

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

**Garth C.P. School
Garth
Trevor
Wrexham
LL20 7UY**

School Number: 6652138

Date of Inspection: 9 – 11 March 2005

by

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WO49/5542**

Date: 16 May 2005

Under Estyn contract number: T/115/04P

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Garth C.P. 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 Garth C.P. School took place between 9 and 11 March 2005. An independent team of inspectors, led by Margaret 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. 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. The school is situated in the village of Garth that is four miles from Llangollen. It is housed in three separate buildings on one site. The majority of pupils are from the neighbouring village of Trevor and some pupils are from Garth itself. A few pupils opt to attend the school from further afield. Pupils come from a range of backgrounds that are neither prosperous nor economically disadvantaged. All pupils come from English speaking homes. No pupils speak Welsh and none come from ethnic minority groups.
2. Currently there are 85 pupils on the school roll including 14 part-time nursery children. Approximately nine per cent of pupils are entitled to receive free school meals which is below the local and national averages. Pupils' ability on entry is similar to the local authority average. There are 14 pupils on the special educational needs (SEN) register including one pupil who has a statement of SEN. Children are admitted to the nursery class on a part-time basis at the beginning of the term following their third birthday. They start full-time education at the beginning of the academic year during which they will be five.
3. The school was last inspected in May 1999.

The school's priorities and targets

4. The school's mission statement is "Learning Together". It aims to promote pupils' full potential by providing an all-round education that develops excellent personal, social, cultural and spiritual development, to create caring citizens for the future.
5. Shorter-term priorities outlined in the school development plan include improving standards in mathematics and Welsh, extending the performance management process, extension of the use of outdoor learning, ensuring the inclusion of the key skills in lessons and implementing the Healthy Schools Action Plan.

Summary

6. Garth C.P. School is a school that has many positive features. During their time at the school, pupils make good progress. By year 6, pupils are well prepared for the next stage of their education.

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 3
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 2

Standards

Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 1

7. In Garth C.P. School, the number of pupils in each year group is small making statistical analysis insecure. However, pupils enter school with ability levels similar to the local education authority (LEA) average. By the end of key stage 2, pupils make good progress in the core subjects of English, mathematics and science. Key stage 2 Standard Assessment Task (SAT) results exceed the LEA average and, when the school's results are compared with those in similar schools (those schools with between nine and 16 per cent of pupils entitled to receive free school meals), generally, the overall performance is above average.

8. During the time of the inspection, standards in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	57%	29%	7%	0%

9. 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.
10. Progress in key stage 1 is good and by the end of the key stage, standards are good. They plateau in years 3 and 4 but in years 5 and 6, pupils make very good progress. They acquire new knowledge and develop their understanding in a range of issues; standards of achievement are good.
11. Pupils with additional learning needs including those with special educational needs (SEN) make good progress overall.
12. Targets are set for pupils at the end of both key stage 1 and key stage 2. Pupils achieve the targets set and many exceed their expectations. Pupils are very aware of the targets that are set for them. They know what they need to do to improve the quality of their work in National Curriculum subjects and also in their personal and social development.
13. Throughout the school, pupils achieve good standards in their use of communication, mathematical and information technology skills and also bilingual competence. Pupils also achieve good standards in their personal and social, creative, and problem solving skills. They have a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
14. In 2003, 100 per cent of key stage 2 pupils achieved the expected level four with approximately 63 per cent of pupils achieving the higher level five. In 2004, the SAT results were not as good. Approximately 27 per cent of the pupils in the year group were identified as having SEN but results were still better than the average when compared with similar schools.
15. Key stage 2 SAT results have at least been maintained over recent years and the overall trend is one of continued improvement. The proportion of pupils achieving the higher level five has increased significantly.
16. In key stage 1, teacher assessment results have been well above the national averages for the past two years. When compared with similar schools, the results are in the top 25 per cent.
17. Pupils make good progress towards fulfilling their potential. By the time they leave the school, they are well adjusted and ready for the next stage of their education.
18. Most pupils show good attitudes to their learning and are enthusiastic about their work. They generally work hard in lessons and co-operate well with each

other. However, in the lower key stage 2 class, some pupils lose interest in what they are doing and sometimes find it difficult to co-operate.

19. Pupils' behaviour is good overall both in lessons and around school but, occasionally, they are restless when lessons do not fully engage them.
20. Attendance rates are above the LEA average but below the Wales average. They are lower than at the time of the previous inspection. Punctuality at the start of the school day is good.
21. Pupils make good progress in their personal, social, moral and wider development. They know what is expected of them in terms of behaviour. Pupils understand the school's rewards and sanctions policy; their relationships with each other are good.
22. Pupils' growing understanding of their place within their community has some outstanding features and their understanding of the world of work is developing very well. They show respect for the diversity of beliefs and values within society and the cultural traditions of others.

The quality of education and training

23. During the inspection, standards of teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	32%	9%	0%

24. In most classes, teaching is good overall. However, teaching is not as motivating and stimulating in lower key stage 2 as it is generally in other parts of the school.
25. Most lessons challenge pupils to extend their understanding, particularly at the upper end of key stage 2. Teaching is at a good pace and teachers intervene effectively to help pupils develop their understanding. On occasions, pupils are not sufficiently well challenged.
26. The relationships between teachers and pupils are generally good. Most teachers have high expectations of appropriate behaviour and they use effective strategies to gain pupils' attention and interest. In lower key stage 2, relationships are less secure and expectations are not always clearly and firmly transmitted to pupils.
27. Members of staff promote equality of opportunity for pupils. Teachers all regularly and effectively use both Welsh and English as integral parts of their daily routines.
28. There is a comprehensive assessment policy that offers clear guidelines. Pupils' achievements are recorded according to national requirements.

29. The quality and range of provision in the under-fives class and key stages 1 and 2 is good overall although there is a lack of continuous progression in lower key stage 2. The range of extra-curricular activities available to pupils is good and the school successfully promotes pupils' bilingual skills and *Y Cwricwlwm Cymreig*.
30. Good opportunities are provided for pupils to take part in visits to local industry and commerce. The school promotes a good awareness of sustainable and environmental issues. There are some outstanding features in the way the school promotes lifelong learning skills. Transition arrangements at the end of year 6 are extremely good.
31. Pupils are generally well looked after and the school gives appropriate attention to their care and guidance. The school has a good pastoral support structure but it is not consistently implemented in all classes.
32. Overall, there are good arrangements and procedures to secure the day-to-day health and safety of pupils. However, on occasions at lunchtime, not all pupils are in full view of the adults on duty. Despite the head teacher and the governing body's attempts to secure improvements, health and safety issues that were identified at the time of the previous inspection have not been addressed.
33. All members of staff have received relevant training in child protection issues but the current policy requires updating to take account of current Welsh Assembly Government circulars and requirements. Also, some confidential documentation is not filed securely.
34. Provision for pupils SEN adequately meets the needs of most pupils. In lower key stage 2 there is insufficient detailed planning to cover the range of abilities within the class.
35. Most pupils are given opportunities to access support and guidance. There is no difference between the treatment of boys and girls or for pupils from different backgrounds. All pupils have equal rights. Practices in most classes promote good relationships.

Leadership and management

36. The head teacher provides a sense of leadership that gives an appropriate direction to the school; it concentrates on promoting and sustaining improvements in standards. She has shared values that are generally promoted by members of staff, the governors and most parents. Currently, the head teacher carries a heavy responsibility for many aspects of school leadership. Consequently, there are some situations that are not managed as effectively as they might be, such as instigating appropriate action to ensure consistency of provision or providing all necessary information to interested parties. The role of the deputy head teacher is underdeveloped.

37. The school has explicit aims and values that promote equality of opportunity for all. The views of pupils are considered seriously at all times and the school sets very high priority to considering their opinions.
38. The governing body is very supportive of the school and some governors visit the school on a weekly basis to undertake volunteer roles. Governors support the head teacher in her strategic planning for the school. The governing body does not meet all statutory requirements as regards the detail of the Child Protection Policy. Teaching time at key stage 2 is only just sufficient.
39. The school has been undertaking an annual evaluation of its provision for many years. It has worked carefully with officers of the LEA to identify strengths and shortcomings. As a result, development plans have been produced based on a careful analysis of the information available.
40. Priorities for future development are appropriate and clear. As a result, standards in the school have continued to improve. The school has made good overall progress since the last inspection. However, the issue of adequate supervision at lunchtime was raised as a key issue during the previous inspection as were some health and safety issues that have not been dealt with.
41. The self-evaluation report prepared for the inspection reflects the findings of the inspection team in five out of the seven key questions. The school allocated different grades from the inspection team in key questions three and four. In key question three, the main reasons for the difference is due to the lack of continuous progression in provision at key stage 2 and also teaching time at key stage 2 is only just sufficient. In key question four the difference in the grade is because the Child Protection policy does not fully meet Welsh Assembly Government guidance and some health and safety issues remain outstanding from the time of the previous inspection.
42. There are enough qualified teachers and teaching assistants to support pupils. School buildings are adequate although there are long standing concerns regarding health and safety issues that have not been resolved. There is a plentiful supply of equipment available for pupils. Spending is reviewed regularly to ensure value for money and it has a direct impact on improving standards.

Recommendations

43. In order to improve further, the school needs to:
- R1 Address the health and safety issues identified in the report including those regarding accommodation.
 - R2 Ensure statutory child protection requirements are fully met.
 - R3 Address the shortcomings identified in subject areas.
 - R4 Ensure greater consistency in the quality of provision throughout key stage 2.
 - R5 Ensure the role of the deputy head teacher is fully developed and there is a greater spread of responsibility among the senior management team in order to ensure more efficient leadership.

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

- 44. The findings of the inspection team match the grade made by the school in its self-evaluation report.
- 45. In Garth C.P. School, the number of pupils in each year group is small making statistical analysis insecure. However, pupils enter school with ability levels similar to the LEA average. By the end of key stage 2, pupils make good progress in the core subjects of English, mathematics and science. Key stage 2 SAT results exceed the LEA average and, when they are compared with similar schools (those schools with between nine and 16 per cent of pupils entitled to receive free school meals), the school's overall performance is generally above the national average.
- 46. 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.
- 47. During the time of the inspection, standards achieved in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	57%	29%	7%	0%

- 48. Pupils achieve good standards in their knowledge, understanding and skills. In the individual subjects inspected, standards are good overall and the grades are as follows:

Subject	Key stage 2	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 1

- 49. Pupils make good progress in key stage 1; by the end of the key stage, standards are good. They plateau in years 3 and 4 but in years 5 and 6, pupils make very good progress. They acquire new knowledge and develop their understanding in a range of issues; standards of achievement are good.
- 50. Targets are set for pupils at the end of both key stage 1 and key stage 2. Pupils achieve the targets set and many exceed their expectations. Pupils are very aware of the targets that are set for them. They know what they need to

do to improve the quality of their work in National Curriculum subjects and also in their personal and social development.

51. Throughout the school, pupils achieve good standards in their use of communication, mathematical and information technology skills, and bilingual competence. Pupils also achieve good standards in their personal and social, creative, and problem solving skills. They have a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
52. Irrespective of their backgrounds, pupils make good progress. An increasing proportion of pupils are identified in the school as having SEN and they too make good progress.
53. In 2003, 100 per cent of key stage 2 pupils achieved the expected level four with approximately 63 per cent of pupils achieving the higher level five. In 2004, the SAT results were not as good. Approximately 27 per cent of pupils in the year group were identified as having SEN but results were still better than the average when compared with similar schools.
54. Key stage 2 SAT results have at least been maintained over recent years and the overall trend is one of continued improvement. The proportion of pupils achieving the higher level five has increased significantly. English is the poorest performing subject and mathematics is now the best. In view of the small numbers of pupils in year groups, teacher assessment and test results are similar.
55. Boys' and girls' results in both key stages are similar in all three core subjects. In key stage 1, teacher assessment results have been significantly above the national averages for the past two years. When compared with similar schools, the results are in the top 25 per cent.
56. Pupils make good progress towards fulfilling their potential. By the time they leave the school, they are well adjusted and ready for the next stage of their education.
57. Most pupils show good attitudes to learning and are keen and enthusiastic about their work. They generally work hard in lessons and co-operate well with each other. In the upper key stage 2 class, pupils are often very well motivated and show a high level of commitment to their work. However, in the lower key stage 2 class, pupils have less positive attitudes to learning. They easily lose interest in what they are doing and sometimes find it difficult to co-operate with each other. This is usually the case when activities are not well matched to their ability or the pace of the lesson is too slow.
58. Pupils' behaviour is good overall, both in lessons and around the school. Occasionally, behaviour becomes restless in lessons when the activities do not fully engage the pupils or when they have to sit for too long listening to teachers' explanations. Outside, pupils play well together. They are polite and friendly and courteous towards visitors and take a keen interest in what

they have to say. The overall good behaviour of pupils has a positive impact on their standards of achievement.

59. Attendance rates are above the LEA average but below the Wales average; they are lower than at the time of the previous inspection. There is only minimal unauthorised absence recorded. Most pupils are absent because they are unwell but a significant minority of families take holiday during term time. Punctuality at the start of the day is good. With the exception of one class, the school takes suitable account of the National Assembly for Wales circular 3/99.
60. Overall, within the structure of the class, most pupils work independently. But, in the lower key stage 2 class, they are often heavily reliant on adult support because the work is not well enough matched to their abilities. Pupils in the upper key stage 2 class co-operate well, often take responsibility for their own learning and plan and organise their work effectively. However, on occasions, in other classes there is insufficient opportunity given for pupils to develop independence. Their teachers do too much for them and as a result their capacity to work independently is limited.
61. In the main, pupils make good progress in their personal, social, moral and wider development. They know what is expected of them in terms of their behaviour. Pupils understand the school's rewards and sanctions policy; their relationships with each other are good. There is no evidence of bullying or oppressive behaviour between pupils; those spoken to during the inspection confirm that bullying is rare. Pupils in upper key stage 2 express their viewpoints freely without fear of ridicule and ask questions in the knowledge they will be answered fairly. Here, relationships are clearly built upon mutual trust and respect. Assemblies have a good moral theme, but throughout the school pupils' spiritual development is less well fostered.
62. Pupils' social development is good and they take part enthusiastically in the activities and visits on offer. Their growing understanding of their place within the community has some outstanding features; for instance through the wide range of visits to places of interest and visitors to the school as well as the range of extra-curricular activities including a residential visit. These opportunities make a positive contribution to pupils' personal development. Their understanding of the world of work is developing very well. 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 respect for the diversity of beliefs and values within society and the cultural traditions 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

63. The findings of the inspection team match the grade made by the school in its self-evaluation report.
64. During the inspection the grades allocated for teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	32%	9%	0%

65. In most classes, teaching is good overall. However, teaching is not as motivating and stimulating in lower key stage 2 as it is in other parts of the school.
66. Most lessons challenge pupils to extend their understanding, particularly at the upper end of key stage 2. Teaching is at a good pace and teachers intervene effectively to help pupils develop their understanding. On occasions, pupils are not sufficiently well challenged particularly in years 3 and 4. Lessons are sometimes static; they lack vigour and enthusiasm. Sometimes teachers take responsibility and independence away from pupils and, as a result, pupils lack motivation and become restless and inattentive. For example, pupils are not responsible for their own equipment and have to wait until resources are available for them.
67. The relationships between teachers and pupils are generally good. Teachers have high expectations of appropriate behaviour and they use effective strategies to gain pupils' attention and interest. In lower key stage 2, relationships are less secure and expectations are not always clearly and firmly transmitted to pupils.
68. Teachers have all accessed recent training and they have a good understanding of current issues in education such as sustainability and bilingualism. The teaching of certain subjects such as music and physical education is undertaken by specialists and is particularly effective.
69. Planning is generally thorough. In the nursery and reception class, it is appropriately based on the Desirable Outcomes for Children's Learning. Throughout the remainder of the school, teachers plan for individual lessons, some in more detail than others. Learning objectives are clearly identified in lesson plans although they are not always conveyed to pupils.
70. Teachers in under-fives, key stage 1 and upper key stage 2 classes plan comprehensively for the different ages and abilities in their classes. Different activities are prepared for the various ability groups.

71. Teachers use a range of methods to appeal to pupils' different styles of learning. They often introduce music and movement for short periods of time to reinvigorate pupils' interest and attention. Resources, including additional adult support, are generally used effectively, although at times, they are not logically organised to ensure pupils' full active involvement. Homework, in all classes, is well planned and covers a variety of different subjects and activities.
72. All teachers promote equality of opportunity for pupils. They regularly and effectively use both Welsh and English as integral parts of their daily routines. The key skills are taught well.
73. There is a comprehensive assessment policy that offers clear guidelines for teachers regarding marking and assessment. The majority of teachers are implementing this policy well. In most classes, other than in lower key stage 2, work is marked regularly and comments help pupils to focus on improving their work. Targets are set using information from a range of sources, including baseline scores and school-based reviews. There are regular meetings held in school to consider pupils' progress and analyse results. Pupils' achievements are recorded according to national requirements.
74. Most pupils are now involved in setting and discussing their own targets. There are good opportunities available for parents to meet with staff and discuss their children's progress.
75. Annual reports are informative. At best, they provide information for parents on what their children need to do to improve. There is sufficient information available to show comparisons in performance. Reports comply with statutory requirements.

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

76. The findings of the team differ from the school in its self-evaluation report. The school graded this key question as grade 1. The difference in grading is mainly due to the lack of continuous progression in provision at key stage 2 and also teaching time at key stage 2 is only just sufficient.
77. 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.
78. The quality and range of learning experiences for pupils in key stages 1 and 2 is good although there is a lack of continuous progression in provision in lower key stage 2. The curriculum meets the needs of all pupils and is equally accessible, particularly for those pupils who have SEN.

79. Statutory requirements are met in all subjects. The school is providing good opportunities for all pupils to experience a broad and balanced curriculum. Teachers' long and medium term planning is good. There are suitable policies in place for all subjects. There is effective planning for the development of key skills. As a result, pupils' attitudes and achievements are good overall.
80. The provision of extra-curricular activities is good with outstanding features. There are a wide variety of activities offered by dedicated staff, mostly after school. Music sessions are particularly well supported and appreciated. These clubs are usually well attended and parents and other volunteers willingly offer support to pupils on trips out of school. There are residential and local trips when pupils experience the richness of their immediate and wider surroundings. They visit Glanllyn Outdoor Pursuits Centre, where they experience a wide range of learning and physical activities. They also take part in local and national events such as art and swimming competitions. Pupils have achieved group and individual successes in a wide range of topics across the curriculum. There are developments planned to link these out of school achievements with a certificate of qualification. Pupils discuss their experiences beyond school articulately and appreciate the range on offer.
81. Provision for spiritual, moral, social and cultural development is good overall. Pupils generally show respect and consideration towards others and they value opportunities to discuss events and share ideas. Assemblies contribute to the school's aims to promote self-worth. There is a strong community spirit, linking with the immediate environment. The school provides good cultural and multicultural experiences through local and international links in Ireland and Switzerland. There are many visitors to the school to promote art, poetry and music. Pupils show good levels of initiative when they consider those less fortunate in other countries such as Nepal, Uganda and Tafe Atome in Ghana. Events are often held to raise money and pupils talk spontaneously about their contacts with other pupils across the world. Throughout the school, pupils exhibit good manners and genuine warmth towards each other and visitors.
82. There are effective links with local and international businesses and partners. Donations to the school include furnishings and fitments in the classrooms and staff room. There are also good contacts with schools and colleges at home and abroad, and letters and photographs are exchanged. Links with parents are good overall. Some parents regularly support in classes. Liaison with the local community is very good. The school works closely with the local secondary school and also provides placements for students undertaking teacher training.
83. Legal and course requirements are adequately met, although teaching time at key stage 2 just meets the minimum requirement.
84. The school's provision effectively promotes pupils' bilingual skills. They are encouraged to use Welsh regularly throughout the day. The school successfully promotes *Y Cwricwlwm Cymreig*. Pupils develop a good understanding of the culture and heritage of Wales through their work in a range of subjects. They are proud to be part of the Welsh nation.

85. Good 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 is enhanced as a result. All pupils have an equal opportunity to participate in these experiences. The work they do in this area is well linked to the development of their entrepreneurial and problem solving skills. Older pupils run mini-enterprise schemes and involve younger pupils in the school in these activities. Decision-making is also fostered well through the established school council who meets regularly. The school has benefited financially from the support of local and national business and resources have been improved as a result. Although the head teacher has been involved in a placement within industry, which has benefited her managerial skills, currently industrial placements do not form part of the school's professional development strategy for teachers.
86. The school promotes good awareness of sustainable development within its formal curriculum such as geography. The school recycles paper and, outside, there is an environmental and a mini-beast area. Pupils are given good opportunities to become involved in developing and improving their environment. The school has very recently started preparing for the healthy schools award. Several initiatives are underway, such as the provision of cooled water and water bottles, and a healthy option choice at lunchtimes. Healthy lifestyles are also encouraged through extra-curricular sporting activities.
87. There are some outstanding features in the way the school promotes lifelong learning skills. For instance, the provision of a residential visit, which is offered to all pupils in key stage 2, focuses on teamwork and self-esteem. Older pupils, in particular, are given many opportunities to develop their problem solving skills through the projects they undertake at the local secondary school. Transition arrangements at the end of year 6 are extremely good and pupils are very well prepared for their transfer to their next stage of education.

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

Grade 3: Good features outweigh shortcomings

88. The findings of the inspection team differ from the school in its self-evaluation report. The school graded this key question as grade 1. The difference in grading is due to the fact that the Child Protection policy does not meet Welsh Assembly Government guidance and some health and safety issues remain outstanding from the time of the previous inspection.
89. Overall, pupils are well looked after and the school gives good attention to their care and guidance. The school has a good pastoral support structure but care and support arrangements are sometimes inconsistently implemented in the lower key stage 2 class. In the main, pupils trust teachers to deal with their concerns quickly and effectively. When required, the head

teacher 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. The views of parents are regularly sought and this helps to establish the good relationships that exist. Parents/carers identified certain issues in the pre-inspection questionnaire. The issues raised have been taken into account, considered and raised with the head teacher during the inspection.

90. Induction arrangements to settle children into the nursery year are extremely well organised. Children are familiar with the school because many attend the 'Diddy Ducks' pre-school provision. Parents are fully involved in helping their children to settle into the routines of new school life. Transition between classes, as pupils move through the school, is well established and effective. Teachers and other members of staff all know the pupils very well.
91. Overall the school provides good quality personal support and guidance through the personal and social education programme (PSE), but there are inconsistencies in practice, especially in the lower key stage 2 class. In most classes, teachers use 'Circle Time' well to further guide and support pupils. They use these occasions to allow pupils opportunities to discuss significant issues. The PSE programme is well supported by presentations made by specialists such as the school nurse. Health related topics are also suitably covered within the science curriculum.
92. Pupils' attendance, punctuality, behaviour and performance are, in most instances, carefully monitored and suitable action is taken when there are concerns. However, in one class practice is not always in line with the school's policy. The governing body is not pro-active enough in discouraging families from taking holiday during term time.
93. Overall, there are good arrangements and procedures to secure the day-to-day health and safety of pupils, and regular risk assessments are undertaken. On occasions at lunchtime, not all pupils are in full view of the adults on duty. As a result of the condition of the accommodation, health and safety concerns arise. The significant health and safety concern highlighted at the time of the previous inspection has not been addressed. Despite the governing body and head teacher's attempts to secure improvements, limited progress has been made.
94. All members of staff have received relevant training in relation to child protection and the designated person is known to those who work in the school. Whilst a Child Protection Policy is in place, it requires updating to take account of the current Welsh Assembly Government circulars and requirements. Confidential written information is not always safely stored.
95. Provision for pupils with SEN adequately meets the needs of most pupils. In the lower key stage 2 class, there is insufficient detailed planning to cover the range of abilities within the class. This means that pupils with additional needs require more intensive support in upper key stage 2 in order to meet their individual targets.

96. Where additional support is provided for pupils with SEN, it is of good quality and effective in raising individual achievement. SEN pupils are making good progress in the basic skills during sessions when they are withdrawn from the classroom. This supports the good work that is being done in most classrooms. Outside agency support and advice is valued; it is supplementing the good support provided in most classes.
97. Support for those pupils with behavioural difficulties is generally good in most classes. Inconsistent management of some pupils in lower key stage 2 occasionally impedes their progress and affects the concentration of others.
98. Most pupils are given opportunities to access support and guidance, whatever their circumstances. Generally, there is no difference between the treatment of boys and girls or for those pupils from different backgrounds. Policies are in place to ensure pupils from all races and beliefs are recognised as having equal rights. Pupils talk with genuine empathy and understanding about racial issues. Practices in most classes promote good relationships. Staff attempt to provide regular opportunities for pupils to voice their worries and concerns.
99. Policies covering behaviour management, bullying, racial awareness and harassment are satisfactory. However, there is a lack of clarity in the arrangements to deal effectively with any breaches of these policies in everyday practice.
100. There are several adaptations that need to be made to the school buildings to ensure that any future pupils with physical difficulties can be fully integrated into the school.
101. The arrangements in place to recognise and respect diversity between nations and individuals are outstanding. The links with local and international cultures provide enhanced opportunities for differences to be celebrated.

Leadership and management

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team match the grade made by the school in its self-evaluation report.
103. The head teacher provides appropriate leadership that gives a sense of direction to the school; it rightly concentrates on promoting and sustaining improvements in standards. She has shared values that are generally promoted by members of staff, governors and most parents. Currently, the head teacher carries a heavy responsibility for many aspects of school leadership. Consequently, on occasions, there are some situations that are not managed as effectively as they might be, such as ensuring consistent provision in key stage 2 or providing all necessary information to interested parties. The role of the deputy head teacher is underdeveloped.
104. The school has explicit aims and values that promote equality of opportunity for all. The views of pupils are considered seriously at all times. Teachers, teaching assistants and other members of staff effectively promote the mission statement “Learning together”. Members of staff work hard to ensure pupils make good progress in the school’s main aim, namely, to ensure that they become caring citizens for the future.
105. The school takes due account of both local and national priorities. For example, it is involved in sustainable development initiatives and has achieved the Basic Skills Quality Mark. High priority is given to working with other local primary schools, the local community and particularly the local secondary school. Many successful projects have been instigated such as the Dragon Sports initiative and arts projects.
106. Both key stage 1 and key stage 2 pupils are set challenging targets. The quality of provision is such that many pupils exceed the targets set. The school development plan outlines priorities and targets in the short-term that are based on the needs of the school. They are identified as a result of careful analysis. For example, the improvement of standards in mathematics has been a recent priority because of comparatively poor performance. As a result of targets set, results in mathematics have improved significantly.
107. A system of staff appraisal is firmly embedded in the school. It involves both teaching and non-teaching staff and has resulted in staff development opportunities for all members of staff. In the main, the impact of training received has resulted in raised standards and an improvement in the quality of provision.
108. Several governors have only recently been appointed to the governing body and they have not all yet had the opportunity to access good quality training.

The chair of the governing body has been in position for approximately one term. However, they all have a fair understanding of their responsibilities; they are very supportive of the school and some visit the school on a weekly basis to undertake volunteer roles. Governors support the head teacher in her strategic planning for the school.

109. The school arranges regular meetings for governors when members of staff provide them with an overview of expectations in subjects and other aspects of provision. The governing body recently met with the School Council to hear about their ideas for future developments. As yet, governors' role in monitoring the standards achieved is less well developed.
110. The governing body does not meet all statutory requirements as regards the detail of the Child Protection Policy. Also, teaching time at key stage 2 barely meets the minimum requirements.

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 findings of the inspection team match the grade made by the school in its self-evaluation report.
112. The school has been undertaking an annual evaluation of its provision for many years. It has worked carefully with officers of the LEA to identify strengths and shortcomings. As a result, development plans have been produced based on a careful analysis of the information available.
113. The head teacher is very well informed about most aspects of school life. She bases her information on a careful analysis of data and other qualitative information including the monitoring of teaching. As a result, she generally instigates appropriate action to bring about further improvement. However, despite having a good overview of standards and the quality of provision in all classes, occasionally she is reluctant to take decisive action to raise standards and the quality of provision. The role of other senior managers in the self-evaluation process is not as well developed.
114. Subject co-ordinators produce regular reports indicating strengths and weaknesses in provision. They carefully consider standards and the quality of work. Teachers meet together to discuss any issues that may arise and subsequently co-ordinators produce simple action plans in order to bring about improvement. If the issues are considered to be sufficiently important, they are included in the next school development plan.
115. The school sets very high priority to considering the views of pupils. This is an outstanding feature. The school council produces an action plan based on the views of their peers. As a result, action is taken and provision is improved. This has recently been demonstrated by improved outdoor facilities.

116. The head teacher is very involved in the local community and the school takes into account the views of the locality. Questionnaires are sent to parents; staff and governors then carefully consider their views and suggestions.
117. All members of staff are involved in actions to bring about improvement but some are more committed to improvement than others.
118. Standards of achievement are carefully tracked and, as a result, pupils are set appropriate targets. Any perceived areas of significant weakness in standards are incorporated as action points into the next school development plan. Resources are allocated carefully to identified priorities. The school is very effective in obtaining additional grants and donations to help improve provision.
119. Priorities for future development are appropriate and clear and, as a result, standards in the school have continued to improve. The school has made good overall progress since the last inspection. Most of the key issues identified during the previous inspection have been dealt with well. However, the issue of adequate supervision at lunchtime was raised as a key issue during the previous inspection, as were health and safety issues regarding the classroom based in an upstairs room.
120. The self-evaluation report prepared for the inspection generally reflects the findings of the inspection team in five out of the seven key questions. The school allocated different grades from the inspection team in key questions three and four. In key question three, the main reasons for the difference is due to the lack of continuous progression in provision at key stage 2 and also teaching time at key stage 2 is barely sufficient. In key question four, the difference in the grade is because child protection policy does not meet Welsh Assembly Government guidance and some health and safety issues remain outstanding from the time of the previous inspection.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match the grade made by the school in its self-evaluation report.
122. There are enough qualified teachers and teaching assistants to support the pupils. In addition, there is support given by a music specialist who provides tuition both during and beyond the school day. There has been in-house training available and staff have also accessed courses provided by the LEA. Induction arrangements for staff are good. Learning support staff make a valuable contribution and there is good teamwork during most lessons and at the end of the school day. The school is served well by the caretaker and administration staff.

123. Most pupils benefit from learning resources that are adequately matched to meet need. The quantity and quality of equipment is good overall and where there are shortages such as in history, the school makes effective use of the local authority to borrow resources. Occasionally, the Internet service used by the school is not reliable and this affects pupils' opportunities to use information technology fully. SEN pupils in lower key stage 2 do not always benefit from additional support either in their class or during withdrawal sessions. There are plans being developed to make the school library more attractive and accessible.
124. School buildings are adequate, although there are long standing concerns regarding fire exits and stairs. Currently there is no access for any physically disabled pupils to certain parts of the school. There are attractive play areas, a wildlife area, gardens and mini-beast farm to stimulate pupils' learning. The layout of classrooms in different locations presents some difficulties in terms of movement between classes, particularly in bad weather.
125. Every effort has been made to make buildings more attractive. Good use has been made of funding from Cadbury's Chocolate Factory in Chirk to enhance the external décor. Pupils' efforts in painting murals and planting bulbs and shrubs in pots have improved the school environment. The standard of cleanliness in the school is good.
126. The purchase of resources is carefully planned and audited to ensure pupils gain maximum benefit. There is a plentiful supply of consumables and equipment is regularly maintained. School development planning correctly prioritises the areas requiring new or updated resources. Subject co-ordinators audit their subjects on a rolling programme in order to identify strengths and shortcomings in standards and shortages in resources. Spending is reviewed regularly to ensure value for money and it has a direct impact on improving standards.

Standards achieved in subjects and areas of learning

Subject 1: ENGLISH

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

127. Pupils, in most classes, listen well and make good progress in their speaking and listening skills. Pupils reply to questions articulately, express their views with confidence and listen to each other when necessary. They take part willingly in class discussions and follow instructions carefully, in the main.
128. In key stage 1, pupils discuss forthcoming events such as a Teddy Bears' Picnic, with excitement and confidence. They share ideas about what they should include in their picnics as they discuss each others' suggestions. Younger pupils in key stage 2 consider what worries them after listening to "A Bubble Poem" by Ann Ziety. Class discussion is teacher led but some pupils try to express their ideas articulately and fairly confidently. Year 6 pupils are very confident in speaking and listening activities. There is clearly high interest in 'The Doze' by James Reeves; a poem about a sad, lumbering creature. Pupils generally use good vocabulary and imagination in their responses and listen to each other's views considerately.
129. Key stage 1 pupils read with accuracy as individuals and as part of a group. They identify key words and phrases and show phonic awareness as they blend and sequence words. Older and more able pupils in key stage 1 help others to access stories. They consider themselves as 'readers' and read for both information and pleasure. They use a range of reading strategies when they meet an unfamiliar word. In key stage 2, younger pupils read well but do not have regular access to a wide range of books in class. Older pupils seek out library books to research and have clear preferences for particular authors.
130. More able key stage 1 pupils write lengthy lists, letters and reply to invitations as they make progress in writing. Standards in spelling are good for most pupils. They use a published spelling scheme (Searchlight Spelling) that has helped them to improve their work considerably. Evidence in books shows improved presentation over time and pupils pay due attention to sentence construction and punctuation. They practise their handwriting regularly and make good progress in letter formation and begin to use different writing styles.
131. Most key stage 2 pupils have good knowledge of increasingly more complex spelling patterns. Older pupils enjoy learning new vocabulary and use it in their writing for many different purposes, such as alliteration and dramatic effect. Their handwriting and presentation shows marked improvement from

lower key stage 2. Most pupils write for a range of purposes and they proudly show and talk about their mounted work on display and in their books.

Shortcomings

132. At times, some pupils do not listen attentively because of the high levels of noise from others in classes.
133. Lower key stage 2 pupils have limited skills discussing in groups or sharing ideas collaboratively.
134. Presentation in many books in lower key stage 2 is unsatisfactory and work is often unfinished. Pupils' writing is limited.

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

135. Pupils make good progress in mathematics in key stage 1 and particularly at the end of key stage 2. They achieve standards at the end of both key stages that are commensurate with their age and ability.
136. Generally, pupils present their mathematical work well. They are able to explain their reasoning and how they obtain their answers. Pupils make good use of computers to extend their mathematical knowledge. Most pupils are confident undertaking their work, whether it is oral, mental, practical or investigational mathematics. They make good use of equipment such as counting apparatus and calculators to consolidate their understanding.
137. Key stage 1 pupils have a good numerical understanding. They understand the difference between cardinal and ordinal numbers. They double and half numbers accurately. By the end of the key stage they have a good understanding of place value to 100. They add and subtract two digit numbers confidently. They count in fives and tens quickly and easily and know the difference between odd and even numbers.
138. Pupils in key stage 1 have a good understanding of money. They find the correct coins to obtain a given amount in shopping activities and give change accurately.
139. Key stage 1 pupils are familiar with different terminology for different mathematical operations such as *subtract, minus, take away etc.* They are familiar with common two and three-dimensional shapes and describe their properties accurately. Pupils extract information from simple block graphs or tables including some in Welsh.

140. Pupils' mathematical progress in lower key stage 2 plateaus. However, they show reasonable knowledge of number. They accurately undertake oral and mental calculations. They are familiar with multiplication tables and recall facts quickly. The more able understand the concept of fractions.
141. In years 3 and 4, pupils have a rudimentary understanding of co-ordinates. They begin to understand angles and degrees of turn. They tell the time using both digital and analogue clocks and begin to work out timetables.
142. Years 5 and 6 pupils use mathematics systematically to solve problems. They make sensible estimates and justify and prove their results using valid reasoning.
143. Older key stage 2 pupils have a very good understanding of place value and work with very large numbers such as 1,000,000. They understand the principle of rounding numbers up or down. Pupils multiply and divide decimal numbers by 10 quickly and easily and they know about the equivalence of fractions and decimals. Pupils also accurately describe the difference between *mean, average and median*.
144. By the end of the key stage, pupils understand the difference between area and perimeter and quickly calculate both. They undertake calculations using standard measures such as *metres and kilometres* and know the rough metric equivalent of imperial units.

Shortcomings

145. When working orally some key stage 1 pupils confuse numbers that sound similar, for example 15 and 50.
146. Some pupils in years 3 and 4 lack confidence undertaking mental calculations and rely heavily on objects to help them count.
147. When working out co-ordinates, pupils in lower key stage 2 use incorrect methods to obtain the answer.

Subject 3: 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

148. Pupils often use Welsh while undertaking their activities during the school day. For example, they count sets of objects in Welsh rather than English and will give the Welsh word for a familiar object. Sometimes pupils express themselves using both Welsh and English words in a sentence, for example, "Is it about *bwyd*?"

149. Key stage 1 pupils know a good range of Welsh vocabulary. As individuals, they confidently respond correctly to simple questions asked by the teacher. Pupils recognise familiar Welsh words such as *Helpwr Heddiw* or words to describe the weather. They are able to follow the main theme of a story read in Welsh. By the end of key stage 1, pupils write accurately in Welsh; for example, they label drawings and write simple familiar phrases following a specific pattern to express their likes and dislikes.
150. In years 3 and 4, pupils read scripts and simple books both as a class and individuals with reasonable levels of pronunciation. They convert storylines from books into simple written dialogues and scripts. They are subsequently keen to be involved in simple role-play based on their written work.
151. In years 5 and 6, pupils use computers effectively to support their work. They respond in sentences to questions asked using the correct tense. Pupils read in groups using good quality books that often reflect the cultural heritage of Wales. They are able to work out the meaning of quite complex vocabulary and describe the storyline accurately. Although not always accurate, pupils are confident writing about familiar things such as their favourite sport stars or a visit to Glanllyn.

Shortcomings

152. Pupils in both key stages often lack confidence speaking as individuals and rely too heavily on adults for prompts and cues.

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

153. Pupils effectively use information technology (IT) for a range of purposes. Each class is networked and pupils work well singly, in pairs or in groups. They use IT appropriately to communicate and handle information. Pupils with SEN use a wide range of specific programs very well to enhance their knowledge and skills.
154. Pupils in key stage 1 use specific programs to enhance their written work. They edit their work, save it and operate a number of facilities on the tool bar. They produce colourful pictograms, and use a mouse, icon and screen pointer well.
155. Key stage 2 pupils use computers competently to combine text and images. They write well using a range of programs such as *Publisher* and *Explore*; they collect and present their findings imaginatively. Older pupils effectively use specialised programs to measure data and for design purposes for

example. They show good skills using IT in other subjects such as art and geography.

156. Pupils in key stage 2 regularly use the Internet and are confident IT users. They use search engines and pose appropriate questions when researching information for their work such as details about the Romans or famous artists.

Shortcomings

157. Pupils in some classes do not practise their skills regularly enough and lack confidence.

Subject 5: 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

158. In both key stages, pupils develop an appreciation of the differences between the past and the present. They develop a broadening historical vocabulary and use it effectively when talking about their work. Pupils' sense of chronology develops appropriately and they order objects and events correctly relating them to aspects of their own lives. Throughout the school, pupils develop appropriate knowledge about the history of their own locality and of Wales in general.
159. Key stage 1 pupils know that old things can be found in museums. They answer questions about the past based on information they obtain from artefacts such as old toys. Pupils understand the concept of family trees and know about some famous people and events from the past. By the end of year 2, pupils use a suitable variety of strategies to record their knowledge about the past such as drawings, photographs and simple written accounts.
160. Younger key stage 2 pupils begin to make effective use of information sources such as books and the Internet to find out about the past. They successfully identify key differences between lives in the past and their lives today, for example, when researching Roman bathing habits.
161. By the end of key stage 2, pupils know the importance of information obtained from different sources. They appreciate the difference between primary and secondary sources of information and make accurate deductions about the past from the information available. Pupils have a good sense of chronology and accurately order historical periods they have studied. They have a good understanding of important historical characters such as Henry VII and Henry VIII and lifestyles at those times.

Shortcomings

- 162. Some younger key stage 2 pupils are uncertain about the chronology of different periods they have studied from the past.
- 163. Pupils are less certain about causes and consequences of important events in the past.

Subject 6: ART

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

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

- 164. In key stage 1, pupils use a good range of media including paints, textiles and three-dimensional materials. Most pupils work diligently, skilfully and with flair to decorate cardboard and polystyrene eggs in an imaginative way. They quickly engage in activities after purposeful discussions about their proposed designs and the techniques they will use.
- 165. Pupils with SEN work well and delightedly show their finished eggs, resplendent with feathers, false eyes and ears to represent Easter bunnies.
- 166. More able key stage 1 pupils extend their skills by weaving and sewing mats. They improve hand-eye co-ordination and present their finished work with pride. A range of good quality artwork is evident around the class. Many younger pupils say that art is their favourite subject.
- 167. In lower key stage 2, most pupils also talk about their love of art. They talk knowledgeably about their previous work, and have been successful in local and national competitions.
- 168. Older key stage 2 pupils produce some outstanding artwork. Year 5 and 6 pupils produce very high standards of work in a range of styles and media. They produce observational drawings using infinite care and skill. Photographs and examples of their work in portfolios and sketchbooks show the accelerated progress they make and the very good quality work they produce. Recent interpretations of work by abstract artists, such as Jackson Pollock, Kandinsky, Paul Lansford and David John Robinson are superb. Pupils talk eloquently about the artists' vibrancy, and question thoughts and feelings.

Shortcomings

- 169. There are no discernible shortcomings.

Appendix A

School's response to the inspection

The staff and Governing Body are pleased to receive the Inspection Report. The findings recognise the school has made significant improvements since the last inspection. The staff will work hard to continue to improve taking on board the recommendations made within the report, especially relating to monitoring consistency within Lower Key Stage 2. The Health and Safety recommendations will be forwarded to the LEA for their attention.

An Action Plan will be put in place to address recommendations and a copy will be forwarded to parents. They will also receive annual reports within which they will be given updates of progress.

Appendix B

Basic information about the school

Name of School	Garth C.P. School
School type	Community
Age-range of pupils	3 – 11 years
Address of School	Garth Trevor Wrexham
Post-code	LL20 7UY
Telephone number	01978 820582
Head teacher	Mrs S Clough
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mr G Jones
Registered inspector	Margaret Morgan
Dates of inspection	9 – 11 March 2005

Appendix C

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	5	9	12	8	16	9	12	78

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.2

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.2 : 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	23.1
Teacher (fte) : class ratio	1.05 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	91.56%	95.50%	92.10%	96.7%
Summer 2004	91.33%	92.30%	97.00%	92.9%
Autumn 2004	98.20%	96.00%	95.20%	94.5%

Percentage of pupils entitled to free school meals	9.2%
Number of pupils excluded during 12 months prior to inspection	0

Appendix D

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	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		14							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School						6.6	13.3	33.3	46.7	
		National						6.0	16.0	45.0	31.0	
	Test/Task	School						6.6	20.0	26.7	46.7	
		National						5.0	12.0	38.0	40.0	
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School							13.3	60.0	26.7	
		National						4.0	19.0	46.0	30.0	
	Test/Task	School							6.6	60.0	33.7	
		National						4.0	18.0	42.0	33.0	
Science	Teacher Assessment	School							13.3	66.7	20.0	
		National						2.0	13.0	49.0	35.0	
	Test/Task	School							13.3	66.7	20.0	
		National						1.0	9.0	48.0	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	73.4%	In the school	73.4%
In Wales	71%	In Wales	70%

- 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 E

Evidence base of the inspection

- A team of three inspectors spent the equivalent of 6 inspector days at the school.
- Pre-inspection meetings were held with staff, parents and governors.
- 19 questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documentation were scrutinised.
- The head teacher was the nominee; she took part in all team meetings during the inspection and provided additional information as required.
- 22 lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked with pupils and listened to them reading.
- Inspectors visited the pre-school group, lunchtimes, break-times and after-school clubs.
- Inspectors attended the daily acts of collective worship.
- Discussions were held with teaching and non-teaching staff.
- Post inspection meetings were held with staff and the governing body.

Appendix F

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Registered Inspector	Context, Summary, Recommendations, Appendices. Key Question 1: 1.1 – 1.9 Key Question 2: 2.1 – 2.8 Key Question 3: 3.9 Key Question 5: 5.1 – 5.9 Key Question 6: 6.1 – 6.7 Mathematics, Welsh (Second Language), History
Denise Shields Lay Inspector	Key Question 1: 1.10 – 1.16 Key Question 3: 3.8, 3.10 – 3.14 Key Question 4: 4.1 – 4.9
Colette Gribble Team Inspector	Key Question 2: 2.9 – 2.12 Key Question 3: 3.1 – 3.7 Key Question 4: 4.10 – 4.18 Key Question 7; 7.1 – 7.7 English, Information Technology, Art

The contractor was:

Evenlode Education Ltd
6 Abbey Close
Alcester
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B49 5QW

Acknowledgement

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

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

**Garth C.P. School
Garth
Trevor
Wrexham
LL20 7UY**

Summary for Parents

School Number: 6652138

Date of Inspection: 9 – 11 March 2005

by

**Margaret Morgan
WO49/5542**

Date: 16 May 2005

Under Estyn contract number: T/115/04P

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Number of teachers	4	1	4.2

A SUMMARY REPORT FOR PARENTS

Garth C.P. 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 Garth C.P. School took place between 9 and 11 March 2005. An independent team of inspectors, led by Margaret 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:

- 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

Garth C.P. School is a school that has many positive features. During their time at the school, pupils make good progress. By year 6, pupils are well prepared for the next stage of their education.

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 3
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 2

Standards

Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh (second language)	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 1

In Garth C.P. School, the number of pupils in each year group is small making statistical analysis insecure. However, pupils enter school with ability levels similar to the local education authority (LEA) average. By the end of key stage 2, pupils make good progress in the core subjects of English, mathematics and science. Key stage 2 Standard Assessment Task (SAT) results exceed the LEA average and, when the school's results

are compared with those in similar schools (those schools with between nine and 16 per cent of pupils entitled to receive free school meals), generally, the overall performance is above average.

During the time of the inspection, standards in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	57%	29%	7%	0%

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.

Progress in key stage 1 is good and by the end of the key stage, standards are good. They plateau in years 3 and 4 but in years 5 and 6, pupils make very good progress. They acquire new knowledge and develop their understanding in a range of issues; standards of achievement are good.

Pupils with additional learning needs including those with special educational needs (SEN) make good progress overall.

Targets are set for pupils at the end of both key stage 1 and key stage 2. Pupils achieve the targets set and many exceed their expectations. Pupils are very aware of the targets that are set for them. They know what they need to do to improve the quality of their work in National Curriculum subjects and also in their personal and social development.

Throughout the school, pupils achieve good standards in their use of communication, mathematical and information technology skills and also bilingual competence. Pupils also achieve good standards in their personal and social, creative, and problem solving skills. They have a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.

In 2003, 100 per cent of key stage 2 pupils achieved the expected level four with approximately 63 per cent of pupils achieving the higher level five. In 2004, the SAT results were not as good. Approximately 27 per cent of the pupils in the year group were identified as having SEN but results were still better than the average when compared with similar schools.

Key stage 2 SAT results have at least been maintained over recent years and the overall trend is one of continued improvement. The proportion of pupils achieving the higher level five has increased significantly.

In key stage 1, teacher assessment results have been well above the national averages for the past two years. When compared with similar schools, the results are in the top 25 per cent.

Pupils make good progress towards fulfilling their potential. By the time they leave the school, they are well adjusted and ready for the next stage of their education.

Most pupils show good attitudes to their learning and are enthusiastic about their work. They generally work hard in lessons and co-operate well with each other. However, in the

lower key stage 2 class, some pupils lose interest in what they are doing and sometimes find it difficult to co-operate.

Pupils' behaviour is good overall both in lessons and around school but, occasionally, they are restless when lessons do not fully engage them.

Attendance rates are above the LEA average but below the Wales average. They are lower than at the time of the previous inspection. Punctuality at the start of the school day is good.

Pupils make good progress in their personal, social, moral and wider development. They know what is expected of them in terms of behaviour. Pupils understand the school's rewards and sanctions policy; their relationships with each other are good.

Pupils' growing understanding of their place within their community has some outstanding features and their understanding of the world of work is developing very well. They show respect for the diversity of beliefs and values within society and the cultural traditions of others.

The quality of education and training

During the inspection, standards of teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	32%	9%	0%

In most classes, teaching is good overall. However, teaching is not as motivating and stimulating in lower key stage 2 as it is generally in other parts of the school.

Most lessons challenge pupils to extend their understanding, particularly at the upper end of key stage 2. Teaching is at a good pace and teachers intervene effectively to help pupils develop their understanding. On occasions, pupils are not sufficiently well challenged.

The relationships between teachers and pupils are generally good. Most teachers have high expectations of appropriate behaviour and they use effective strategies to gain pupils' attention and interest. In lower key stage 2, relationships are less secure and expectations are not always clearly and firmly transmitted to pupils.

Members of staff promote equality of opportunity for pupils. Teachers all regularly and effectively use both Welsh and English as integral parts of their daily routines.

There is a comprehensive assessment policy that offers clear guidelines. Pupils' achievements are recorded according to national requirements.

The quality and range of provision in the under-fives class and key stages 1 and 2 is good overall although there is a lack of continuous progression in lower key stage 2. The range of extra-curricular activities available to pupils is good and the school successfully promotes pupils' bilingual skills and *Y Cwricwlwm Cymreig*.

Good opportunities are provided for pupils to take part in visits to local industry and commerce. The school promotes a good awareness of sustainable and environmental issues. There are some outstanding features in the way the school promotes lifelong learning skills. Transition arrangements at the end of year 6 are extremely good.

Pupils are generally well looked after and the school gives appropriate attention to their care and guidance. The school has a good pastoral support structure but it is not consistently implemented in all classes.

Overall, there are good arrangements and procedures to secure the day-to-day health and safety of pupils. However, on occasions at lunchtime, not all pupils are in full view of the adults on duty. Despite the head teacher and the governing body's attempts to secure improvements, health and safety issues that were identified at the time of the previous inspection have not been addressed.

All members of staff have received relevant training in child protection issues but the current policy requires updating to take account of current Welsh Assembly Government circulars and requirements. Also, some confidential documentation is not filed securely.

Provision for pupils SEN adequately meets the needs of most pupils. In lower key stage 2 there is insufficient detailed planning to cover the range of abilities within the class.

Most pupils are given opportunities to access support and guidance. There is no difference between the treatment of boys and girls or for pupils from different backgrounds. All pupils have equal rights. Practices in most classes promote good relationships.

Leadership and management

The head teacher provides a sense of leadership that gives an appropriate direction to the school; it concentrates on promoting and sustaining improvements in standards. She has shared values that are generally promoted by members of staff, the governors and most parents. Currently, the head teacher carries a heavy responsibility for many aspects of school leadership. Consequently, there are some situations that are not managed as effectively as they might be, such as instigating appropriate action to ensure consistency of provision or providing all necessary information to interested parties. The role of the deputy head teacher is underdeveloped.

The school has explicit aims and values that promote equality of opportunity for all. The views of pupils are considered seriously at all times and the school sets very high priority to considering their opinions.

The governing body is very supportive of the school and some governors visit the school on a weekly basis to undertake volunteer roles. Governors support the head teacher in her strategic planning for the school. The governing body does not meet all statutory requirements as regards the detail of the Child Protection Policy. Teaching time at key stage 2 is only just sufficient.

The school has been undertaking an annual evaluation of its provision for many years. It has worked carefully with officers of the LEA to identify strengths and shortcomings. As a

result, development plans have been produced based on a careful analysis of the information available.

Priorities for future development are appropriate and clear. As a result, standards in the school have continued to improve. The school has made good overall progress since the last inspection. However, the issue of adequate supervision at lunchtime was raised as a key issue during the previous inspection as were some health and safety issues that have not been dealt with.

The self-evaluation report prepared for the inspection reflects the findings of the inspection team in five out of the seven key questions. The school allocated different grades from the inspection team in key questions three and four. In key question three, the main reasons for the difference is due to the lack of continuous progression in provision at key stage 2 and also teaching time at key stage 2 is only just sufficient. In key question four the difference in the grade is because the Child Protection policy does not fully meet Welsh Assembly Government guidance and some health and safety issues remain outstanding from the time of the previous inspection.

There are enough qualified teachers and teaching assistants to support pupils. School buildings are adequate although there are long standing concerns regarding health and safety issues that have not been resolved. There is a plentiful supply of equipment available for pupils. Spending is reviewed regularly to ensure value for money and it has a direct impact on improving standards.

Recommendations

In order to improve further, the school needs to:

- R1 Address the health and safety issues identified in the report including those regarding accommodation.
- R2 Ensure statutory child protection requirements are fully met.
- R3 Address the shortcomings identified in subject areas.
- R4 Ensure greater consistency in the quality of provision throughout key stage 2.
- R5 Ensure the role of the deputy head teacher is fully developed and there is a greater spread of responsibility among the senior management team in order to ensure more efficient leadership.

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