

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

**Ysgol Estyn Hope Community Primary School
Hawarden Road
Hope
Wrexham
Flintshire
LL12 9NL**

School Number: 655/2024

Date of Inspection: 18 – 21 October 2004

by

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11608**

Date:- 2004

Under Estyn contract number: T/03/04/P

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Ysgol Estyn Hope Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Estyn Hope Community Primary School took place between 18 – 21 October 2004. An independent team of inspectors, led by Anna Dawson 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 |

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Ysgol Estyn Hope Community Primary School is situated in the village of Hope (Yr Hob) which is between Mold and Wrexham. The school serves the village, and a small percentage of the school population comes from the surrounding semi-rural area. The children are admitted to the school in the September following their third birthday. During the inspection, there were 22 children attending the nursery class part-time. There were 211 pupils in full-time education.
2. The catchment is neither prosperous nor economically disadvantaged. There are 10 per cent of pupils who are registered to receive free school meals. The school has pupils from the full ability range. There are two pupils who have a statement of special educational need. Thirty-nine pupils or 18.5 per cent of pupils are on the school register for special educational needs (SEN). Most pupils enter the school with broadly average attainments. Approximately one third of pupils enter with above average attainments. Most children have experience of pre-school education in the nursery class or other pre-school settings. The admission criteria on entry to the nursery and the reception classes follow the national and Local Education Authority (LEA) guidance.
3. English is the day-to-day language of the school and the main medium for teaching and learning. All pupils come from homes where English is the first language. Welsh is taught as an additional language.
4. The school was last inspected in 1998. Since that time, there has been a change of headship. The present headteacher was appointed in September 1999. There has been an increase in the number of staff to take account of a steadily increasing number of pupils on the school roll. Additional teaching areas have been developed.

The school's priorities and targets

5. The school's major priorities and targets for 2003 – 2006 include:
 - developing and refining the procedures for self-evaluation;
 - developing a pupil achievement tracking system;
 - developing links with parents and the community;
 - updating schemes of work and policies in all National Curriculum subjects;
 - improving the accommodation for the nursery children.

Summary

6. Ysgol Estyn Hope Community School is a good school with many good features. Standards have continued to improve since the last inspection. There were no judgements made by the school in the self-evaluation report.

Table of grades awarded

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

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

Standards

Subjects (percentages of lessons seen)

Subject	Key Stage 1	Key Stage 2
Welsh second language	Grade 2 – 100%	Grade 2 – 75%
Mathematics	Grade 2 – 100%	Grade 2 – 75%
Science	Grade 2 – 66%	Grade 2 – 60%
Information technology	Grade 2 – 0%	Grade 2 – 75%
Design technology	Grade 2 – 100%	Grade 2 – 100%
History	Grade 2 – 0%	Grade 2 – 100%

8. In all the above subjects inspected, standards were good with no important shortcomings.
9. The education provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
10. Children who are under five, make good progress in the key skills of speaking and listening, reading and in using information and communication technology (ICT). In the key skills of writing and numeracy, children make sound progress but some could do better.
11. At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking, listening, reading, numeracy and using information and

communication technology are good. In writing, standards and progress are good in key stage 1 and very good in key stage 2.

12. Pupils' bilingual competence is not well established across the curriculum.
13. Pupils with special educational needs make good progress and achieve the targets set for them.
14. Pupils show good development in their personal and social skills. Their skills in problem-solving and working together are good.
15. Pupils show good development in their creative skills in key stages 1 and 2. For instance, pupils throughout the school use a wide range of media to express their creativity in art. By the end of key stage 2, pupils create pictures in their own style, developing techniques from famous artists such as Vincent Van Gogh.
16. At the end of key stage 1 in 2003, pupils' attainment in the National Curriculum assessments in English, mathematics and science was above the national and Local Education Authority (LEA) averages. When compared with similar schools across Wales they were above average. This has been the case in previous years. However, in 2004, results are lower than national averages of 2003.
17. At the end of key stage 2 in 2003, pupils' attainment in the National Curriculum test in English, mathematics and science were close to the national and LEA averages. When compared with schools in a similar context, they were below average. However, there has been a rising trend in pupils' attainment since the last inspection. In 2004, results are higher than the national averages of 2003 because the teachers have placed greater emphasis on matching the work to the needs of all pupils. In general, the girls outperform the boys.

The quality of education and training

18. The table below gives the number of lessons observed in each of the five categories used to make judgements about the quality of teaching.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	50%	18%	12%	0%

19. The quality of teaching is good. In 70 per cent of lessons teaching is good or better which is above average.
20. Most teaching is set at a good pace and clearly focuses on learning objectives that are shared with the pupils.
21. Pupils with special educational needs are taught well and as a result they make good progress towards their set targets.

22. A striking feature of the teaching is the good relationships that teachers have with the pupils. This is because the code of conduct is consistently applied throughout the school by all staff, which benefits the pupils and creates a positive learning ethos.
23. In the best teaching, learning objectives are shared with pupils at the beginning of the lessons which helps to keep the pupils' focused. At the end of lessons, pupils' benefit from others during discussion as they recap on their learning.
24. Most teachers are skilled in questioning pupils to challenge their ideas and promote thinking and problem-solving skills.
25. A good variety of methods and resources, including the use of ICT, motivate pupils to learn and help to keep them focused on the task in hand.
26. Lessons are well planned to meet the needs of all the pupils so that they all learn well.
27. In a few lessons where teaching was less than good, shortcomings were concerned with work which was not well matched to the pupils' needs and there was a slow pace to the work. The teaching at times was over-directed or not sufficiently challenging. Consequently, the children's independent learning skills are limited and the pace of learning slows.
28. The quality of assessment is good overall with some shortcomings. The baseline assessments made in the nursery and reception classes on entry to school are used well initially to identify and meet individual learning needs.
29. In key stages 1 and 2, there are good procedures in the core subjects of English, mathematics and science. Teachers rely on the data gained from teacher assessments and standardised testing to plan for future improvements. In other subjects, assessment procedures are not as well developed. Teachers track pupils' progress using their assessments but practices vary between classes and subjects.
30. However, there is no whole-school tracking system in place to record pupils' progress in the core subjects of English, mathematics and science and set predicted targets for pupils to attain. This limits the school's early identification of any pupils who are not achieving their full potential.
31. Pupils do not have sufficient knowledge of how to make their work better. They do not have individual learning targets. The marking of pupils' work does not inform the pupils of their next learning steps or how to improve their work. While the quality of written reports are good, they do not inform parents sufficiently of what their children need to do to improve.

Leadership and management

32. The school is well led. The headteacher has a clear sense of purpose which is embodied in the mission statement. The shared aims and values within the mission statement reflect equality of opportunity for all.
33. Continuous professional development for all staff is good. The work carried out by the subject leaders to monitor, evaluate and produce action plans for further development is having a positive impact on the quality of teaching and pupils' achievements. However, there is no whole-school system in place to track pupils' progress and set targets for them. Consequently this restricts the school's capacity to quickly identify if pupils are achieving as well as they should.
34. The governing body is supportive, well informed and involved in the work and life of the school. Governors monitor the work of the subject leaders well and have an overall strategic view of subject development across the school.
35. The long-term school development plan sets out priorities for the future but in the shorter term does not detail whole-school targets to be achieved with success criteria and cost implications to raise standards further.
36. The school has made very good progress in resolving the key issues identified for development at the time of the last inspection. These issues were concerned with improving the pupils' standards in reading and writing in Welsh in Years 4, 5 and 6; using assessments of pupils' achievements to provide differentiated learning experiences; developing the role of the curriculum co-ordinators to monitor standards; developing curriculum plans to ensure pupils' continuity and progression in learning key skills are clearly defined.
37. Since the last inspection, the school has also improved the quality of the curriculum, teaching and learning and standards.
38. There are sufficient suitably qualified teachers and support staff to carry out the work of the school.
39. The school has sufficient resources for all subjects which are of good quality. The use made of visits to the local environment to enrich the curriculum as well as visitors who come into school make a considerable contribution to pupils' learning.
40. The accommodation is adequate for the number on roll apart from the children in the nursery class. These children are temporarily in the hall as the school waits for the delivery of a mobile classroom. While this circumstance is unavoidable, it does have a negative impact on the children's physical development and the development of pupils' gymnastic skills in key stages 1 and 2.

Recommendations

In order to improve, the school needs to:

- R1 Improve the quality of self-evaluation by setting the strategic direction of the school to raise standards.
- R2 Develop a whole-school system in order to:
- track pupils' progress and set predicted targets in English, mathematics and science and develop an appropriate system to assess pupils' skills in other subjects;
 - involve pupils in understanding their next learning steps in order to improve their work.
- R3 Ensure consistency in the early years in using appropriate methods to challenge the children in their learning and promote independent learning skills.
- R4 Promote sustainable development and global citizenship within the curriculum and improve pupils' awareness of diversity.

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

41. The overall quality of the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
42. The under-fives achieve well overall. They make good progress towards the Desirable Learning Outcomes in the key skills of speaking and listening, reading and information and communication technology. The children make sound progress in writing and numeracy but the skills of some average and higher attaining children, however, are insufficiently developed. The children achieve well in their personal and social skills. Some children's independent learning skills are limited by over-directed teaching and at times a lack of challenge in planned work. Consequently, some of the children lack confidence in making choices in activities which limits their achievement.
43. Pupils with special educational needs make good progress towards the targets set for them.
44. In key stages 1 and 2, standards and pupils' progress in the key skills of speaking and listening, reading, writing, numeracy and using information and communication technology are good. Pupils make good use of these skills in all subjects. Pupils' bilingual competence is not well embedded across the curriculum. Pupils do not communicate and move confidently and easily from speaking English to Welsh and vice-versa.
45. Pupils' development in personal and social skills is good. Pupils work together well and independently when required to do so. For instance, they collaborate very well together in small groups to solve problems.
46. Pupils show good development in their creativity skills throughout the school, for example, in art.
47. At the end of key stage 1, in 2003, pupils' attainment in the National Curriculum assessments in the core subjects of English, mathematics and science were above the national and LEA averages. This has been the case for the past few years. When compared with schools in similar contexts they were above average. In 2004, results when compared with the 2003 averages are lower.
48. In key stage 2 in 2003, pupils' attainments in the National Curriculum tests for English, mathematics and science were close to the national and LEA averages. There has been a rising trend in pupils' attainment since the last inspection. When compared with schools in similar contexts, they were below

average. In 2004, results are higher than the national averages of 2003. In general the girls do better than the boys.

49. Pupils' attitudes to learning are good. The school is an orderly community. Their sustained effort, motivation and concentration in their work make a positive contribution to their standards in learning.
50. Pupils' behaviour is good in lessons, around school and at play. The behaviour of the oldest pupils is particularly mature and very good. They listen carefully and politely to others' views and learn from the responses of their classmates. The consistently good behaviour of pupils has a positive impact on their achievement. Pupils socialise together well. There is no evidence of bullying or oppressive behaviour. The pupils confirm that bullying is very rare. Because there are good relationships between pupils and the teachers and other adults who work in the school, pupils are confident about sharing their concerns with them if they are unhappy or distressed.
51. Throughout the school, the pupils have a good understanding of equal opportunity issues. They respect the beliefs and cultural traditions of others. Their knowledge of the Welsh culture and heritage is very good. However, pupils know less about diversity within society.
52. Most pupils are aware of their strengths and weaknesses. However, because they do not have individual learning targets to work towards, they do not know enough about their next learning steps or how to improve their work.
53. In reception to Year 6, attendance is broadly in line with the national average. There is minimal unauthorised absence. However, the attendance of the nursery children is noticeably lower than the rest of the school, being on average 82 per cent. This in part is due to the fact that parents send their children to care provision on some days during the school week. Almost all pupils are punctual. The school takes suitable account of the National Assembly for Wales circular 3/99. The school has good procedures to monitor and promote good attendance.
54. A wide range of visits to places of interest, visitors to the school and activities in the nearby locality enhance pupils' understanding of their community. Their awareness of the world of work is also developing well but to a lesser extent than their awareness of the local community.
55. Pupils whatever their ability, gender, background or disability take an active part in school life. These opportunities have a positive impact on their personal development and help them to appreciate the views and values of others.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The inspection team observed lessons in every year group.
57. In the lessons observed, the quality of teaching was judged. The table below gives the percentage of lessons observed in each of the five categories used to make judgements about the quality of teaching.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	50%	18%	12%	0%

58. The quality of teaching is good overall. Most lessons proceed at a good pace. Learning intentions are made clear to the pupils and build well on their previous learning. Lessons are generally planned well and teachers use a variety of resources and methods to match the learning needs of the pupils.
59. Most teachers show good subject knowledge and keep up-to-date with recent initiatives. For example, all members of staff have received training in using ICT.
60. The relationships between the pupils and their teachers are good, and this has a positive impact on pupils' achievement. The code of conduct is consistently applied by all staff, which promotes a positive learning ethos.
61. Pupils with special educational needs are taught well and make good progress towards their targets. These pupils receive skilled help from their teachers and learning support staff.
62. In the very best lessons there is very skilled questioning of pupils to challenge their ideas and promote their problem-solving skills.
63. Very effective use is made of resources and methods, including ICT, which keep the pupils motivated and fully involved in learning.
64. There is a very good match of tasks to meet the needs of all pupils in most lessons so that they all learn very well.
65. The learning objectives are shared with the pupils at the start of the lesson. The discussion at the end of the lesson on whether the objectives have been achieved helps pupils to learn from others and assess the quality of their learning.
66. In a small number of lessons, teaching is less than good, mainly for some of the younger children. Shortcomings are concerned with a lack of pace during

lessons and work not as well matched as it should be to the pupils' needs. Consequently the children's learning is limited.

67. Some teaching in the early years tends to be over-directed which limits the development of the children's skills in becoming independent learners. At times there is not sufficient challenge in the work presented for some average and higher attaining children, for example in writing and mathematics.
68. The quality of assessment is good with some shortcomings. The achievements of the under-fives are assessed on entry according to the LEA baseline test. These assessments are carried out well and help the teachers to identify children's individual needs and plan for their future learning. In key stages 1 and 2, there are some good assessment procedures in the core subjects of English, mathematics and science.
69. There is no whole-school system in place, however, to track and record pupils' progress in the core subjects over time and to set further predicted targets based on pupils' past achievement. This limits teachers in identifying quickly whether the pupils are achieving their full potential.
70. Teachers tend to rely on the data collected from monitoring teaching and learning, pupils' work and the results of standardised tests and assessments. The use made of this data varies between subjects and is inconsistent across the school. In the core subjects there has been some good use of data. Standards have been raised in mathematics and in literacy for lower attaining pupils. Overall, insufficient use is made of data in identifying strategic whole school targets to raise standards further.
71. The procedures for assessing pupils' knowledge, understanding and skills in other subjects are limited. The quality of assessment varies between subjects. For example, in ICT procedures are appropriate but in other subjects teachers use their own systems to assess pupils' progress. These include observations and discussions during lessons. School subject portfolios include various samples of pupils' work. However, they do not detail written comments to exemplify standards to ensure consistency in interpretation.
72. The school has a marking policy, which highlights the need for positive and encouraging comment on pupils' written work. This helps the pupils to maintain their motivation and interest in learning. However, marking falls short of helping pupils to understand how to improve their work and informing them of their next learning steps.
73. The quality of written reports to parents is good. They give a clear account of pupils' achievements in each subject of the National Curriculum and in religious education. They identify pupils' strengths and weaknesses and there is an appropriate balance between comments on effort and attitude and those on achievement. However, reports do not always make it clear to parents what their children need to do to improve. Statutory requirements are met for assessing and reporting on National Curriculum subjects.

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

Grade 2: Good features and no important shortcomings

74. The school provides a broad, varied and balanced curriculum, which motivates pupils and offers them a coherent and well-structured programme of learning. Overall, it meets the needs of all pupils and is accessible to all. The legal requirements are met.
75. Termly work is planned well in most classes. However, there is some inconsistency in planning from day-to-day. The school's initiative in paying particular attention to literacy, numeracy and ICT skills has led to the effective cross-curricular planning of these skills. As a result the achievements of pupils in the key skills are good.
76. The arrangements for learning support are a strong feature of the school's provision. This includes the 'catch up' programme for additional help in literacy and the withdrawal sessions from the classroom for individual and small group teaching. Because all pupils get good help and support, they make good progress.
77. Personal and social education is not taught as a discreet subject but permeates the curriculum and the ethos of the school. The positive relationships between the pupils and the adults who work in the school are a testament to the success of this aspect of the curriculum. The vast majority of pupils are independent in their learning, well behaved and have positive attitudes to learning. They are well motivated, inquisitive and have respect for authority. Collective worship makes a good contribution to pupils' understanding of moral issues. This helps them to respect truth and justice. There is good provision for pupils' cultural development as well as a good emphasis on pupils' learning about Welsh traditions and heritage.
78. Links with parents are good and a number of parents are involved in supporting the school activities including fund-raising events. The majority of the parents are very supportive and have a good relationship with the teachers. This builds a good partnership with parents and a positive school ethos.
79. The school has established good relationships with local schools and playgroups and provides the receiving secondary school with much personal and academic information on pupils' transfer.
80. Good relationships exist with external agencies, with the education officers of the LEA and with other relevant bodies. Students from the local secondary school use the school for work experience and the school has received trainee teachers from Colleges of Education. These partnerships help to enrich the pupils' learning experiences and make a positive contribution to the personal development of the adults and pupils involved.

81. Although not consistently planned for, opportunities are provided for pupils to take part in visits to local industry and commerce that are linked well to the topics that they are studying. Their curriculum experiences are broadened and their personal development enhanced as a result. All pupils have an equal opportunity to participate in these experiences. However, the school does not have a coherent planned strategy to develop pupils' awareness and understanding of the world of work, sustainable development and global citizenship in a systematic way. Currently, only the headteacher has undertaken relevant industrial placement.
82. Opportunities within subjects to raise pupils' awareness of sustainable development and global citizenship tend to happen in a random manner. For instance, older pupils have studied the Brazilian rainforest and the effects of pollution on the environment. Whilst younger key stage 2 pupils help care for the school environment, the school is not involved in any initiatives such as recycling or energy conservation.
83. A school council has very recently been set up. This aims to contribute to raising pupils' awareness of the decision-making processes. Pupils have, in the past, initiated charitable fund-raising events that have required them to organise and make decisions about how such events will be run. However, the skills required to support economic development are not consistently planned across the curriculum.
84. The school successfully prepares pupils for their next stage of education whether this is within the school or when they transfer to the local secondary school. All pupils have the opportunity to take on responsibility by undertaking jobs such as monitors. These opportunities encourage pupils to become more responsible. However, the development of life long learning skills such as those to encourage pupils to take responsibility for their own learning and the development of pupils' awareness of diversity are not embedded across the school. Pupils do not have individual targets to help them understand their next learning steps and how to improve their work. Opportunities for pupils to carry out independent research are sometimes missed in lessons.
85. Cwricwlwm Cymreig features prominently throughout the school. Suitable opportunities are provided in subjects across the curriculum to raise pupils' awareness of the language and culture of Wales. This aspect is good. Pupils take part in events such as the Eisteddfod and this involves them well in the heritage of Wales. Incidental Welsh is used well. However, pupils' bilingual development (their ability to move with reasonable ease from one language to another) is not consistently planned for throughout the school. Teachers are good role-models for the development of pupils' bilingual skills.

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

Grade 2: Good features and no important shortcomings

86. Pupils are well cared for and the school gives high priority to their welfare and guidance. In discussion, pupils confirm this and state they feel safe and well supported by the adults who work at the school. Parents also confirm that their children are happy at school. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
87. The school endeavours to work closely with all parents. Regular and good quality information is provided for them including, more recently, information about what their children will learn. Parents support the school in many ways most notably through the 'Home and School Association' who raise money from which the school benefits. The school also regularly runs courses in conjunction with the local college of further education, to try and involve parents more closely in their children's education. This has put the parents who attended the courses in a better position to help their children at home with their learning. Most parents support the work their children do at home and this has a positive impact on their children's achievement. Governors have recently surveyed the views of the parents and this received a positive response.
88. Induction arrangements to settle children into the nursery or reception year are well organised. The phased entry ensures that children make a smooth transition to formal education. Arrangements to settle pupils into school life at a later stage are equally as good.
89. Pupils are very well known to all the adults in the school. There are clear policies and procedures to ensure everyone's health, safety and welfare. The governing body plays an appropriate role in overseeing the school's health and safety arrangements. Child protection arrangements are well documented and known to all who work in the school. Good day-to-day systems are in place to deal with any pupils who may become unwell or who injure themselves during the school day. The personal and social education programme is developing well throughout the school. Suitable attention is given to sex education and the misuse of drugs. Circle time is used well in most classes to develop pupils' personal and social skills as well as to address their concerns. Pupils speak knowledgeably about how this 'thinking time' is used to consider and discuss problems. However, the school is not involved in initiatives to promote a healthy lifestyle, such as, the Healthy Schools programme.
90. Attendance, punctuality and pupils' behaviour are monitored closely and swift action is taken if there are any concerns. However, there is no whole school tracking system to record pupils' academic performance. Because of this, there is insufficient reliable information available to set individual pupil targets in English, mathematics and science. As a result, pupils are unclear about their next learning steps and how they can improve their learning.

91. The provision for pupils with special educational needs is good. The help given to pupils is a strength of the school and effectively contributes to pupils' good standards. Good systems are in place for early diagnosis of needs and intervention strategies are put into place when needed. All members of staff, including the midday supervisors, work closely together to ensure continuity of support. Withdrawal of pupils for additional help is of good quality but kept to a minimal level so that pupils do not miss aspects of the curriculum.
92. The school fully complies with the 2002 revised Code of Practice and all teachers are committed to its implementation. The school maintains an up-to-date register of pupils with SEN. All pupils on the register have appropriate Individual Education Plans (IEP's). These are regularly reviewed. Parents are fully informed of the learning targets and progress towards them is discussed at the regular parents' meetings.
93. The SEN support teacher has undertaken the co-ordinator role as SENCo as this aspect of the school's work has high priority. There is a governor with specific responsibility for SEN and arrangements to meet the needs of the pupils are reported in the school prospectus and the governor's annual report to parents. The governing body representative has regular meetings with the SENCo and monitors progress effectively.
94. The qualities of fairness and opportunity for all underpin many aspects of the school's work. The pupils get on well with their classmates and have very secure relationships with the teachers and other adults who work with them. The school ensures that all pupils, whatever their ability, background or gender, have equal access and opportunity to participate in all school activities. Pupils confirm this. Although there are no pupils with physical disabilities currently attending the school, the governing body has a comprehensive accessibility plan. There are suitable arrangements made to ensure that the visually impaired pupils who attend the school are not treated less favourably than other pupils.
95. In discussion, pupils indicate that bullying is extremely rare and that teachers will quickly deal with any concerns that are brought to their attention. The school's arrangements to eliminate oppressive behaviour, bullying and harassment are an outstanding feature of the school. These arrangements work exceedingly well because all the teachers consistently ensure the positive application of the school's code of conduct. Pupils have a sound understanding of what constitutes racial discrimination. However, although the school has a good policy for equal opportunities that permeates school life, pupils' awareness of diversity is promoted less well. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is limited.

Leadership and management

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

Grade 2: Good features and no important shortcomings

96. The school is led well. The headteacher has a clear vision for the school. This is embodied within the school mission statement and ethos which promotes equality of opportunity for staff and pupils. The aims for the school within the mission statement are shared with the whole school community and are evident in the good standards of work and behaviour that the pupils achieve.
97. There are good relationships maintained with other local schools. This aids a smooth transition for the pupils between the key stages and contributes well to pupils' personal and social skills. However, limited account is taken of national initiatives. For example, there is no recent involvement in the 'Healthy Schools' programme.
98. The subjects are well led and managed effectively by the subject leaders. The development of the role of the subject leader and the management of the subjects has been a priority over the past year. Much work has been accomplished in monitoring and evaluating subjects and setting priorities for future action. The teamwork among the staff is good and morale is high. The evaluations of subjects have improved the quality of teaching and learning and pupils' achievements this year.
99. The quality of continuous professional development for staff is good. The school has recently gained the 'Investors in People Award' which involves promoting the professional development of the staff. Courses undertaken by teachers; the work involved in the Investors in People Award; and the involvement of LEA personnel for whole school training have benefited the staff and helped to raise standards. For instance, the training for staff in information and communication technology. Senior management are attending appropriate leadership courses. Good provision is made for the induction of newly qualified teachers. The teaching assistants are well trained for the work they do and make a good contribution to pupils' achievement.
100. Procedures for performance management are in line with the national requirements but are at an early stage of development. The school is coming to the end of the first cycle for performance management.
101. The governing body meet frequently and are well informed about the work and life of the school. Governors help to strategically set the direction for the school. However, there are no clear whole-school targets set in detail. This restricts the governors' view of the progress that the school makes towards them.

102. The curriculum subjects and the action plans for the future are well-documented by the subject leaders and the governors monitor well the quality of provision for subjects, special educational needs and the under-fives.
103. The governing body fulfils all statutory and legal requirements.

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

Grade 3: Good features outweigh shortcomings

104. The headteacher, governors and staff are committed to improving standards. Staff, governors and, more recently, parents have been involved in consultations related to the improvement of standards. The views of the pupils are being sought through the newly formed school council. The council, however, is a new initiative and the school is in the early stages of seeking pupils' views and following up on their concerns. The outcomes of self-evaluation have improved the quality of teaching, learning and pupils' achievement, most notably in English, mathematics and information and communication technology.
105. The long-term school development plan outlines appropriate priorities for future development. However, it lacks the specifics and detail needed, in the shorter term, to set strategic and clear educational direction. There are no clear, costed, challenging targets for whole school objectives to raise standards further.
106. In contrast, the subject leaders have outlined their priorities for development based on their evaluations of detailed monitoring in the core subjects. These priorities are supported by costings, personnel responsible, success criteria and resources needed. This is good management and co-ordination and gives a clear picture of subject development across the school.
107. An analysis of baseline testing and standardised tests together with teacher assessments is used successfully to identify main areas for improvement and to improve the quality of teaching and learning. However, the absence of a whole school tracking and target setting system limits the teachers' ability to quickly identify if pupils are reaching their academic potential. The pupils do not have individual targets to help them understand what they do well and how they can improve their performance.
108. The school is coming to the end of its first full year in performance management and the impact is not yet fully known.
109. The self-evaluation report produced by the school before the inspection gives a clear picture of the development of the school within the past two years. However, it lacks judgements in its self-evaluation of performance and provision.

110. The school has made very good improvement on the issues identified for development at the time of the last inspection. These issues were concerned with improving the pupils' standards of achievement in reading and writing in Welsh in Years 4, 5 and 6; using assessments of pupils' achievements to provide differentiated learning experiences; developing the role of the curriculum co-ordinators to monitor standards; developing curriculum plans to ensure pupils' continuity and progression in learning key skills are clearly defined. Additionally, the curriculum, the quality of teaching and learning and standards have improved.

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

Grade 2: Good features and no important shortcomings

111. Throughout the school, pupils are well supported by qualified and experienced staff who are well deployed for the work they do. The part-time teacher provides high quality support for the pupils with SEN. All teachers work conscientiously to undertake their roles as subject leaders. They have attended a good range of professional development courses to support their curriculum work. The non-teaching staff includes qualified nursery nurses and learning support assistants who effectively support the pupils' learning. The school secretary provides essential and efficient administrative support.
112. Learning resources are generally adequate to meet the needs of the curriculum, and are of good quality. The improved library facility allows pupils to develop and improve their referencing skills. The pupils are benefiting greatly from taking part in a good range of educational visits. For example, in history there is a visit to a place of interest for each topic studied which brings the subject to life for the pupils and motivates them to learn.
113. A recent increase in numbers has meant that the nursery children are presently located in the school hall. They are currently waiting for a mobile classroom to be erected in the school grounds. This limits the scope of physical activities that the younger pupils undertake and also has a detrimental effect on the provision of gymnastic work for older pupils. Otherwise, the accommodation is adequate for the number on roll.
114. The overall financial control is good. The school plans and acquires resources in line with the targets set for subject development as well as other school considerations. The headteacher and the experienced finance officer regularly review and evaluate spending to ensure best value for money.
115. Good use is made of visits to places of interest in the local environment to enrich pupils' learning. Visitors into school make a good contribution to pupils' understanding of history, for example, and to their personal development.
116. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: WELSH SECOND LANGUAGE

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

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

Good and outstanding features

117. Pupils in both key stages listen purposefully to adults and their peers and they respond well to the use of Welsh during the day.
118. In key stage 1, pupils understand a variety of classroom commands and reply confidently, using set phrases.
119. In key stage 2, pupils speak with clear pronunciation and use a good range of vocabulary, for example, to discuss and record their favourite foods.
120. Throughout the school, the pupils are keen to speak with visitors and show considerable interest in what they have to say.
121. The pupils' reading skills are developing well. Pupils enjoy books and are eager to learn. In key stage 2, they read accurately by self-correcting and word building using their phonic skills. They endeavour to read with expression, fluently and with enthusiasm. The pupils talk about the characters and events knowledgeably. Pupils have a growing awareness of the difference between fact and fiction.
122. Pupils in key stages 1 and 2, make good progress in writing. They write for a range of purposes and different audiences. Older pupils write independently, their work is interesting and of a very good standard. The more able pupils use well-chosen comparisons, adverbs and adjectives to write imaginative and exciting stories.
123. The support of the Athrawes Bro is valued and recognised by the school. This in turn with the subject co-ordinator has aided the confidence of the teachers in teaching the subject.

Shortcomings

124. There are no important shortcomings.

Subject 2: MATHEMATICS

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

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

Good and outstanding features

125. In both key stages, pupils work with enthusiasm and have a good recall of previous work. Pupils show good mental arithmetic skills and are gaining in confidence in their use of mental strategies to solve simple problems.
126. Throughout both key stages, pupils know and understand mathematical vocabulary well.
127. In reception, pupils sort objects successfully into sets using two criteria. Most know the value of numbers to ten and count to twenty and beyond.
128. At key stage 1, the pupils are confident when using number facts to 20 by Year 2. They understand and use addition and subtraction facts accurately and competently.
129. At key stage 1, pupils are developing computational skills and mathematical vocabulary well and they understand place value to 100 using number squares. Most pupils in key stage 1 count backwards and forwards accurately in fives and tens to 100.
130. They measure and estimate, using standard lengths up to one metre. They carry out practical work, for example, using non-standard measures to compare sizes of objects. They have a good knowledge of two and three-dimensional shapes. They are learning well the properties of three-dimensional shapes and name and describe them accurately.
131. By the end of key stage 1, pupils recognise simple fractions including halves, thirds and quarters. Younger pupils in Year 1 carry out basic data handling activities to classify and compare hair and eye colour.
132. In key stage 2, pupils continue to develop mental calculation and join in enthusiastically. Pupils work on addition and subtraction tasks to 1000 and beyond. They are encouraged to deduce and hypothesise and are developing good problem solving skills.
133. The pupils have a good understanding of more complex three-dimensional shapes and use interactive displays and keys to competently identify their features, such as vertices, faces and edges.
134. In Year 5, pupils are challenged well to work with increasing independence to solve problems about fractions.

135. Older pupils have a good understanding of how to classify and use data to solve simple problems. They know and can apply effectively their understanding of the range, median and mode of a set of data in their investigational work.

Shortcomings

136. There are no important shortcomings.

Subject 3: SCIENCE

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

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

Good and outstanding features

137. Pupils in both key stages are developing well the ability to investigate and solve scientific problems in different ways.
138. For instance, Year 6 pupils use different objects as sources of light as they investigate natural and artificial light. They record their findings accurately and demonstrate maturity in their predictions.
139. In both key stages, pupils have a sound knowledge of the aspects of the natural world that they study. They understand similarities and differences between the properties of materials. They know well the development of plants and the behaviour of different animals.
140. The children in the early years recognise and list successfully the needs of living things. In Year 1, pupils learn effectively about the properties of electricity. They know that electricity is conducted through wires. They complete a circuit and investigate that a power source is needed and a circuit must be complete to light a bulb. By Year 2, pupils distinguish confidently between living and non-living things.
141. Pupils in key stage 2 successfully plan their investigations, building on their previous knowledge and understanding. They work well together in small groups, sharing ideas and coming to corporate decisions. For instance, they make sensible predictions and comparisons when discussing the durability of tooth enamel and eggshells. They successfully use the results from their investigations to draw well-thought out and accurate conclusions.
142. By the end of key stage 2, pupils accurately use a range of measuring equipment. Pupils are aware of the need for repeated readings to ensure a correct result. Good progress is made in systematic investigational work.

Pupils understand well how to change variables and keep a constant to ensure that testing is fair.

Shortcomings

143. There are no important shortcomings.

Subject 4: INFORMATION TECHNOLOGY
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Key Stage 1 – Grade 2: Good features and no important shortcomings.

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

Good and outstanding features

144. In both key stages, through a wide variety of well-planned experiences, pupils' skills are developing well. Pupils use the computers confidently and with enthusiasm. Their work is supported well because of the effective help they receive from their teachers and the teaching assistants.
145. In both key stages, pupils are familiar with the main functions of the keyboard. The pupils use information and communication technology with increasing understanding to achieve a variety of outcomes to support their learning.
146. In both key stages, pupils use ICT to develop their knowledge and understanding of Welsh across the curriculum. For example, in Year 3, pupils operate the whiteboard and learn to follow simple instructions and actions enthusiastically in response to a Welsh activity program.
147. Children under five control the mouse with increasing skills to drag and drop objects to complete a range of programs. They use the computers successfully to draw pictures.
148. In key stage 1, pupils build on their previous learning successfully to use a range of software. Pupils select and move objects and shapes. They choose colours and line to create pictures. They write and redraft their work.
149. The pupils record the results of a survey on hair and eye colour and successfully create a graph on the computer to show their results.
150. Pupils' learning is enhanced as they use a floor robot to solve simple problems of direction. They create programs so the robot follows a given route along a map.
151. In key stage 2, they develop further their knowledge and understanding of control technology. For instance, pupils effectively write simple programs to draw geometric shapes.

152. In key stage 2, pupils access the Internet and research other subjects such as history. Pupils import pictures and text and successfully save and retrieve their work.
153. Older pupils select appropriate programs to collate and interpret information. For example, in constructing a simple database or using the Internet to research and record weather. Pupils use e-mail to contact and correspond with friends.

Shortcomings

154. There are no important shortcomings.

Subject 5: DESIGN TECHNOLOGY

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

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

Good and outstanding features

155. In both key stages, pupils have a good understanding of design. Information is considered and used purposefully to support their ideas. For instance, in the design of thumb pots from clay.
156. Pupils make clear and well-proportioned designs based on moving vehicles and annotate their illustrations clearly with the correct vocabulary such as 'axles'.
157. Pupils illustrate a good understanding of structures in their model of the school. Good use is made of small tools to accurately measure and cut materials.
158. Year 5 and 6 pupils use technical vocabulary well. For example, they speak fluently about different types of pulleys. They discuss the difficulties and benefits when using them.
159. Pupils review and change their plans as they make their models. They evaluate their finished products analytically. Pupils understand that evaluating and making changes in the light of experience helps them to improve their work.

Shortcomings

160. There are no important shortcomings.

Subject 6: HISTORY

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

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

Good and outstanding features

161. In both key stages, pupils have a good understanding of the passage of time. Year 2 pupils understand that the Victorian times are over 100 years ago. Older pupils in key stage 2 name and order correctly the periods of history they have studied. In both key stages, pupils use the correct vocabulary well to demonstrate their knowledge and understanding of chronology such as 'long ago' or 'time lines'.
162. Pupils in both key stages have a good understanding of the Welsh culture and heritage as they study Welsh figures in history such as Owain Glyndwr and visit heritage sites such as Caergwrle Castle.
163. In both key stages, pupils have a good understanding of what life was like in the past. In key stage 1, pupils know some of the limitations and hardships of life without electricity and modern technology. In key stage 2, pupils understand different lifestyles of rich and poor in different periods of history. They compare and contrast how people lived in the past in different periods. They reflect knowledgeably on the similarities and differences in comparison with their own lifestyle.
164. Pupils use effectively a range of sources to find out about the past. For instance in key stage 1, pupils examine artefacts and photographs and research using books. By the end of key stage 2, pupils know that evidence from the past may or may not be accurate. The pupils understand they need to use a range of sources and be aware of bias in the evidence researched.
165. At both key stages pupils are enthusiastic and use a widening range of questions. For instance, pupils in Year 3 ask an actor in the role of a 'Roman legionnaire' questions about their armour and day-to-day routines. In Year 6, pupils interview a senior citizen who was an 'evacuee', asking relevant questions to gain an insight into life during war.
166. Pupils in both key stages organise and communicate their knowledge and understanding effectively through role-play, discussion and in their writing.

Shortcomings

167. There are no important shortcomings.

School's response to the inspection

The staff, governing body and pupils of Ysgol Estyn wish to thank the inspection team for the way they conducted our school inspection. The whole process was thorough, wide ranging and carried out in a wholly professional manner by the team.

Governors and staff have considered the outcomes of the inspection and conclude that they reflect the high standards we have maintained in all areas and that observations and recommendations are largely in accord with those made by the school in its self-evaluation report.

We are extremely pleased that the inspectors found that the attitudes to learning, the overall teaching and the care and support given by the whole school community to our pupils were considered to be good features. The skills and dedication of the teaching staff is duly acknowledged. In particular the report confirms that we have made good progress in since our last inspection, which, considering the many changes that have recently occurred at school is very encouraging.

An action plan will be put in place to address the recommendations in the report. Further development and improving of the school's procedures for self-evaluation, developing a more robust and focused pupil tracking system and involving pupils in setting their own targets are all areas which we have targeted for the coming year and are confident of addressing. Consistency in the delivery of the Early Years curriculum will be helped with the completion of our new classroom / teaching area next spring and guidance in the delivery of the new Foundation Phase. The staff are confident that we can address diversity and global citizenship through the development and adoption of a school policy and the application of a whole school approach to this area.

Governors and staff will make sure that these areas will be highlighted and included in our School Improvement Plan and that a summary copy of the action plan will be sent to all parents. The Governors' Annual Report to parents will report on the progress we are making on the inspection recommendations.

The governors and staff are pleased that the inspection has recognised our strengths as a school and identified clear areas for future development.

Appendix A

Basic information about the school

Name of School	Ysgol Estyn Hope Community Primary School
School type	Community
Age-range of pupils	3 – 11
Address of School	Hawarden Road Hope Wrexham Flintshire
Post-code	LL12 9NL
Telephone number	01978 760501
Headteacher	Mr I Davies
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mrs Susannah Happs
Registered inspector	Mrs Anna Dawson
Dates of inspection	18 – 21 October 2004

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	11	25	36	28	32	33	26	31	222

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.4

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25.1
Pupil : adult (fte) ratio in nursery classes	1:11
Pupil : adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	9.4:9

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	92.86	94.45	94.45	93.92
Spring 2004	94.11	94.81	94.81	90.87
Summer 2004	93.72	95.51	95.51	94.91

Percentage of pupils entitled to free school meals	10%
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 2004			Number of pupils in Y2					
			32					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	3	30	48	18	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	3	27	55	15	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	3	33	45	18	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	30	58	12	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	3	33	36	27	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	12	39	48	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	61%	In Wales	79%

- 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 2004			Number of pupils in Y6									24	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher Assessment	School	0	0	0	0	0	0	37	25	38	0	
		National	0	0	0	0	1	6	16	45	31	0	
	Test/Task	School	0	0	0	0	0	0	8	58	34	0	
		National	0	2	0	0	0	5	12	38	40	0	
Welsh	Teacher Assessment	School	-	-	-	-	-	-	-	-	-	-	
		National	1	0	0	1	1	4	18	51	25	0	
	Test/Task	School	-	-	-	-	-	-	-	-	-	-	
		National	1	1	2	0	0	3	15	50	28	0	
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	20	42	38	0	
		National	0	0	0	0	0	4	19	46	30	0	
	Test/Task	School	0	4	0	0	0	0	17	42	37	0	
		National	0	2	1	0	0	4	18	42	33	0	
Science	Teacher Assessment	School	0	0	0	0	0	0	4	58	38	0	
		National	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	0	0	0	0	0	0	33	67	0	
		National	0	0	0	0	0	0	9	48	39	0	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	79%	In the school	75%
In Wales	70%	In Wales	71%

- 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 D

Evidence base of the inspection

- A team of three inspectors for the equivalent of 10 inspector days carried out the inspection.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- 58 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 34 lessons or parts of sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed in school and at break times.
- Inspectors attended assemblies and observed some extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs A Dawson Rgl	Context Summary and recommendations Key questions 1.1-1.9; 2.1-2.8; 5; 6; 7.4-7.7.
Mrs D Shields Lay Inspector	Contributions to key questions 1, 3 and 4.
Mrs C Thomas Team inspector	Key questions 1.10, 1.14, 1.16; 2.9-2.12; 3.1-3.7; 4.4.10-4.12; 7.1-7.3

Acknowledgement

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

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

**Ysgol Estyn Hope Community Primary School
Hawarden Road
Hope
Wrexham
Flintshire
LL12 9NL**

Summary for Parents

School Number: 655/2024

Date of Inspection: 18 – 21 October 2004

by

**Anna Dawson
11608**

Date: 2004

Under Estyn contract number: T/03/04/P

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Number of pupils	11	25	36	28	32	33	26	31	222

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.4

A SUMMARY REPORT FOR PARENTS

Ysgol Estyn Hope Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Ysgol Estyn Hope Community Primary School took place between 18 – 21 October 2004. An independent team of three inspectors, led by Anna Dawson 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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.

Summary

Ysgol Estyn Hope Community School is a good school with many good features. Standards have continued to improve since the last inspection. There were no judgements made by the school in the self-evaluation report.

Standards

Table of grades awarded

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

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

Subjects (percentages of lessons seen)

Subject	Key Stage 1	Key Stage 2
Welsh second language	Grade 2 – 100%	Grade 2 – 75%
Mathematics	Grade 2 – 100%	Grade 2 – 75%
Science	Grade 2 – 66%	Grade 2 – 60%
Information technology	Grade 2 – 0%	Grade 2 – 75%
Design technology	Grade 2 – 100%	Grade 2 – 100%
History	Grade 2 – 0%	Grade 2 – 100%

In all the above subjects inspected, standards were good with no important shortcomings.

The education provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

Children who are under five, make good progress in the key skills of speaking and listening, reading and in using information and communication technology (ICT). In the key skills of writing and numeracy, children make sound progress but some could do better.

At both key stages 1 and 2, pupils' standards and progress in the key skills of speaking, listening, reading, numeracy and using information and communication technology are good. In writing, standards and progress are good in key stage 1 and very good in key stage 2.

Pupils' bilingual competence is not well established across the curriculum.

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

Pupils show good development in their personal and social skills. Their skills in problem-solving and working together are good.

Pupils show good development in their creative skills in key stages 1 and 2. For instance, pupils throughout the school use a wide range of media to express their creativity in art. By the end of key stage 2, pupils create pictures in their own style, developing techniques from famous artists such as Vincent Van Gogh.

At the end of key stage 1 in 2003, pupils' attainment in the National Curriculum assessments in English, mathematics and science was above the national and Local Education Authority (LEA) averages. When compared with similar schools across Wales they were above average. This has been the case in previous years. However, in 2004, results are lower than national averages of 2003.

At the end of key stage 2 in 2003, pupils' attainment in the National Curriculum test in English, mathematics and science were close to the national and LEA averages. When compared with schools in a similar context, they were below average. However, there has been a rising trend in pupils' attainment since the last inspection. In 2004, results are higher than the national averages of 2003 because

the teachers have placed greater emphasis on matching the work to the needs of all pupils. In general, the girls outperform the boys.

The quality of education and training

The table below gives the number of lessons observed in each of the five categories used to make judgements about the quality of teaching.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	50%	18%	12%	0%

The quality of teaching is good. In 70 per cent of lessons teaching is good or better which is above average.

Most teaching is set at a good pace and clearly focuses on learning objectives that are shared with the pupils.

Pupils with special educational needs are taught well and as a result they make good progress towards their set targets.

A striking feature of the teaching is the good relationships that teachers have with the pupils. This is because the code of conduct is consistently applied throughout the school by all staff, which benefits the pupils and creates a positive learning ethos.

In the best teaching, learning objectives are shared with pupils at the beginning of the lessons which helps to keep the pupils' focused. At the end of lessons, pupils' benefit from others during discussion as they recap on their learning.

Most teachers are skilled in questioning pupils to challenge their ideas and promote thinking and problem-solving skills.

A good variety of methods and resources, including the use of ICT, motivate pupils to learn and help to keep them focused on the task in hand.

Lessons are well planned to meet the needs of all the pupils so that they all learn well.

In a few lessons where teaching was less than good, shortcomings were concerned with work which was not well matched to the pupils' needs and there was a slow pace to the work. The teaching at times was over-directed or not sufficiently challenging. Consequently, the children's independent learning skills are limited and the pace of learning slows.

The quality of assessment is good overall with some shortcomings. The baseline assessments made in the nursery and reception classes on entry to school are used well initially to identify and meet individual learning needs.

In key stages 1 and 2, there are good procedures in the core subjects of English, mathematics and science. Teachers rely on the data gained from teacher

assessments and standardised testing to plan for future improvements. In other subjects, assessment procedures are not as well developed. Teachers track pupils' progress using their assessments but practices vary between classes and subjects.

However, there is no whole-school tracking system in place to record pupils' progress in the core subjects of English, mathematics and science and set predicted targets for pupils to attain. This limits the school's early identification of any pupils who are not achieving their full potential.

Pupils do not have sufficient knowledge of how to make their work better. They do not have individual learning targets. The marking of pupils' work does not inform the pupils of their next learning steps or how to improve their work. While the quality of written reports are good, they do not inform parents sufficiently of what their children need to do to improve.

Leadership and management

The school is well led. The headteacher has a clear sense of purpose which is embodied in the mission statement. The shared aims and values within the mission statement reflect equality of opportunity for all.

Continuous professional development for all staff is good. The work carried out by the subject leaders to monitor, evaluate and produce action plans for further development is having a positive impact on the quality of teaching and pupils' achievements. However, there is no whole-school system in place to track pupils' progress and set targets for them. Consequently this restricts the school's capacity to quickly identify if pupils are achieving as well as they should.

The governing body is supportive, well informed and involved in the work and life of the school. Governors monitor the work of the subject leaders well and have an overall strategic view of subject development across the school.

The long-term school development plan sets out priorities for the future but in the shorter term does not detail whole-school targets to be achieved with success criteria and cost implications to raise standards further.

The school has made very good progress in resolving the key issues identified for development at the time of the last inspection. These issues were concerned with improving the pupils' standards in reading and writing in Welsh in Years 4, 5 and 6; using assessments of pupils' achievements to provide differentiated learning experiences; developing the role of the curriculum co-ordinators to monitor standards; developing curriculum plans to ensure pupils' continuity and progression in learning key skills are clearly defined.

Since the last inspection, the school has also improved the quality of the curriculum, teaching and learning and standards.

There are sufficient suitably qualified teachers and support staff to carry out the work of the school.

The school has sufficient resources for all subjects which are of good quality. The use made of visits to the local environment to enrich the curriculum as well as visitors who come into school make a considerable contribution to pupils' learning.

The accommodation is adequate for the number on roll apart from the children in the nursery class. These children are temporarily in the hall as the school waits for the delivery of a mobile classroom. While this circumstance is unavoidable, it does have a negative impact on the children's physical development and the development of pupils' gymnastic skills in key stages 1 and 2.

Recommendations

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

- R1 Improve the quality of self-evaluation by setting the strategic direction of the school to raise standards.
- R2 Develop a whole-school system in order to:
- track pupils' progress and set predicted targets in English, mathematics and science and develop an appropriate system to assess pupils' skills in other subjects;
 - involve pupils in understanding their next learning steps in order to improve their work.
- R3 Ensure consistency in the early years in using appropriate methods to challenge the children in their learning and promote independent learning skills.
- R4 Promote sustainable development and global citizenship within the curriculum and improve pupils' awareness of diversity.

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.

Acknowledgement

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