on pupils' progress and the standards they achieve;
- R5 further develop pupils' involvement in identifying and setting their own targets for improvement.

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?

Grade2: Good features and no important shortcomings

64. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
65. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	63%	17%	0%	0%

66. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.
67. The standards of achievement for pupils under-five are as follows:

Areas of Learning Under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 3
Physical development	Grade 2

68. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 3	Grade 3

69. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

70. In 2005, end of key stage 1 teacher assessment, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science was below the Local Education Authority (LEA) and the national averages. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for each subject.
71. However, standards for 2002, 2003 and 2004 have been consistently at or above the LEA and national averages in all core subjects.
72. In 2005, end of key stage 2 teacher assessment, the percentage of pupils achieving level 4 or above in English and mathematics was below the LEA and national averages. The result in science was above the LEA and national averages. The number of pupils achieving level 5 was above the LEA and national averages. When compared with similar schools across Wales in 2004, using the free school meals indicator, the school was placed in the lower 50 per cent of schools for each core subject.
73. (N.B the number of pupils assessed at the end of key stage 2 in 2005 was very small).
74. However, standards for 2002, 2003 and 2004 have been consistently above the LEA and national averages in all core subjects.
75. At both key stages, there is no significant difference between the performance of boys and girls.
76. In the early years, the standards and progress pupils make in the key skills across the curriculum are good.
77. At key stage 1 and key stage 2, the majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils listen attentively to presentations by their teachers and to each other and take interest in their work and respond intelligently during discussion time. As they progress through the school they ask questions and give extended answers when explaining an idea or expressing an opinion.
78. Pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts. Pupils across the age range use information technology effectively to support their learning in a number of subject areas particularly mathematics, science and history. Numeracy is also widely used to measure and calculate accurately.
79. The majority of pupils understand the processes involved in problem solving and use a range of strategies to find creative solutions to problems. They can use their imagination and creativity well to further their learning. They identify when a decision is needed, and for what purpose, and apply these skills effectively in their work.

80. In their bilingual development, pupils at both key stages are making good progress with some pupils achieving good standards. Pupils use Welsh regularly in and around the school and respond confidently to commands and questions.
81. The school sets realistic targets for pupils and these are achieved on a regular basis by pupils of all abilities. The majority of pupils are beginning to have a good understanding of their strengths and shortcomings and are clear as to the targets they are aspiring to. There are no differences in standards of achievement of pupils in terms of social background or race.
82. Pupils make good progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They have a good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.
83. Their attitude to learning, the interest they show in their work and their ability to sustain concentration are very good features across the school. They show enthusiasm in what they do and work diligently with a high degree of independence. They are happy to ask questions in the knowledge that their effort will be appreciated.
84. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
85. Pupils' behaviour is excellent. Pupils' manners and attitudes throughout the school day, including lunchtime, are very good. In discussion, pupils clearly understand what is expected of them, in terms of their standards of behaviour and they adhere closely to their 'Golden Rules'. The very rare incidents of bullying or inappropriate behaviour are dealt with promptly and effectively. There were no incidents of pupil exclusions during the last year.
86. The average level of attendance for the 2005 year (3 terms) is good. Levels of attendance for nursery, reception, KS1 and KS2 classes have remained stable since the previous school inspection. The school's attendance rates, averaging around 95 per cent, are better than both the LEA and national averages.
87. Recorded unauthorised attendance is consistently 0 per cent. The main cause of pupil absence is parents taking their children on holiday during term time, causing pupils to miss valuable learning time. This practice is very strongly discouraged. The comprehensive rewards system encourages regular attendance and punctuality. There are no significant variations in attendance levels across the school or throughout the year.
88. Manuscript attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. With an extremely small number of exceptions pupils are punctual at the start of the day and throughout the school day, allowing sessions to start promptly without delay or interruption.

89. The school takes account of the National Assembly of Wales (NAW) Circular 3/99.
90. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in village social and fundraising activities. This enables them to develop a good understanding of the world around them and gives them a firm grounding in the importance of the world of work and citizenship.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

92. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	70%	11%	0%	0%

93. These percentages are higher than the Welsh Assembly Government target of 95 per cent of lessons being a grade 3 or better and 50 per cent being a grade 2 or better.

94. Lessons judged to be good and no important shortcomings had features, which included:

- good lesson plans with clear learning outcomes;
- effective and consistent use of a range of teaching and learning styles;
- good questioning techniques and high expectations which challenge and stimulate pupils;
- work set at the right level for pupils of all ages and ability, with good support during the lesson;
- good pace from beginning to end;
- very good relationships creating an ethos where learning is nurtured.
- good provision for creative and imaginative work which helps pupils to find things out for themselves and promoting life-long learning.

95. In lessons judged to have some shortcomings, the work was not always appropriately differentiated to challenge the more able pupils. Some of the planned activities also limited the output of work produced by some of the less able pupils. Some lessons lacked pace with pupils losing concentration.

96. Teachers have good subject knowledge, are well trained and have high aspirations for their pupils' development. They avail themselves to professional development opportunities and incorporate new approaches and initiatives successfully into their teaching. Teachers use a wide range of strategies to gain pupils' interest and attention and they manage behaviour very well. This is a particularly strong feature across the school.

97. There are good working relationships in all classrooms. Teachers are very aware of the needs of individual pupils and provide appropriate support. All staff are fully committed to equal opportunities for all, regardless of gender, ability or race. All pupils are treated fairly and with respect. Good team work is evident with all adults across the school.

98. Homework is set to consolidate and support learning in the classroom. The level of homework increases as pupils progress into key stage 2 and this prepares them well for the high school.
99. Resources are used effectively to enhance the quality of lessons. The use of ICT, particularly the interactive white boards, plays a prominent part in enhancing teaching and learning. This area of work is an outstanding feature at the school.
100. Very good provision for pupils' bilingual development is made. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are enthusiastic about their efforts. The school has recently appointed two Welsh speaking members of staff to strengthen the support available for promoting bilingualism. All staff have a very positive attitude towards the language.
101. Assessment procedures in the core subjects are well established. They are thorough and fully meet all statutory requirements. Careful analysis of the records kept on pupils' progress ensures that learning opportunities are appropriate and that planning and teaching are informed by relevant information. Across the school, pupils are aware of their improvement targets and what they need to do in order to improve their work. Marking is consistent and supportive. Pupils' involvement in determining their own targets for improvement is at an early stage of development.
102. Assessment of the foundation subjects is in the early stages of development. Subject leaders have begun to monitor pupils' work, but have not yet introduced a system which tracks progress and achievement.
103. Individual Education Plans (IEPs) for pupils with SEN clearly identify the progress that has been made and the action required for further development.
104. There are good opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents conform to statutory requirements and are of good quality. They contain useful evaluative comments on pupils' achievement and progress as well as their personal and social development. Parents say that teachers are friendly, approachable and helpful when advising them as to how best to support their children's learning.

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

Grade 1: Good with outstanding features

105. The findings of the inspection team match the judgement made by the school in its self evaluation report.
106. The curriculum is well organised, broad and balanced and fully meets the learning needs and aspirations of all the pupils, including pupils with SEN and those in the Early Years, ensuring equal opportunity for all. The ethos and vision of the school are reflected in the daily planning and organisation. Pupils comment that lessons are interesting and fun, creating a good work ethos within the school community. They are well motivated and eager to acquire new skills and knowledge; in this way the school enables the pupils to develop a sustained interest in life-long learning.
107. The curriculum is accessible to all and planned progressively throughout the key stages, allowing pupils to develop their knowledge and skills as they move through the school. Teachers plan for a wide range of stimulating, well-balanced activities that offer continuity and progression. Pupils with English as an additional language and those with learning difficulties have their needs met.
108. The school has successfully raised the standard of basic skills, especially ICT. Pupils' development in problem-solving and decision making skills are largely addressed through work in different curriculum areas, but enhanced by their active involvement with the school council. The importance of homework is emphasised throughout the school.
109. The very good range of extra-curricular activities enriches and extends the quality of curricular provision. These complement and enhance pupils' learning, capturing their interest. This is an outstanding feature of the school's work.
110. The provision for pupils' social, moral and cultural development is good. Pupils develop qualities such as fairness and honesty, and staff provide good role models. The school encourages pupils to have a very positive attitude, to themselves and others, that is nurtured within a caring and inclusive ethos. Throughout the school, pupils are encouraged to use their initiative and exercise self discipline, as they take on their various responsibilities. For example, as they become 'buddies' in order to help friendships on the playground.
111. Cultural development is promoted well. The school ensures pupils have a developing understanding of their own cultural heritage and that of Wales. Pupils are given good opportunities to develop an understanding of their Welsh heritage, such as involvement in the Eisteddfod. 'Y Cwricwlwm Cymreig' is well planned across many areas of learning, and provision for the Welsh language and bilingualism is good. There is less emphasis on developing their understanding of life in a multi-ethnic society.

112. Pupils' spiritual development is underdeveloped as they have limited opportunities to sit quietly and reflect.
113. The school has excellent links with parents and carers. They enthusiastically support all school events and activities; several parents regularly help with daily school activities and provide valuable extra support for the staff. They hold the school in high regard and are very pleased with all it provides. The information for parents is good, regular and full of practical and useful information.
114. The school benefits from its active and productive membership of a consortium of adjacent local primary schools. Links with three Colleges of Higher Education are well established with trainee teachers placed at the school in previous years. The school has a good partnership with the local community including the church. Members of the community are regular visitors to the school and the experiences they share enrich pupils' learning.
115. The curriculum provides well for pupils' personal and health education. It provides sex education in accordance with the agreed school policy. Links with local industry and businesses are extensive and well established and a number of teachers have previously undertaken industrial/commercial placements. One member of staff is currently on secondment to industry (Dwr Cymru).
116. The school has high expectations of its pupils and actively and enthusiastically promotes equality of access, equal opportunities and continually challenges stereotyping.
117. Pupils' entrepreneurial skills are developing well with pupils involved with several initiatives including mini-enterprise and the school council.
118. The school has proudly achieved the Investors in People award, a Healthy School award and an ECO school award. Many aspects of the schools Personal and Social Education (PSE) programme help pupils understand and appreciate the importance of adaptability, co-operation and flexibility.
119. There is good provision for raising awareness of sustainable development and global citizenship throughout the school in all areas of the curriculum. Pupils investigate a variety of issues at a local, national and global level. The pupils develop a clear sense of responsibility for their local community and explore the practical implications of citizenship as they debate the merits of wind power or interview the local Member of Parliament. The activities of the ECO Committee ensure that every possible waste product within the school is recycled. This is an outstanding area of work.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

120. The findings of the inspection team match the judgement made by the school in its self evaluation report.
121. Pupils are very well cared for, guided and supported by dedicated, committed and enthusiastic staff. The school provides a safe, secure, welcoming, very happy, caring and friendly environment for pupils to learn and play.
122. The school identifies and reacts quickly to individual pupil's needs and requirements. External support services are used appropriately and effectively, when required. This is an outstanding feature of the school's work. At the pre-inspection meeting, parents expressed the view that the school provides well for their children; the inspection team endorses this.
123. The good induction arrangements for pupils joining the school help them settle into the school quickly and happily. The recently introduced 'moving up session' for pupils changing class at the end of each year is effective. The playground buddy system is highly valued by pupils. The transfer arrangements for pupils moving from Year 6 to the high school are well established and effective.
124. Pupils and parents clearly understand that all pupils are expected to attend school regularly and punctually. The system for recording attendance is robust and accurate. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Procedures for following up lateness or unexplained absence are thorough and very effective. The head-teacher is readily available in and around the school and personally monitors attendance, punctuality and behaviour of pupils.
125. The school staff deal promptly and effectively with cases involving pupils who are persistently late or absent, as necessary. There are no incidents of unexplained absence during the last reporting period.
126. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently apply the behaviour and anti-bullying policies.
127. The school's system for recognising, rewarding and celebrating good standards of attendance, punctuality, achievement and behaviour is very effective, this encourages regular attendance, punctuality and appropriate behaviour.
128. The school considers the health and welfare of the pupils to be of uppermost priority. A safe and secure environment is provided for pupils to learn and play. The head-teacher and a nominated governor complete comprehensive and thorough risk assessments regularly. Two members of staff are First Aid trained and a further two will be trained in March 2006. Excellent procedures are in place

to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.

129. Child protection procedures are in line with statutory requirements. The head teacher is the designated child protection co-ordinator. All staff are trained in child protection procedures with the head teacher and one member of staff trained to a high level. A good child protection policy is in place and all staff members have received relevant update training and briefings. The school staff are fully aware of the appropriate procedures they must follow. Complaint and appeal procedures are in place with no entries currently on the child protection register.
130. The provision for pupils with additional learning needs is very good. There are 21 pupils who have been identified as having SEN, including one pupil with a statement. The staff effectively implements the school's policies and procedures for the early identification of pupils experiencing difficulties with their learning. Early intervention procedures in nursery ensure that pupils receive appropriate support at an early age. No SEN pupil is disapplied from accessing the National Curriculum.
131. The school has a positive approach to issues of inclusion. Staff provide good support to pupils within the class and throughout the wider school community, as they work through their IEPs. The school was the first primary school in the LEA to be recognised as a Dyslexia friendly school by the British Dyslexia Association. Detailed assessment and monitoring ensures good progress. Parents are involved in regular review meetings, to evaluate their child's progress.
132. The special educational needs co-ordinator (SENCo) and the class teachers draw up the IEPs which are clear, detailed and focused on realistic targets. The provision and support for pupils with SEN is an outstanding area of the school's work.
133. There is very good support for pupils whose behaviour impedes their progress, they are managed sensibly and effectively, and achieve well. This is rarely seen as a problem by the school.
134. The school promotes positive attitudes to overcome any prejudices and presumptions based on gender, race, language or social background, and to respect diversity. The school constantly strives to ensure that pupils from all backgrounds and gender are given equal opportunity, and actively encourages pupils to participate in the full range of activities available.
135. The school has very good arrangements in place to ensure that pupils with physical disabilities play a full, active part in school life.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
137. The quality of leadership shown by the head teacher is very good. Since his appointment, he has made measured and appropriate changes. He is positive and gives a clear direction to the work of the school.
138. The aims of the school are clear and focused on pupils' needs, and are implemented and fully understood by staff and governors. The school's policies and procedures provide clear guidelines for promoting every aspect of school life. Due regard is given to promoting equal opportunity. There is a real sense of ownership by staff, governors and pupils alike in achieving the best.
139. The school operates in an environment of mutual trust and understanding with very good team work amongst all the teaching and non-teaching staff. There are effective management structures in place which enable the school to function smoothly as an orderly and well organised community.
140. Realistic and ambitious targets are set according to statutory requirements for English, mathematics and science. These are based on a clear tracking system. On going target setting for these subjects is an integral part of classroom practice.
141. The school takes account of national priorities and these are integrated into the daily life of the school. The receipt of the Basic Skills Quality Mark, the Investor in People Award and recognition for work on the Healthy School Initiative are good examples of this. These initiatives are having a positive impact on pupils' learning and well being.
142. Performance management practices contribute well to the identification of staff professional development needs. They are appropriately linked to the school's improvement and professional development agenda. The school's procedures for performance management and teacher appraisal meet national requirements.
143. The co-operation and practical support given by governors in many aspects of school life are good. They are well-informed and knowledgeable about the school and regular reports by staff are discussed and considered. A number of governors link up with curriculum leaders at the school in order to gain a greater understanding of different

areas of learning. Sub-committees have also been set up to consider different aspects; they meet regularly and are clear about their role. Governors help set the school's strategic direction effectively each year and are actively involved with whole school self-evaluation. The role of governors as a 'critical friend' is very well established.

144. There are established procedures for the governing body to challenge the impact of practice on standards. Monitoring systems by staff and governors are progressing well, with good practice already in place for some subjects. However, these need strengthening to focus more sharply on measuring progress and standards linking them to priorities in the school development plan.
145. The Governors Annual Report to Parents is comprehensive and fully meets statutory requirements.
146. All statutory and recommended policies and documents have been adopted by the governors and implemented throughout the school.

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
148. The school's self-evaluation arrangements are developing well. There is long established practice at the school to evaluate; this reflects a culture of support and self-criticism.
149. All staff and governors are involved in the process of self-evaluation, and pupils, through the school council and parents through the 'parents forum', also make a valuable contribution. Their views and ideas are considered seriously.
150. The self-evaluation report is comprehensive and clearly identifies the school's strong features and areas for further development. The inspection team agrees with the school's judgement for each of the seven key questions.
151. The head teacher, staff and governors are committed to improving standards and learning opportunities for the pupils. The role of subject leaders is developing well and much progress has been made during the last two terms. Staff involvement in direct monitoring is now in place and they regularly report on different curriculum areas. These are useful in identifying good practice and shortcomings but judgements on pupils' progress and the standards they achieve are limited.
152. The draft school development plan for 2006 – 07 identifies priorities but detail beyond that is limited. The school recognises the need to agree success criteria, action required, timescales etc. This work features as part of their agenda for the forthcoming term.
153. Target setting in the core subjects is informed through the school's detailed assessment procedures and pupil tracking systems. They provide good evidence of attainment and achievement in each year group. Target setting for individual pupils is a well established practice. There is very good awareness of performance at county and national levels.
154. The governing body and the head teacher provide adequate resources to ensure objectives are met. There is good overview of financial resources, and monies are used effectively to improve learning opportunities for pupils.
155. The school has made good progress since the last inspection. All the key issues have been well addressed and the actions taken have had a positive impact on the school's practice.

Key question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

156. The findings of the inspection team matched the judgement made by the school in its self evaluation report.
157. The school has sufficient learning resources to meet the needs of the curriculum and all pupils.
158. There are a sufficient number of suitably qualified teachers to teach every aspect of the curriculum. The head teacher is an experienced professional and there is a good balance of mature and recently qualified staff in the school. There is a number of suitably trained support and ancillary staff who make a valuable contribution to the achievement of pupils. All staff work well together as a dedicated, effective team. The sharing of good practice amongst staff with a particular emphasis on teaching and learning styles is an outstanding feature of the school.
159. Skilled, enthusiastic and trained support staff work closely with the teachers to plan and deliver National Curriculum objectives. Effective administrative support is provided which ensures that the life of the school runs smoothly and effectively. The caretaker, cleaning and catering staff are valued members of the school team and make an important and valuable contribution to implementing the school's caring values.
160. Externally, there is a spacious secure grassed area and a relatively small hard surface playing area. Overall, the classroom accommodation is adequate for the number of pupils on roll. The attractive and colourful displays inside the school enhance and stimulate learning. Storage facilities are limited.
161. The school library provides a small area for learning for all pupils. The utilised areas of the school are accessible to all current pupils but would not be fully accessible for those who may have a physical disability.
162. The school buildings and grounds are well maintained and cared for and are free of litter and debris. The play area outside the nursery is secure but very small. The space and equipment provision for pupils to participate in cooking and wet play activities is limited.
163. The number of pupils able to participate in outdoor activities during the winter months is restricted by the lack of a sufficiently large enough hard surface play area.
164. Very good use is made of available resources to teach the curriculum and effectively meet the needs of all pupils. The head teacher and governing body meet regularly to plan and monitor spending decisions. They have identified the need to link these to set priorities contained in the School

Development Plan. The school has budgeted for a sensible contingency to meet possible future spends.

165. Although the school does not have sufficient space for a dedicated IT suite, virtually every classroom has an interactive white-board and at least two computers, which positively contribute to improving quality and standards of learning. This is an outstanding area of provision for a small school.
166. The procedures for appraisal and performance management ensure all staff receive very good professional development in order to implement plans for school improvement and to satisfy personal aspirations. Staff are deployed efficiently and effectively throughout the school.
167. The adequacy, suitability and use made of staffing in relation to planning, preparation and assessment (PPA) time is well organised and managed.
168. Regular stock audits have enabled the school to be well resourced in all curriculum areas.
169. The school offers very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

170. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
171. Pupils benefit from a broad and balanced curriculum based on the principles of early years education. The school offers an orderly and stimulating environment where staff work well together as a team to share space, teaching resources and expertise.
172. There is a good partnership between home and school. Good use is made of early baseline assessments to move the pupils forward according to their individual needs.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

173. In the nursery, the children listen well and follow instructions carefully. They are developing confidence when talking to their peers and adults. They listen sensibly when others have something to say and respond accordingly. They enjoy stories and handle books appropriately. They talk readily about the pictures and the organisation of a book. Most are competent at making and display emergent writing skills as they make lists and write party invitations as part of role play in their topic on Fairy Tales.
174. In reception, most children speak clearly and thoughtfully, expressing their ideas well. They contribute readily in class discussions, often using Welsh words. Most are developing a good sight vocabulary and are beginning to read simple text. Their writing skills are developing well as most write their own names independently with clear legible letters. Most children are able to write simple sentences with help, for example, when recounting the tale of the Three Billy Goats Gruff.

Shortcomings

175. There are no significant shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good features and outstanding features

176. In the nursery, the children respond well to daily routines and most make confident choices about which activities to take part in. They play co-operatively, share, take turns and clear up after practical activities, such as craft sessions or building projects with construction toys. The children respond well to all adults within the classroom and understand the need to adhere to established classroom rules.
177. In reception, all show respect for adults and other children, and are aware of personal hygiene and age-appropriate health and safety. They behave well and readily understand the difference between right and wrong. They respond positively to a wide range of cultural experiences, as they listen to such stories as Handa's Surprise or take part in detailed discussions about traditions from other cultures such as Divali and the Chinese New Year.
178. They concentrate for long periods of time and their behaviour is very good. They are eager to be chosen as "Helpwr Heddiw" and carry out their tasks proudly.
179. The respect and care pupils show for each other are outstanding features.

Shortcomings

180. There are no significant shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

181. In both nursery and reception, the children make good progress in their learning. All children love counting activities and know a range of number songs and rhymes.
182. In the nursery, the children sort objects correctly by colour, size and shape and successfully identify and follow patterns. They begin to gain knowledge of the mathematical concepts of weight and capacity as they complete activities in the sand and water. Most are familiar with, and can use, numbers to five. Their knowledge of shape is extended when using the interactive whiteboard.

183. In reception, the children build on concepts acquired in the nursery. Most can count up to 20 and write the numbers accurately. They develop money- handling and weighing skills as they buy goods from the farm shop in the role play area. Their concepts of size, shape, weight and measurement are developing to an appropriate level through their topic work. They use and understand correct comparative mathematical language, for example, heavier than /lighter than.

Shortcomings

184. There are no significant shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

185. All under-fives make good progress in this area of learning as they are excited and curious about their surroundings. They take regular walks into the locality, visiting the park and shop and explore the origins of familiar dairy produce during a topic on Farms. The children make good use of the school grounds. The many visitors into the school extend and enrich their experience, knowledge and understanding of the world around them. Awe and wonder are evident as they study day-old chicks and new born lambs from a local farm.
186. In the nursery the children learn about the world of work though their topic on People who help us. They begin to understand growth and change when they compare themselves to babies. They gain a good sense of the past when studying their own family history. They gain a sense of times past as they discuss pictures of parents and grandparents. The children's ICT skills are developing well; they use the computer independently and enjoy listening to stories on the listening centre. They make very good use of the recently purchased interactive whiteboards.
187. In reception, the children's learning is further developed as they listen and interact with visitors such as parents who talk to them about their contrasting cultures. Scientific skills develop effectively when the children note the changes made by heating and freezing water. During this topic the children identify problems, offer solutions and predict outcomes. They are beginning to make sensible decisions based on recent experience.

Shortcomings

188. There are no significant shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

189. Children in nursery and reception make good progress with their physical skills.
190. In nursery, the children experiment with different ways of moving and show some control and co-ordination when using outdoor equipment. They are developing well their hand/eye co-ordination whilst using balls, small construction toys and creative tools such as paint brushes and the whiteboard pen.
191. In reception the children handle small items such as scissors and pencils with dexterity and handle malleable materials well during their craft activities. They develop enthusiasm for regular physical exercise in activity sessions in the hall; their pushing, sliding and climbing skills are developing well. They move with freedom and confidence, balance, adjust speed appropriately and change directions. They further develop their gross motor skills when using the large outdoor equipment.

Shortcomings

192. There are no significant shortcomings.

Creative development

Grade 3: Good features outweigh shortcomings

193. In both nursery and reception, children make good progress that outweighs shortcomings in this area of learning. They sing enthusiastically in English and Welsh and respond well to rhyme, rhythm and musical activities.
194. In the nursery, children successfully print and create collages and models from everyday materials. They paint and make models of fairy tale characters, using a wide range of materials and media, and play creatively in a variety of environments.
195. In reception, children handle equipment confidently and enjoy cutting, gluing and sequencing pictures. They make choices about colour and medium and are beginning to appreciate the work of others. The children develop their creative language skills through well-planned role play, linked to topic work such as, Children Around the World. In this way, they discuss, imitate and talk together effectively in a secure and stimulating environment.

Shortcomings

196. Their individual creative talents are underdeveloped.

English

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

197. Pupils at both key stages listen well, fostering and developing a broad vocabulary and good sentence patterns for oral and written work. They respond confidently in response to teachers' well structured questions. By the time they are in key stage 2, the more able pupils express opinions clearly and with conviction.
198. At both key stages, pupils read accurately, fluently and with appropriate expression. The majority of pupils read with expression and intonation basing their interpretation on grammatical features such as commas, full stops, questions and exclamation marks. Those who are less able use appropriate strategies to arrive at meaning; for instance, by building up words phonetically or using illustrations or the context of a story to help.
199. As they progress through the school, pupils display a keen awareness of meaning and empathise well with characters. At both key stages, pupils know the difference between fiction and non-fiction text and give good reasons for choosing their books. The more able pupils have a good understanding of the organisational structure of non-fiction texts, they understand the purpose of contents, index and glossary, and use them confidently to extract information. Many talk confidently about a range of literature and their favourite authors.
200. Pupils' writing at key stage 1 is developing well and is varied in its range and purpose. The majority of pupils form letters, space words and write simple sentences using capital letters and full stops appropriately. They recognise that writing comes in a variety of forms and is used for different purposes and audiences. Older pupils are beginning to develop and use a widening vocabulary and spell common words correctly. Some extended writing by more able pupils is well produced.
201. At key stage 2, the majority of pupils write confidently using a range of different styles for different purposes and audiences. They have a good understanding of grammatical conventions and sentence structures. Spelling is usually accurate. The more able pupils are beginning to use paragraphs well. Pupils, by the end of key stage 2 have a good understanding of planning from notes and organising them into written text is well established.

202. Pupils at both key stages use IT effectively to support their learning.

Shortcomings

203. There are no significant shortcomings.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

204. Pupils at both key stages are competent in using appropriate mathematical language.

205. Pupils at key stage 1 are developing a good understanding of number and place value. They are confident in their work on additions and subtractions to 10 and beyond. Many show they understand the concept of multiplication.

206. Pupils at key stage 1 make good progress in their appreciation and understanding of two-dimensional shapes and their properties and recognise and use everyday language to describe three-dimensional shapes in an effective manner.

207. Pupils throughout the key stage recognise the value of coins and undertake simple transactions. Early measuring skills by pupils at key stage 1 are developing well using non-standard and standard measures. They can complete successfully simple calculations relating to measure and money.

208. By key stage 2, the majority of pupils have developed a secure knowledge of the four rules of number and the relationship between them. They work methodically to solve simple problems. The appreciation of place value is well established by the majority of pupils and the range of multiplication tables learnt develops confidence.

209. Work on shape, space and measures is good. Pupils have a good understanding of the properties relating to a wide range of two and three-dimensional shapes. They understand the relationship between units of measure and can convert one metric unit to another. They use co-ordinates accurately to specify locations.

210. Work on fractions, percentages and decimals is good. Older pupils have a secure understanding of the relationship between them.

211. Pupils collect data and represent them in tabular and graphical form. They label axes correctly. They interpret the information presented

accurately with the more able pupils being able to discuss examples in which one graph might be a better way to represent information than another.

212. By the end of key stage 2, work on investigation and problem solving is developing well with pupils exploring patterns with numbers and recording their findings. By the end of key stage 2, they are becoming confident to ask questions and explore alternative ideas to support the development of their reasoning.
213. Pupils at both key stages use ICT effectively to support their learning.

Shortcomings

214. There are no significant shortcomings.

Information technology

Key stage 1 Grade 2: Good features and no important shortcomings
Key stage 2 Grade 2: Good features and no important shortcomings

Good features

215. At key stage 1, pupils make good progress in developing their IT (Information Technology) skills. They work with increasing independence on computers developing good mouse control and clicking skills. Their word processing and key board skills are good and they are able to produce patterns and designs using various art packages such as Paint and Dazzle. Most select, edit, save and print and some more able pupils solve simple technical problems with confidence.
216. Pupils use their developing IT skills across the curriculum as they record and retrieve gathered information to produce bar charts illustrating eye colour, or litter distribution. They are able to produce graphs from their data accurately. These are then interpreted using formulated questions.
217. Pupils make good use of the internet and some understand how to use hyperlinks for further information. They are aware that information can be found from different electronic sources and use topic-based computer software to develop their skills relating to changing direction and varying distance.
218. At key stage 2, pupils store information on a database and confidently use spreadsheets to display information produced by the school council and organise duty rota lists. Pupils in year 5 and year 6 designed questionnaires as part of their topic on Conwy using their knowledge of records, charts and pop-up menus.

219. The Internet is well used to find information on topics being studied in different subject areas across the curriculum. For example, year 4 and 5 search information about the Mary Rose, during a history project on the Tudors.
220. Most pupils change font size and style, move and insert text, cut and paste and save, print and retrieve with confidence. Good use is made of pictures, borders and colours to enhance the presentation of work. These skills are used in Year 6 when pupils produce a power point presentation and pamphlet about the advantages and disadvantages of wind power.
221. Older pupils are beginning to use suitable programs on the computer to monitor and record temperature changes as part of their topic on Habitats.
222. Pupils at both key stages make excellent use of the recently purchased interactive white boards in each classroom, to consolidate their IT skills and generate a great deal of enthusiasm for the subject within the school.

Shortcomings

223. There are no significant shortcomings.

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

224. At both key stages, pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life-style.
225. Pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.
226. At key stage 1, pupils show good control when moving around the school hall, using the available space well. They make good progress in exploring movements involving travelling, jumping and landing. The majority of pupils when throwing bean bags through hoops, show good hand-eye co-ordination. They are aware of the right posture required to perform successfully.
227. They are given opportunities to evaluate their work, this they do successfully and when asked to demonstrate to others do so with pride and enthusiasm.

228. At key stage 2, pupils again respond well to instructions during the warm up activities and are able to put sequence of movements together using a variety of actions. They demonstrate good control and imagination, varying their methods of travel around the hall. Pupils adapt and refine their movements as they transfer weight from feet to hands, balancing, rolling and turning as they do so.
229. Pupils show progress when transferring the skills they have learnt individually and in small groups to a team situation. Their skills of sending, receiving and travelling are developing well. They understand the structure of team games and participate within the rules enthusiastically. They observe good sporting behaviours.
230. Evaluation of work is again a strong feature of lessons at key stage 2.
231. A number of pupils in and out of school are achieving success in a range of competitive sports such as gymnastics, soccer, swimming and dance.

Shortcomings

232. There are no significant shortcomings.

Religious education

Key stage 1 Grade 3: Good features outweigh shortcomings
Key stage 2 Grade 3: Good features outweigh shortcomings

Good features

233. At both key stages, the pupils develop a secure knowledge of Christianity as required by the locally agreed syllabus. They have a developing understanding of other major faiths represented in Britain. They are beginning to understand the meaning of spirituality through their experiences in other subject areas such as art and music.
234. At key stage 1, pupils are very knowledgeable about the rituals of the Christian religion. They talk about festivals and celebrations and relate these to their own life. The more able compare them to the traditions of other religions, using appropriate vocabulary, for example as they discuss Divali. They have a good understanding of the key events in the Christian calendar such as Easter and Christmas. They are aware of the significance of places of worship and feature within, for example, the use of the font during the christening ceremony.
235. By the end of key stage 1, pupils are developing an understanding of the meaning of worship and prayer. They know a variety of prayers which they recite during the day and, by Year 2, they compose their own simple

offerings. They discuss the necessity for rules in our society and the value of special events within families such as weddings or the birth of a baby.

236. At both key stages, pupils develop a good understanding of the significance of caring for our world and the creatures that live within it.
237. At key stage 2, pupils have a good sense of self worth and the importance of family and friends in their daily lives. They are developing a broader perspective as they begin to study other aspects of religion in greater depth.
238. They compare aspects of Christianity and Judaism with references to other major faiths. They recognise that beliefs affect the life style of believers and develop an understanding of and respect for, different cultures and points of view, for example as they compare the different food laws in various religions.
239. Through circle time the pupils develop sensitivity to the feelings of others and extend their skills of sharing and caring.
240. By the end of key stage 2, pupils are beginning to discuss the importance of taking responsibility for their own actions. They further develop their life skills and citizenship as they become involved in the work of the school council.

Shortcomings

241. At both key stages, pupils do not readily discuss or reflect on aspects of religious education in order to arrive at their own responses.
242. At key stage 1, some pupils do not easily recall simple stories told by Jesus or know that his friends were called the Disciples.
243. At key stage 2, pupils often confuse aspects of the major religions and in some cases, have difficulty in relating the meaning of the parables to every day life.
244. Older pupils do not always use age or ability-appropriate vocabulary.

School's response to the inspection

The staff, governors and pupils of Ysgol Gynradd Drury/Drury Primary School wish to thank the inspection team for the thorough and courteous way they conducted our inspection. The team acknowledged that this is a good school, providing good quality education and that it has many outstanding features.

We were pleased that our own self-evaluation closely matched the findings of the inspectors.

We are proud that pupil behaviour was found to be excellent and that pupils are very well cared for, guided and supported.

The skill and dedication of staff are acknowledged and we were pleased to note that 89% of lessons observed were in the highest categories (Grade 1 or 2), which is significantly higher than the Welsh Assembly Government target of 50%.

Outstanding features have been indicated such as:

- the use of computer technology, especially interactive whiteboards in classrooms
- awareness of sustainable development and global citizenship
- within personal and social development, the respect and care Nursery and Reception pupils show for each other
- extra-curricular provision, educational visits and visitors to the School
- the emphasis on different learning styles- kinaesthetic, auditory and visual
- provision and support for pupils with special educational needs

Parents will be pleased to note all the many positive elements in the report, including the provision and enthusiasm for promoting the Welsh language, that the school is very well led and provides very good value for money.

We welcome the recommendations and it is the intention of staff and governors to promptly incorporate the points into an Action Plan and the Governors' Annual Report.

Ysgol Gynradd Drury/Drury Primary School strives to offer ever-higher standards in all areas of its work and to build on its successes. We feel this report provides an excellent 'springboard' for further development. The very positive findings of the report are a reflection of, and worthy tribute to, the generous support and dedication of all members of our school community.

Appendix A

Basic information about the school

Name of School	Drury Primary School
School type	Community
Age-range of pupils	3-11
Address of School	Beech Road Drury Buckley Flintshire
Post-code	CH7 3EG
Telephone number	01244 543005

Head teacher	Mr Mark Biltcliffe
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Cllr Ken Iball
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	23-25 January 2006

Appendix B

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	5.5	12	17	16	27	9	15	16	117.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.27

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	*
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.4
Teacher (fte) : class ratio	1.25:1

* There is no separate nursery class.

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Spring 2005	93	95	95
Summer 2005	94	91	94
Autumn 2005	89	93	94

Percentage of pupils entitled to free school meals	4
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:					26
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School		15	15	46	23	
		National	0	4	13	63	20	
En: reading	Teacher Assessment	School		0	31	42	27	
		National	0	4	14	54	28	
En: writing	Teacher Assessment	School		4	38	58	0	
		National	0	5	13	71	10	
En: speaking and listening	Teacher Assessment	School		0	8	92	0	
		National	0	2	11	64	22	
Mathematics	Teacher Assessment	School		4	19	38	38	
		National	0	2	9	61	26	
Science	Teacher Assessment	School		0	15	31	54	
		National	0	2	10	68	20	

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

In the school	70	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005_	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

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	57	In the school	Not administered
In Wales	72	In Wales	Not administered

Appendix D

Evidence base of the inspection

A team of three inspectors and a peer assessor, inspected the school over a period of six inspector days.

The head teacher was the nominee and he played an extensive role during the inspection.

Thirty lessons or part lessons were observed, and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to the inspection, and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Seventeen parents attended the meeting held prior to the inspection, and the parents' responses (31 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6 English, mathematics and physical education.
Mrs Jean Hannam (Team Inspector)	Key questions 3, 4 and 7 Special Educational Needs, Under Fives, information technology and religious education.
Mr Kerry Jones (Lay inspector)	Contribution to all seven key questions.
Ms Angelina Muraca	Peer Assessor
Mr Mark Biltcliffe	School Nominee

Contractor Atlantes Educational Services
 Technology House
 Lissadel Street
 Salford M6 6AP

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.