

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

**Eyton CIW Voluntary Controlled School  
Bangor Road  
Eyton  
Wrexham  
LL13 0YD**

**School Number: 6653042**

**Date of Inspection: 15/05/06**

**by**

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5542**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
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- \* work-based learning;
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Eyton CIW Voluntary Controlled 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 Eyton CIW Voluntary Controlled School took place between 15/05/06 and 17/05/06. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. Eyton Church in Wales Voluntary Controlled School is situated in the village of Eyton about four miles south of Wrexham. At the time of the inspection, there were 62 pupils on the school roll including seven part-time nursery and early entitlement children. This number is an increase of seven children from the time of the previous inspection in June 2000. Early entitlement children are admitted to the school at the beginning of the term following their third birthday. Pupils begin full-time education at the beginning of the academic year during which they will be five. The area surrounding the school is neither prosperous nor economically disadvantaged.
2. All pupils come from English speaking homes and British backgrounds. Approximately four per cent of pupils are entitled to receive free school meals. This is a decrease from the time of the previous inspection and is below both Local Education Authority (LEA) and national averages. Pupils' ability on entry is generally similar to the LEA average. Thirteen pupils have been identified as having special educational needs (SEN) and one pupil has a statement of SEN. This is an increase from the time of the previous inspection and is about the national average. No children are looked after by the local authority. Over 50 per cent of pupils come from homes that are beyond the school's traditional catchment area.
3. There are the equivalent of four full-time teachers and an additional four part-time teaching assistants on the staff. All full-time teachers were in their current posts at the time of the last inspection. The school has received the Basic Skills Quality Mark and Healthy Schools Initiative awards.

### The school's priorities and targets

4. The school's vision statement is as follows: 'Tomorrow's success begins today.'
5. Educational aims include:
  - encouraging and stimulating curiosity in children;
  - instilling an awareness of moral values;
  - aiding children's understanding of the world in which we live;
  - assisting children in the use of language;
  - providing children with a basic core of mathematical, scientific and technological knowledge;
  - teaching the children about achievements in arts, sciences, religions and social reforms;
  - fostering the development of socially disadvantaged children.

6. Shorter-term targets outlined in the school development plan (SDP) include:
- ensuring continuity and progression in the key skills;
  - developing the use of the interactive whiteboard;
  - developing accelerated learning principles;
  - developing global citizenship and global learning;
  - further developing assessment procedures;
  - exploring the philosophy of assertive discipline;
  - developing the role of curriculum co-ordinators.

## Summary

7. Eyton Church in Wales Voluntary Controlled School is a good school where pupils make good progress. Outstanding features include the care support and guidance available to pupils and the efficient way leaders and managers use the available resources.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
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

### Subjects

8. Standards of attainment are good in Eyton Church in Wales School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they all achieve well.

### Grades for standards in subjects inspected

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

9. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils with additional learning needs, and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the targets they are set each term and also targets set in English, mathematics and science at the end of key stages 1 and 2.
10. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of literacy, numeracy and also their bilingual skills. Throughout the school, pupils' information and communication technology (ICT) skills are very

good and an exceptional feature. Pupils' creative skills are good and by the end of key stage 2, their problem solving skills have outstanding features.

11. Numbers of pupils in year groups are low making statistical analysis of data complex. However, baseline data indicates that pupils start the reception year with scores broadly similar to the LEA average. Taken over the last three years, end of key stage 1 statutory assessment results have been just above the LEA and national results in English and consistently higher than average in mathematics and science. More pupils than average have achieved the higher level 3 in English and mathematics.
12. When taken over three years, the combined end of key stage 2 statutory assessment results have also been just above LEA and national averages in English, and consistently above the average in mathematics and science. In English and mathematics, more pupils than average achieve the higher level 5. At both key stages, girls generally perform better than boys in English but there are no obvious differences in mathematics and science.
13. Pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. An outstanding feature is pupils' awareness of how well they are doing and what they need to do to improve.
14. Under fives and pupils in both key stages 1 and 2 make extremely good progress in their personal, social, moral and wider development. Their attitudes to learning, the interest they show in their work and their ability to sustain concentration are outstanding features. Pupils are well behaved. The quality of relationships within the school is an outstanding feature and this has a positive effect on the work and standards achieved.
15. Pupils make good progress with their study skills, and by the end of key stage 2, they confidently work independently, planning and organising much of their own work. Pupils develop a strong sense of community and they make a significant contribution to creating a happy and supportive learning environment. Pupils show a very good awareness of equal opportunity issues.
16. The level of attendance is consistently good and is better than both the LEA and similar schools' averages. Recorded unauthorised absence is low.

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

17. The overall quality of teaching is good throughout the school. During the inspection, the quality of teaching observed in lessons was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	65%	30%	0%	0%

18. Particularly towards the upper end of key stage 2, teachers stimulate and challenge pupils to do well. Relationships between teachers and pupils are good.

19. All lessons are thoroughly planned and are firmly based on the school's schemes of work. Generally, lessons are well paced. Teachers plan carefully to ensure that the needs of all learners are met. However, although lesson objectives are clear in planning, they are not routinely relayed to pupils. Consequently, some pupils are unclear about what specifically they are expected to achieve.
20. The school meets statutory requirements for assessing, recording and reporting pupils' progress, including those for the under-fives and those with additional learning needs. Teachers have a good knowledge of the standards achieved by the pupils. End of key stage assessments are analysed for trends and opportunities to improve standards of learning. The school is at the early stage of using standardised tests in order to provide accurate information to measure individual pupils' progress and to provide additional information on strengths and weaknesses. Annual reports to parents give a good indication of the standards pupils achieve.
21. All pupils have equal access to a broad and balanced curriculum that meets statutory requirements. Throughout the early years and both key stages 1 and 2, pupils enjoy a good range of experiences and learning opportunities that are well matched to their stage of development and learning needs. The curriculum is well planned and provision for the development of basic and key skills is very good. Pupils benefit from a wide range of extra-curricular activities. Provision for spiritual, moral, social and cultural development is very good with outstanding features.
22. The quality of partnerships with parents, the community and other schools and colleges is good. There are good efforts to ensure that pupils develop good bilingual skills and an appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. The school has a very comprehensive policy on sustainable development and global citizenship.
23. There are high expectations of all pupils. The school actively and enthusiastically promotes equality of access and equal opportunities. Pupils are very well cared for, guided and supported by dedicated staff. These are outstanding features. Provision for those pupils with additional learning needs is good with outstanding features. Irrespective of ability, gender or home background, the school provides a very happy, safe, secure, welcoming and friendly environment for pupils to learn and play. Staff and governors consider the health and welfare of the pupils to be of utmost importance.

### **Leadership and management**

24. The school upholds the Church in Wales ethos. There is a clear set of agreed beliefs that are discussed each time the prospectus is updated. These principles ensure a sense of purpose and well being that encourages high standards in all aspects of school life and this is an outstanding feature. Pupils and their families feel very much part of and are proud of the school community.

25. Members of staff take responsibility for specific aspects of school improvement and do so conscientiously. The school takes very good account of local and national priorities. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify training needs.
26. Overall, self-evaluation arrangements are appropriate. Curriculum co-ordinators monitor planning, standards and teaching in their subjects. They record their findings and discuss them with other members of staff. However, although there is much data and information available, it is not yet used in a sufficiently rigorous way to pinpoint precise areas of development that would subsequently feed into the school improvement process.
27. The school makes good efforts to seek out and take account of the views of a range of different individuals and groups. All members of staff are well qualified and show good commitment to working as a team in order to bring about improvement. The school has adequate learning resources to meet the needs of the curriculum and all pupils. Spending decisions are very closely matched to identified priorities and the head teacher and governing body carefully monitor the impact of these decisions. The school provides good value for money.
28. The self-evaluation report prepared for the inspection is a precise document that clearly identifies the main strengths and shortcomings of the school. The grades awarded by the school match those made by the inspection team in each of the seven key questions. Actions taken since the previous inspection have resulted in an improvement in standards and provision. Overall, progress of the school has been good.

## Recommendations

In order to maintain the current good standards, staff and governors should:

- R1 address the minor shortcomings identified in Welsh second language, geography, music and physical education;
- R2 make more effective use of assessment data in order to identify trends in pupils' performance over longer periods; \*\*\*\*
- R3 develop the role of the curriculum co-ordinators so that more focussed use is made of the information that they gather. \*\*\*\*

The recommendations marked \*\*\*\* has already been identified by the school in its development plan.

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

29. The inspection team agrees with the school's self-evaluation of this key question.
30. Standards of attainment are good in Eyton Church in Wales School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they all achieve well.
31. Standards in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

32. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

33. Standards of achievement in the lessons observed are above Wales Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
34. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The under-fives class is stimulating environment where children quickly settle into school and engage readily in a wide range of activities.
35. Pupils with additional learning needs, and those with SEN, achieve well relative to their age and ability. The majority of pupils achieve the targets they are set each term and also targets set in English, mathematics and science at the end of key stages 1 and 2.
36. Under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of literacy, numeracy and also their bilingual skills. Throughout the school, pupils' ICT skills are very good and an exceptional feature. They confidently use technological equipment for a variety of different purposes in all subjects. They use computers to search for information and to help them

create good quality work. From a very young age, pupils are very confident using interactive whiteboards.

37. Numbers of pupils in year groups are low making statistical analysis of data complex. However, baseline data indicates that pupils start the reception year with scores broadly similar to the LEA average.
38. Taken over the last three years, end of key stage 1 statutory assessment results have been just above the LEA and national results in English and consistently higher than average in mathematics and science. More pupils than average achieved the higher level 3 in English and mathematics.
39. When compared with similar schools (those schools with up to eight per cent of pupils entitled to receive free school meals), key stage 1 results in 2005 were in the lower 25 per cent in English and maths and in the lower 50 per cent for science. Deleted: science
40. Taken over the last three years, the end of key stage 2 statutory assessment results have also been just above LEA and national averages in English, and consistently above the average in mathematics and science. In English and mathematics more pupils than average achieve the higher than expected level 5.
41. When compared with similar schools, key stage 2 results in 2005 were in the lower 50 per cent for English and mathematics and in the upper 50 per cent for science. Pupils improve their performance during their time at the school and, on average in 2005, year 6 pupils' results were ten per cent better than they were in 2001 when the same pupils were in year 2. At both key stages, girls generally perform better than boys in English but there are no obvious differences in mathematics and science.
42. As pupils move through the school, they gradually acquire new knowledge and skills both in the core subjects and in other subjects such as information technology, art and aspects such as sustainable development. They make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
43. An outstanding feature is pupils' awareness of how well they are doing and what they need to do to improve. Pupils throughout key stages 1 and 2 talk about their targets that are clearly displayed in classrooms; they are very proud of what they have already achieved.
44. The level of attendance is consistently good, averaging above 95 per cent, and is better than both the LEA and similar schools' averages. It is significantly better than the national average. The main reason for pupils' absence is parents taking their children on holiday during term time. Recorded unauthorised absence is low at around 0.1 per cent.
45. Punctuality is very good at the start and throughout the school day, allowing sessions to start promptly without interruption. The school takes account of the requirements of National Assembly of Wales Circular 3/99.

46. Under fives and pupils in both key stages 1 and 2 make excellent progress in their personal, social, moral and wider development. Their attitudes to learning, the interest they show in their work and their ability to sustain concentration are outstanding features. In class, pupils answer questions enthusiastically; they work hard in lessons and apply themselves conscientiously. Pupils readily join in the range of activities provided, and when working in pairs or groups, they co-operate effectively supporting each other with consideration, recognising the needs of others.
47. Pupils' creative skills are good and by the end of key stage 2, their problem solving skills have outstanding features. In all classes, pupils develop a good understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. They have a good knowledge about Welsh musicians and artists for example.
48. Pupils are well behaved and act courteously towards one another, staff and visitors. They demonstrate very good social skills, giving care and consideration to all. The quality of relationships within the school is an outstanding feature and this has a positive effect on the work and standards achieved. The pupils and staff work together to review school and classroom rules annually; these are conducive to good learning and help to create the happy and supportive school environment that was observed during the inspection.
49. Pupils make good progress with their study skills. By the end of key stage 2, they confidently work independently, planning and organising much of their own work, for example, whilst carrying out science investigations and experiments. Pupils see themselves as part of the school community where everything they do is respected and valued.
50. Pupils, whatever their ability or background, take an active part in school life and their attitudes to equal opportunities are positive and constructive. They show a very good awareness of equal opportunity issues. Boys and girls work and play very well together and they have no stereotypical views. The ethos of the school promotes equality and respect and, as a result, pupils demonstrate very good attitudes of fairness and respect for diversity and the views of others.
51. Pupils have a strong sense of community within the school and take an active part in its life and work. Pupils' knowledge and understanding of the world of work is beginning to develop well. Links with the have a positive impact on their learning and understanding.

## The quality of education and training

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

Grade 2: Good features and no important shortcomings

52. The inspection team agrees with the school's self-evaluation of this key question.
53. During the inspection, the quality of teaching observed in lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	65%	30%	0%	0%

54. Particularly towards the upper end of key stage 2, teachers stimulate and challenge pupils to do well. All teachers and teaching assistants intervene effectively to support pupils who require additional support.
55. Relationships between teachers and pupils are good. Teachers make their expectations clear regarding both pupils' work and their behaviour. They are fair and are very successful in treating pupils equally, irrespective of their gender, race or ability; this is an outstanding feature. They generally create a positive work ethos in their classes. However, on occasions, teachers tend to dominate discussions and they interrupt pupils needlessly to obtain attention.
56. Teachers have good subject knowledge and are aware of recent developments in education. For example, in the under-fives class, adults are beginning to work towards the forthcoming Foundation Phase and all teachers recognise the impact ICT has on motivating pupils. Good use is made of teachers' specialisms for the teaching of subjects such as music.
57. All lessons are thoroughly planned and are firmly based on the school's schemes of work. Teachers plan carefully to ensure that the needs of all learners are met. Key skills are clearly identified in short-term plans and teachers discuss the skills pupils will develop at the beginning of each session. However, although lesson objectives are clear in planning, they are not routinely shared with pupils. Consequently, some pupils are unclear about what specifically they are expected to achieve.
58. The majority of lessons are well paced. Teachers give pupils clear indications of the time available for activities. They stop lessons at appropriate points to ensure that pupils understand what they should be doing or to provide them with additional ideas. At the end of sessions, teachers carefully check whether pupils have understood the concept being taught. Evaluations at the end of each week identify aspects of work that have been fully understood and those that require further attention.

59. Most lessons successfully incorporate a range of suitable resources to stimulate pupils' interest and understanding in the topic being taught. Teachers regularly make effective use of interactive whiteboards both as part of the introduction to lessons and also as an integral part of pupils' activities. They ensure that pupils have sufficient opportunities to use a range of good quality resources to encourage active learning and to improve their knowledge and skills, for example in music and science.
60. Particularly in the under-fives class and at the end of key stage 2, teachers frequently include bilingual words and phrases in their teaching. They issue many routine instructions in Welsh and some successfully incorporate Welsh words and phrases into subjects being taught such as physical education. They ensure the amount and level of Welsh used increases as pupils progress through the school; this is an outstanding feature.
61. The importance of homework is emphasised throughout the school and is a regular feature for pupils. Teachers ensure that pupils understand the work they have to do and the setting of homework is carefully organised. Pupils are subsequently encouraged to complete their set homework tasks promptly.
62. The school meets statutory requirements for assessing, recording and reporting pupils' progress, including those for the under-fives and those with additional learning needs. The assessment system is based on test and data analysis together with a well-balanced range of pupils' work; these procedures are consistent throughout the school and fully understood and implemented appropriately by both teachers and pupils.
63. Teachers have a good knowledge of the standards achieved by the pupils and they use this information effectively to plan for continuity and progression as pupils move through the school. Pupils' progress is comprehensively assessed in all the subjects each term and the outcomes are used to inform the planning of work and to set achievable targets for improvement in the core subjects and key skills. Teachers are accurate identifying the National Curriculum levels pupils achieve in their work. This is being further enhanced as a result of the current initiative to compile comprehensive portfolios of levelled and annotated examples of work for each of the subjects.
64. End of key stage assessments are analysed for trends and opportunities to improve standards of learning. The school is at the early stages of using standardised tests in order to provide accurate information to measure individual pupils' progress and to provide additional information on strengths and weaknesses.
65. The quality of the oral feedback to pupils is very good. Marking is generally supportive, and in the best practice it indicates the next step that the pupil has to take in order to improve. The quality of the pupils' involvement in identifying and evaluating their own targets for improvement is an outstanding feature. Pupils are involved in discussion with their teachers about their progress each term, and this process informs the setting of new individual targets.

66. Parents have regular formal opportunities to visit the school to discuss their child's progress and review work. The annual school reports give a good indication of the standards achieved by the pupils in the subjects but information concerning how parents can support their children is more limited.

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

Grade 2: Good features and no important shortcomings

67. The inspection team agrees with the school's self-evaluation of this key question.
68. All pupils have equal access to a broad and balanced curriculum that meets statutory requirements. Throughout the early years and both key stages 1 and 2, pupils enjoy a good range of experiences and learning opportunities that are well matched to their stage of development and learning needs. Pupils' learning is enhanced by the well-planned wider curriculum that fulfils the school aims and ethos statement; this includes visits to places of interest in the locality and further a field such as visits to the Mayoral Chambers and Glan Llyn. Parents and members of the community regularly work with the pupils and this further enriches learning.
69. 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. The under-fives teacher and support staff work co-operatively to review provision and ensure continuity and progression in children's development across the six areas of learning.
70. The school curriculum complies with legal requirements. Schemes of work and policies are in place for all national curriculum subjects and religious education. These are reviewed regularly and provide good guidance for the work of the school. The curriculum is well planned and ensures that pupils' learning is progressively developed as they move from the early years to key stages 1 and 2.
71. Provision for the development of pupils' basic and key skills is outstanding. There is a very comprehensive programme in place. This ensures that there is coherent and co-ordinated planning for the development of skills in a progressive manner across the subjects. Consequently, this enables teachers to directly focus on the development of appropriate skills when they plan work.
72. Pupils benefit from an extensive range of extra-curricular activities appropriate to their age and these are available to all pupils in accordance with the school's equal opportunities policy. Educational visits, cultural and sporting activities and craft sessions broaden and enrich pupils' experiences extremely well and make a very positive contribution to their personal and social development.

73. Pupils' spiritual, moral, social and cultural development is good with outstanding features. The curriculum, including collective worship, effectively contributes to pupils' understanding of self-worth and to the strong sense of community that is developed in the school. Teachers value pupils' ideas and this raises their self-esteem, enabling pupils to be confident taking responsibility and showing initiative through, for example, participation in the School Council. Appropriate arrangements are in place to develop pupils' awareness of sex education and substance misuse.
74. The provision for developing pupils' cultural development is very good. Pupils effectively learn about their own and other cultures in history, geography and religious education, and these positive attitudes are reinforced through the many visits to places of cultural interest.
75. There are good efforts to ensure that pupils develop an appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. Experiences in subjects such as art, music, geography and history ensure that pupils develop an awareness of Wales in current times and also the past. There is carefully planned provision for the development of pupils' bilingual skills. They are progressively planned throughout the school.
76. The quality of partnerships with parents, the community and other schools and colleges is good. The close links with local colleges and schools enable the school to benefit from an exchange of professional good practice and provide pupils with a good quality induction programme at the end of key stage 2. All the permanent teachers are trained to mentor student teachers. The school maintains good relationships by seeking parents' views, encouraging them to assist and by informing them regularly about the life and work of the school. Parents showed their support for the school by responding very positively to the pre-inspection questionnaire and meeting.
77. Some of the vocational topics contained in the school's personal and social education programme, talks by visitors to the school and organised visits to local places of work help broaden and enrich pupils' work related education. Links with local industry/businesses are well established. One of the teachers previously worked in industry and uses the knowledge and experience gained to enrich the curriculum.
78. The school has high expectations of all its pupils and actively and enthusiastically promotes equality of access and equal opportunities. This is an outstanding feature. Stereotyping is continually challenged. Policies for equal opportunity and racial equality are consistently and sensitively implemented, and fully meet statutory requirements. Very good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an individual, is encouraged to participate fully in all activities and no pupil is barred from any of them.
79. Many excellent practical examples (including the Millennium Garden) of promoting sustainable development are clearly evident. Through these very good examples, numerous initiatives, classroom learning and the personal

and social education programme, pupils develop a deeper understanding of, and commitment to, sustainable development. Teachers actively promote recycling and energy conservation.

80. There is a very comprehensive policy on sustainable development and global citizenship. Pupils' understanding of global citizenship is developed very effectively mainly through curriculum subject lessons and regular assemblies. The school is in the fourth year of its active involvement with the Healthy School initiative. Apart from a small number of pupils selling plants for the extra-curricular gardening club, the school is only in the very early stages of developing pupils' entrepreneurial skills.
81. As they progress through school, pupils are encouraged to take an increasing level of responsibility for their own learning, and to be actively involved with community based activities. In discussion, pupils indicate they understand and appreciate the importance of tolerance, adaptability and flexibility; this prepares them well for the skills required for life long learning.
82. Pupils are encouraged to use local community facilities and learn to respect and appreciate their surroundings. The school promotes and encourages wider family involvement by running an information evening for parents each year.

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

Grade 1: Good with outstanding features

83. The inspection team agrees with the school's self-evaluation of this key question.
84. Pupils are very well cared for, guided and supported by dedicated staff. This is an outstanding feature of the school. Irrespective of ability, gender or home background the school provides a very happy, safe, secure, welcoming and friendly environment for pupils to learn and play.
85. Parents' questionnaire responses indicate that they are at least satisfied with the help and guidance provided for their children. The school plans and manages its care arrangements and support services extremely well. It quickly identifies and effectively reacts to individual pupils' needs and requirements, using its very good links with external agencies appropriately.
86. Outstanding relationships and partnerships exist between pupils, staff, parents and the local community. The school operates an 'open door' policy and parents are invited to attend two parents' evenings per year. The school uses questionnaires to seek parents' and pupils' views and opinions on a range of relevant matters. A good home/school agreement is in place. The very supportive parent-teachers association (PTA) raises substantial amounts of money each year. Parental support for all school events and activities is outstanding.

87. The robust induction arrangements for pupils joining the school, at any stage, helps them settle into the school quickly and happily. The 'moving up day' for pupils changing class at the end of each year is effective. The transfer arrangements for pupils moving from year 6 to the high school are effective.
88. Support staff work very effectively to understand and satisfy pupils' individual needs. Good relationships exist between staff and pupils, enabling the provision of high quality support and guidance. Health education related topics are contained in the school's personal and social education programme. A healthy lifestyle, including healthy eating, is strongly promoted.
89. Pupils and parents are repeatedly notified that all pupils are expected to attend school regularly and punctually, and they respond well. The method of recording attendance and punctuality, using a recently installed computer based system, is robust. Procedures for following up lateness or absence are very effective. There is good liaison with the education welfare officer.
90. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently apply behaviour related policies. The school's system for recognising and rewarding good standards of attendance, punctuality, behaviour and progress is effective.
91. The school considers the health and welfare of the pupils to be of utmost importance. A safe and secure environment is provided for pupils to learn and play. Road safety immediately outside the school has greatly improved as a direct result of the school's long campaign to overcome the legislative difficulties involved with introducing road speed restrictions. Comprehensive and thorough risk assessments are completed appropriately. Staff have received First Aid training.
92. Both staff and pupils have an appropriate awareness of 'Health and Safety' requirements. Excellent procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.
93. The head teacher is the designated Child Protection Co-ordinator. A good child protection policy is in place and all members of staff have received relevant training and update briefings. School staff are aware of the signs of possible child abuse and the specific procedures they must follow.
94. The provision for pupils with additional learning needs is good with outstanding features. There is close liaison between the head teacher, who is the Special Educational Needs Co-ordinator (SENCo), and the teachers and support staff. Pupils with SEN are identified at an early stage and, as a result, they receive high quality provision that focuses on their needs and enables them to make good progress. Pupils are effectively tracked, monitored and supported throughout the school.
95. Individual Education Plans are very effective and give a structured programme of work that involves both the school and parents and carers. Pupils with SEN

receive a good balance of support in-class and in withdrawal sessions. The school effectively uses the professional support services available and sufficient resources are in place to meet pupils' needs. All pupils with SEN are well integrated into the life and work of the school.

96. Circle time and the School Council are used constructively for pupils to discuss issues and make decisions. The school works very closely with the LEA specialist support team to ensure that all pupils have the opportunity to learn effectively without interference or disruption. There are extremely effective measures in place to eliminate any oppressive behaviour should it occur.
97. The school supports and guides pupils effectively irrespective of their backgrounds. All pupils are given equal opportunities and encouraged to participate in all activities. This is an outstanding feature of the school. The wide range of activities before and after school promote pupils' personal and social development and are a good example of the school's efforts to challenge gender equality and stereotypical behaviour.
98. The race relations policy is an integral part the curriculum. Staff and pupils recognise, respect and celebrate diversity through the personal and social education programme, visits and planned activities. The school is inclusive in its approach and values each pupil as an individual.
99. There are no disabled pupils currently on roll. However, the governors have undertaken a comprehensive audit and submitted an action plan to the LEA. The school and the LEA will liaise to ensure that disabled pupils who might attend the school in the future do not suffer from less favourable treatment.

## Leadership and management

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

Grade 2: Good features and no important shortcomings

100. The inspection team agrees with the school's self-evaluation of this key question.
101. The school upholds the Church in Wales ethos. It has a mission statement, 'Tomorrow's success begins today', which is clearly displayed in the school and in documentation. There is a clear set of agreed beliefs that are discussed each time the prospectus is updated. These principles ensure a sense of purpose and well being that encourages high standards in all aspects of school life.
102. An outstanding feature is the way policies and practice provide pupils and staff with equality of opportunity. Pupils and their families are very well supported; they feel very much part of and are proud of the school community. The school continues to thrive and develop.
103. The head teacher adopts an open style of management based on discussion and consensus. She is clear about how the school needs to continue to improve. There is a common sense of purpose among members of staff who all willingly contribute to school developments. Members of staff take responsibility for specific aspects of school improvement and do so conscientiously. Policy documents are thorough.
104. Curriculum co-ordinators work hard to support their colleagues by providing advice and guidance on new and emerging issues in teaching and learning in individual subjects. Schemes of work are thorough and provide a good framework for the teaching of all subjects.
105. The school takes very good account of local and national priorities. For example, it has worked hard to promote bilingualism and is involved in sustainability issues. Good links have been established with other schools, including neighbouring primary and the local secondary school and other small schools.
106. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The majority of pupils achieve their targets. Other goals for development over recent years, such as improving provision for the under-fives, increasing ICT hardware and software and enhancing the accommodation, have all been achieved.
107. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify training needs. Staff development has had a positive impact on individual teachers and also the school as a whole, for example, in subjects such as ICT and early years.

Training opportunities for teachers and teaching assistants are provided in a variety of ways such as school-based training, staff meetings and attendance at externally organised courses. Arrangements for teachers to plan and prepare their work are appropriate.

108. Governors are very supportive of the school and are regularly provided with comprehensive information about the school's progress by the head teacher. The role of governors as a 'critical friend' is well established. Governors help set the school's strategic direction effectively each year and are actively involved with whole school self-evaluation. Several governors visit the school regularly and all governors are appropriately informed about the strengths and areas for development.
109. Governors regularly monitor and evaluate initiatives, developments and spending proposals in all aspects of school life. They have a very good oversight of the financial budget and supervise expenditure well. They regularly monitor progress of the implementation of the School Development Plan.
110. Governors meet regularly as a full governing body several times each term and fully satisfy all statutory and legal requirements. All statutory policies, documents and procedures have been adopted and implemented.

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

Grade 2: Good features and no important shortcomings

111. The inspection team agrees with the school's self-evaluation of this key question.
112. Overall, self-evaluation arrangements are appropriate. Governors and members of staff have a good understanding of how the school performs in English, mathematics and science at key stages 1 and 2 and how it compares with schools in the LEA and Wales as a whole.
113. Curriculum co-ordinators monitor planning, standards and teaching in their subjects. They record their findings and discuss them with other members of staff. However, although there is much data and information available, it is not yet used in a sufficiently rigorous way to pinpoint precise areas of development that would subsequently feed into the school improvement process.
114. The school makes good efforts to seek out and take account of the views of a range of different individuals and groups. Through the School Council, pupils have good opportunities to express their opinions. These are always given serious consideration and appropriate action is taken. Staff, governors, pupils and parents complete questionnaires regularly. Both parents and pupils say they would be happy to discuss their suggestions and ideas with leaders and

managers at any convenient time. There is a long established link with the local community, including the church and other local small schools, and a very close working partnership exists.

115. All members of staff show good commitment to working as a team in order to bring about improvement. Teachers and non-teaching staff have opportunities to make their views known and they are always given due consideration. They all play a part in self-evaluation processes and are aware of the strategic direction of the school.
116. The school development plan is a clear, unambiguous document. It clearly identifies key areas for development in both the long and short-term. As a result of priorities over recent years, standards and provision have improved.
117. Leaders and managers manage the budget well and ensure that main priorities are adequately resourced. The school is proactive in searching out alternate partners for funding to improve provision such as grants recently obtained to enhance the school playing field.
118. The self-evaluation report prepared for the inspection is a precise document that clearly identifies the main strengths and shortcomings of the school. The grades awarded by the school match those made by the inspection team in each of the seven key questions. Some of the priorities identified as requiring further development are similar to those identified by the inspection team.
119. Actions taken since the previous inspection have resulted in an improvement in standards and provision. Each of the action points, produced to address the key issues identified during the last inspection, have been completed but some more effectively than others. However, overall progress of the school has been good.

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

Grade 1: Good with outstanding features

120. The inspection team agrees with the school's self-evaluation of this key question.
121. School staff are well qualified, knowledgeable and experienced and are effectively deployed. The ratio of pupils to teaching staff is advantageous to pupils' learning. Staff are appropriately developed through performance management and receive regular updates to their training. The sharing of teachers' knowledge and expertise is excellent.
122. Enthusiastic, skilled 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/cleaner and catering staff are valued members of the school team and make an important contribution to implementing the

school's caring values. Job descriptions, available for every member of staff, are reviewed regularly.

123. The school has a very good range of learning resources to meet the needs of the curriculum and all pupils. The recently introduced small school library is well stocked with carefully selected books, which cover a wide range of subjects and provide for the needs of pupils. The books are in very good condition and are maintained in an organised manner. The school does not have sufficient space for a dedicated ICT suite, but all the classrooms have an interactive white-board and several computers, which positively contribute to improving quality and standards of learning.
124. Good use is made of off-site facilities, for example, museums and places of scientific, historic or cultural interest, to support the curriculum and enhance pupils' learning experiences. Currently no pupil attends school who requires specific special needs equipment.
125. The exterior of the school building is in need of repair and refurbishment, particularly the rear of the main building. The small classrooms provide a suitable, but restricted, setting for good teaching. The inside of the building is well cared for and maintained. Throughout the school, the many displays celebrate pupils' achievements and provide a colourful and stimulating learning environment.
126. The limited space available within school is very well utilised. The school hall is very small and is inadequate for large group activities such as physical education. Toilet facilities are adequate for the number of pupils on roll but there are no changing room(s) available for pupils to prepare for physical education, for example. Staff do not benefit from the use of a dedicated staff room and utilise a multi-purpose room which is also used for pupils' activities.
127. Outdoor accommodation is spacious and very well equipped. The impressive, newly provided, large soft surface play area for the under-fives is very secure. The Millennium Garden area in the school grounds is very well established. The school is located on two floors and some rooms are not fully accessible for pupils with physical disabilities.
128. Spending decisions are very closely matched to the school's priorities and the head teacher and the governing body carefully monitor the impact of these decisions. The LEA provides additional professional financial guidance and support.
129. Through careful budget management, the school has maintained a very good pupil: teacher ratio. A high contingency reserve has been accumulated over recent years aimed at protecting staffing levels when the school is faced with a fall in pupil numbers. Plans to use some of this contingency reserve on upgrading and enhancing the ICT equipment are at an advanced stage. In general, optimum use is made of resources and the school makes good use of staff expertise.

130. Professional development activities for teaching and support staff are directly linked to priorities. Staff are professionally supported by the head teacher in achieving their performance management objectives and personal aspirations. Resources for workforce remodelling are utilised effectively. All teachers utilise their allocated planning and preparation time appropriately.
131. Very careful attention is paid to matching resources to priorities and the link between medium/long term plans and priorities for improvement is outstanding. The resource decisions linked to the school's objectives and priorities, contained in the School Development Plan are regularly and thoroughly reviewed. Use of all resources is closely monitored. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### 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

132. Key stage 1 pupils listen well to their teachers and to their fellow pupils. They speak in a variety of contexts with increasing confidence, and make good progress in speaking to different audiences, and for different purposes such as during class assemblies. More able pupils express themselves articulately. They discuss their work clearly, using appropriate vocabulary. For example, year 2 pupils express opinions about the class story and have a good recall of characters and events.
133. Both year 1 and year 2 pupils read well, and use an appropriate range of methods to gain understanding. Pupils use sensible strategies to read unfamiliar words. Their phonic knowledge is good, and they recognise full stops and capital letters in text. Year 1 readers display a positive attitude towards books. Year 2 pupils read aloud clearly and accurately and the more able include appropriate expression in their voices. They appreciate the difference between fiction and non-fiction books and know the meaning of terms such as author, title and illustrator.
134. Year 1 pupils make good progress in their writing skills. They confidently use different ways to develop their writing, beginning with copying words and sentences to creating their own independent work. They display a good awareness of simple spelling patterns. Year 2 pupils write in various forms, such as news, letters and adventure stories. Generally, year 2 work shows accurate spelling of frequently used words and correct punctuation. Writing is carefully organised and pupils demonstrate particularly good imaginative skills as they write poems. Pupils' awareness of some of the conventions of grammar, for example prefixes, develops well.
135. Key stage 2 pupils, particularly those in years 5 and 6, listen attentively and speak confidently. By year 6, pupils express opinions clearly and succinctly. They have a good understanding of interviewing techniques and appreciate the difference between 'open-ended' and 'closed' questions. Throughout the key stage, pupils collaborate well in discussions about class work. They discuss ideas and issues sensibly with each other and adults.
136. Overall, key stage 2 pupils interpret text correctly and read with understanding. They read aloud with suitable intonation and lively characterisation. They use suitable strategies when dealing with unfamiliar words. Pupils at the upper end of the school have good advanced reading skills. They discuss books in an informed manner. More able pupils in each class talk about their favourite authors competently and express firm opinions

about writing styles. Pupils use dictionaries effectively to check spellings and to discover meanings of words.

137. Key stage 2 pupils write very well for a range of purposes using language that is appropriate to the context. On the whole, their knowledge of language is good and they use grammatical terms, such as adverbs and adjectives, correctly when discussing their work. Most pupils display correct use of paragraphs, accurate spelling and punctuation in their work, and distinguish between formal and informal language. A number of pupils in each class produce extended pieces of writing that display maturity and sensitivity. The quality of poetry writing throughout key stage 2 is particularly effective. Pupils produce evocative poetry in a number of different styles such as narrative, acrostic and shape poems.
138. Pupils' handwriting and presentation of their work throughout the school are appropriate. They use aspects of ICT effectively in English, and word-processing often enhances the presentation of work.

### **Shortcomings**

139. There are no important shortcomings.

### **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 features**

140. Pupils in key stage 1 listen well and speak confidently when using simple greetings and phrases. Year 1 pupils readily engage in role-play activities in Welsh and respond well to questions about themselves and the weather using simple sentence patterns effectively. Key stage 1 pupils enunciate well as they talk about likes and dislikes, when they play games and when singing Welsh rhymes. Year 2 pupils ask and answer questions correctly. The more able year 2 pupils engage in short dialogues. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colours, food, clothes and vehicles for example.
141. Key stage 1 pupils' reading skills progress well with year 1 pupils reading words in class books or on the computer screen correctly. Year 2 pupils show an appropriate understanding of the text in simple Welsh books.
142. In key stage 1 pupils' develop appropriate writing skills. Both year 1 and 2 pupils label items correctly. With adult help, they write simple sentences about familiar experiences.
143. Key stage 2 pupils use Welsh appropriately to answer simple questions, sometimes giving lengthy answers. They listen well to their teachers and to

fellow pupils, and follow instructions correctly. Their pronunciation is usually clear when they speak in pairs or in small groups and when they sing Welsh songs. Older key stage 2 pupils use the past tense correctly in their discussion or role-play. They persevere to produce fairly long dialogues making them more interesting by including good expression and adjectives for example. They appreciate the need to change from informal to formal Welsh on different occasions.

144. Pupils at the lower end of the key stage read worksheets and books accurately with a good measure of understanding. Years 5 and 6 pupils also read successfully from the interactive whiteboard or the computer screen, with good understanding.
145. In key stage 1, pupils write in Welsh for a variety of different purposes. They label objects, write short phrases and use ICT effectively when creating graphs about likes and dislikes for example. Years 3 and 4 pupils complete sentences accurately. By years 5 and 6, pupils amend and improve scripts and subsequently act them enthusiastically using a number of question and answer patterns.

### **Shortcomings**

146. A small number of key stage 1 and younger key stage 2 pupils are hesitant and unsure of the different responses needed to various oral questions.

<b>Science</b>
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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 features**

147. Pupils in both key stages make good progress in their learning of scientific facts and principles. Their attitudes to science are good, and they undertake scientific investigations with care, and recognise that, in order to obtain a valid result a test should be fair.
148. Pupils in year 1 have a clear understanding of materials and their uses. They sort materials into groups, separating them according to whether they float or sink, keep out water or not and whether they are natural or man made. They name the external parts of the body accurately and recognise that taking exercise and eating the right types and amount of food helps them to keep healthy.
149. Year 2 pupils study light and sound. They identify different light sources, investigate which materials are efficient at blocking light and understand why shadows change appearance. Pupils find out that sound causes vibration and carry out an investigation to compare the soundproofing properties of different materials.

150. By the end of key stage 1, pupils make simple comparisons, use results to say what they have found out and begin to evaluate their work. They record their findings accurately beginning to use appropriate scientific vocabulary.
151. Younger key stage 2 pupils have a good knowledge of nutrition. They study the properties of the ear and understand how we recognise sound. They understand the importance of dental care, and when investigating healthy diets, they classify foods into proteins, fats, carbohydrates and fibres correctly.
152. Years 3 and 4 pupils study a range of topics well and use the results of their investigations to draw sensible conclusions. The more able begin to develop good recording skills presenting their findings independently, using ICT when appropriate.
153. By the end of the key stage pupils have a good scientific knowledge appropriate to their age and ability. They have a good understanding of electrical circuits, conductors and insulators and how materials change under different conditions.
154. When carrying out investigations and experiments, older pupils demonstrate a high level of independence and maturity. They record their results using a variety of ways making accurate observations and measurements.

### **Shortcomings**

155. There are no significant shortcomings

## **Geography**

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

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

### **Good features**

156. By the end of key stage 1, pupils have an appropriate understanding of their locality and community and its place in the wider world. They describe accurately the physical and natural features in Eyton and the surrounding area.
157. Year 1 pupils develop their understanding of plans and maps through constructing plans of the classroom, school and surrounding area. They mark on the main features and accurately trace and describe their journey to school.
158. By year 2, pupils have a good awareness of their locality, of the features and services available and they are able to express their views on local environmental issues. They study Ordnance Survey maps of the area, begin to recognise scale and mark familiar features. They use the four-point compass accurately, make their own treasure maps and identify features using two co-ordinates.

159. Younger key stage 2 pupils locate Eyton accurately on a range of progressively large-scale maps. They give directions to the village from specific places on an increasing level of difficulty. Pupils investigate neighbouring towns and villages in depth and consider shopping for a range of goods, looking at routes and distances. Pupils sensibly discuss local environmental concerns relating to Eyton, such as traffic control, and consider how improvements might be made. They compare the village of Eyton with that of Cefn Hengoed in South Wales and study the village of Gweta in Botswana to compare the main features and climate.
160. Older key stage pupils make rapid progress with their geographical skills. They confidently consider the theme of environmental change in Llangollen by identifying ways in which people affect the environment through development. They recognise that people have different views about change and begin to formulate their own ideas and opinions.
161. When contrasting Mexico City with Wrexham, pupils carefully explore the similarities and differences, comparing the position, size, land use, industry and weather. They use a variety of sources, including the Internet, to identify these features. They show a secure ability to interpret information, ask geographical questions, draw conclusions and present their information in a clear and appropriate way.

### **Shortcomings**

162. Younger key stage two pupils do not have sufficient depth of knowledge about contrasting localities. They do not extend their geographical enquiry skills sufficiently.

<b>Music</b>
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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 features**

163. In both key stages 1 and 2, pupils obviously enjoy music and are enthusiastic during music lessons. They perform music confidently and practise regularly. They generally sing in tune with expression and sensitivity when singing as part of a group. Older key stage 2 pupils maintain a tune when singing in 'two parts'. They adopt good posture when singing.
164. In key stages 1 and 2, pupils' instrumental skills develop well. They play a range of tuned and untuned percussion instruments competently and are aware of the different sounds various instruments make. They follow the conductor's instructions properly. Many are able to read a simple music score. Pupils' instrumental performance is enhanced by the instrumental tuition provided by the school. Throughout the school, pupils know the names of many types of instruments from different cultures.

165. Both key stages 1 and 2 pupils use a range of musical terminology correctly. For example, years 2, 3 and 4 pupils appreciate the difference between 'staccato' and 'legato' and combine both successfully in their performances.
166. Particularly in key stage 2, pupils use technology such as CD-players appropriately to enhance their work. They work well together in groups to compose their own musical pieces based on specific themes. They combine sounds effectively to create realistic effects.
167. Pupils make simple appraisals of their own and other composers' works, focussing their comments on the feelings and emotions the music generates. They have a reasonable awareness of music from some of the great composers and music from other times and cultures as well as music from Wales.

### **Shortcomings**

168. Pupils' appraisal skills are at an early stage of development; they do not focus sufficiently on the musical quality of pieces.

### **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**

169. Pupils in key stage 1 and 2 develop good skills through a well planned programme of gymnastics, dance, games, swimming and outdoor and adventurous activities. They have a good and developing knowledge of the effect of exercise on their bodies and of the need to participate in appropriate warming up and down activities. All pupils and staff wear appropriate clothing for activities. Pupils perform their gymnastic activities well on the sprung floor in the school hall in bare feet.
170. In key stage 1, when creating dance movements based on the 'Wizard of Oz', pupils move expressively using a good range of basic body actions. They remember and repeat short dance movements well beginning to interpret mood and feeling.
171. Key stage 1 pupils show good awareness of space and control when practising catching and throwing small balls. They work well in pairs and small groups and perform the basic techniques with a good level of consistency.
172. In groups, younger key stage 2 pupils create their own minor games to develop their throwing, intercepting and catching skills. They begin to throw a ball well from a reasonable distance and the more able accurately catch a ball when on the move and with one hand.

173. Older key stage 2 pupils perform gymnastic movements with very good control and technique. They pay particular attention to transfer smoothly from one movement to another with a very good awareness of the limited space available to them in the small hall. Pupils use a range of apparatus well in a confined space performing the basic gymnastic actions with good control and co-ordination.
174. Years 3, 4, 5 and 6 pupils receive swimming instruction during the school year, and the majority achieve the required standards by the end of key stage 2. Older key stage 2 pupils enthusiastically take part in a well-planned programme of outdoor and adventurous activities at Nantyr. A very wide range of extra-curricular activities is well supported by the pupils and these make a valuable contribution to the good standards in physical education.

### **Shortcomings**

175. In the majority of lessons observed, pupils do not improve their performance and skills by evaluating their own work and that of others in sufficient depth.

## **School's response to the inspection**

The inspection findings recognise that the standards attained in Eyton School in the seven key questions are all good, or good with outstanding features. The team was satisfied that there has been good progress since the last inspection. We are very pleased that the team found the pupils to be well behaved, caring and courteous and that the quality of relationships in the school was recognised as outstanding, as this has a positive effect on the standards achieved.

The inspectors recognised the outstanding features in how well all learners are cared for, and how the school manages its resources. This is particularly pleasing as they feature strongly in the school's ethos.

In addition the inspectors have identified further outstanding features of the school. Among these it is noted that pupils are very aware of how well they are doing and what they need to do to improve. They are proud of their achievements. The policies and practice of the school ensure equality of opportunity and in addition the provision for pupils with additional learning needs is also good with outstanding features.

An action plan will be put in place to address the three recommendations in the report. Improving the confidence of some pupils in their oral Welsh work, developing further the self-evaluation skills of pupils in physical education and extending the enquiry skills in some geography topics. Much of this can be addressed immediately to help improve standards in those subjects.

The remaining two recommendations are to make more effective use of assessment data and to further develop the role of curriculum co-ordinators to make focussed use of the information they gather. These are already part of the school's short term development plan and staff have commenced work on these areas.

The report confirms that Eyton School is providing a happy, secure and welcoming environment where individuals are valued and pupils make very good progress towards their targets throughout the school. The professionalism and dedication of teachers and support staff is duly acknowledged in the report as an outstanding feature, and this is reflected in the good standards achieved in both learning and teaching.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Eyton CIW Voluntary Controlled Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Bangor Road Eyton Wrexham
Postcode	LL13 0YD
Telephone number	01978 823392

Head teacher	Mrs Mary Andrews
Date of appointment	January 2000
Chair of governors/ Appropriate authority	Mr T Coates
Registered inspector	Margaret Morgan
Dates of inspection	May 15 – 17 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	6	10	5	11	6	6	11	62

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14 : 1
Pupil: adult (fte) ratio in nursery classes	7 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	97	96	97
Autumn 2005	96	94	94
Spring 2006	97	96	94

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

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	18	45	36
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	36	27	36
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	9	91	0
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	18	45	36
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	0	18	55	27
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	9	91	0
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82	In Wales	80

- 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		16		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	13	44	44
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	50	38
		National	0	0		0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	0	50	50
		National	0	0	0	0	0	1	11	50	37

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	88	In the school	N/A
In Wales	70	In Wales	N/A

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

## Appendix 4

### Evidence base of the inspection

Three inspectors and a Peer Assessor spent a total of six inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 20 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 30 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, 3, 5 and 6 English, Welsh (second language), Music
Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Cliff Brace Team Inspector	Contributions to Key Questions 1, 2, 3, and 4 Science, Geography, Physical education
Sarah Morgan Peer Assessor	Contributions to Classroom Observations, Meetings with Staff and Pupils and Team Meetings
Mary Andrews Nominee	Contributions to Team Meetings

### The contractor was:

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### Acknowledgement

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