

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

GOLFTYN PRIMARY SCHOOL

York Road
Connah's Quay
Flintshire, CH5 4XA

School Number: 664/2077

Date of Inspection: 1st – 5th November, 2004

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/17562

28th November, 2004

UNDER ESTYN CONTRACT NUMBER: T/12/04P

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Golftyn Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children'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 Golftyn Primary School took place between 1st and 5th November, 2004. An independent team of four inspectors, led by Mrs. Eirwen Griffiths, M.Phil., M.Ed., 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.

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The five-point scale used to represent all inspection judgments 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 eighteen years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local education authorities.

The term 'Reception' (R) refers to the year-group of pupils in a primary school who attain the age of five during the academic year. Year 1 refers to the year-group of pupils who attain the age of six during the academic year and so on. Year 13 is the year-group of students who attain the age of eighteen 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. Golftyn Primary School is situated in Connah's Quay, North Wales, close to the A548 Road from Chester to Prestatyn. The area served by the school consists mainly of a substantial 1950s housing estate together with large private development dating from the 1970s.
2. The school currently has a roll of 427 pupils aged three to eleven years, including fifty-five nursery children who attend on a part-time basis. Numbers have fluctuated slightly over the past three years. Pupils' skills on entering the school are generally below the average for the county.
3. Approximately 15% of pupils are entitled to free school meals, a figure below the average of 18.5% for Wales as a whole. Around 15% are also considered to have some form of special educational need, including three who are the subjects of formal statements. This percentage is also below the national average for Wales.
4. English is the sole language spoken at home by all pupils. No pupil comes from an ethnic-minority community or a Welsh-speaking home.
5. The school was last inspected in October, 1998. No significant changes have been made to the age-range or character of the school since that time. The present headteacher has been in post since September, 1991.

The school's priorities and targets

6. Overall, the school's main priorities and targets for 2004-05 are the following:
 - to look at building on current practice for pupils' self-evaluation;
 - to review the scheme of work for art and to incorporate more detailed guidelines;
 - to develop monitoring procedures in design and technology;
 - to audit current multi-cultural opportunities and identify further opportunities to expand the experience of other cultures for children;
 - to draw up a three-year programme of curriculum reviews based on self-evaluations carried out by curriculum co-ordinators in Summer, 2004;
 - to achieve "Investors-in-People" status.

Summary

7. Golftyn Primary School is a very good school, with a highly capable headteacher and a conscientious and dedicated staff.

8. The findings of the inspection team broadly match the judgments in the school's self-evaluation report although, in three of the seven key questions, the inspection team feels that the grades are higher than those assessed by the school.

Table of grades awarded

9. The team judged the work of the school to be as follows:

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

Standards

10. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	66%	24%	-	-

11. Figures are well above the targets of the Welsh Assembly Government which expects 95% of pupils to achieve standards which are satisfactory or better and 50% to achieve standards which are good.

12. The overall quality of the educational provision for children under five is appropriate to their needs, and pupils make good progress towards the *Desirable Outcomes for Learning*.

13. Many children enter the school with attainments below average for their age in comparison with other schools in Flintshire. Much hard work is undertaken to ensure that key skills are properly developed and that good progress is made in speaking, listening, reading, writing, number, and information and communications technology in both the nursery and reception years.

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14. At Key Stages 1 and 2, the following standards were achieved in the subjects inspected:

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2

15. Good standards are attained at this level in the key skills of speaking, listening, reading, writing, number, and information and communications technology. Skills are well applied in subjects across the curriculum. Bilingual competence shows good progress overall in speaking, listening and reading, and very good progress in writing.

16. Pupils with special educational needs make good progress and generally achieve the targets they are given.

17. National Curriculum assessment conducted by teachers last summer indicated that, at the end of Key Stage 1, pupils' attainments were similar to the national average for Wales in reading, writing, mathematics and science, and above the national average in speaking and listening. Percentages achieving the higher grade of Level 3 exceeded the national average in mathematics, science and all three aspects of English. The percentage of pupils achieving Level 2 or above in all three core subjects was slightly above the average both for Flintshire and Wales as a whole. Girls performed slightly better than boys. More boys than girls, however, receive additional support for special educational needs. When compared with schools with a similar percentage of free school meals, results were just below the median.

18. At the end of Key Stage 2, National Curriculum test results indicated that attainments were significantly above national averages in all three core subjects and above the local authority's averages in mathematics and science. There were no significant differences at this level between the performance of boys and girls. Results were generally in line with other schools with a similar percentage of free school meals. Performance over the last three years shows an upward trend.

19. Pupils, on the whole, are confident, well motivated and attentive, and are able to sustain concentration throughout lessons. Most give good responses to questions, and participate eagerly in debates and discussions.

20. Strong emphasis is placed on high standards of behaviour. Pupils are helpful, courteous and considerate, and display respect for teachers, adults and each other. Many show the ability to think out the consequences of their actions and to make decisions according to their own principles and values. Behaviour is very good throughout the school and impeccable on occasions such as assemblies. Standards in this area contribute significantly to pupils' overall levels of achievement.

21. The school fully embraces the principle of social inclusion and ensures that all pupils have equal opportunities, irrespective of ability, gender, background or other irrelevant considerations. Full access is given to all areas of the curriculum, including games and sport,

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with both boys and girls participating in a wide range of activities. Due respect is shown for different faiths, beliefs and cultural traditions.

22. Attendance levels are consistently good and currently exceed the average both for Flintshire and Wales as a whole. Unauthorised absence is minimal and reflects the importance the school attaches to maximum attendance. Most pupils arrive punctually at the start of the day.

The quality of education and training

23. Lessons observed during the inspection indicate that the quality of teaching is the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	60%	20%	5%	-

24. The percentage of satisfactory or better lessons (95%) matches the Welsh Assembly Government's target of 95%, whilst the percentage of good or very good lessons (75%) is well above the target of 50%.

25. Relationships with pupils are exemplary at all levels. Pupils work in a calm, well-ordered atmosphere conducive to learning.

26. Good attention is paid to long and medium-term planning. Lessons generally have clear aims and objectives, and provide interesting, challenging activities for pupils. Due emphasis is placed on the reinforcement and consolidation of learning. Effective liaison takes place with classroom assistants.

27. Activities for children under five are appropriate and support the desirable outcomes for learning. Suitable schemes of work are in place for all areas of the curriculum at Key Stages 1 and 2.

28. Teachers have high expectations of pupils, both in terms of behaviour and academic achievement. Pupils respond accordingly and are eager to attain good standards. Learning is well supported by sensitive intervention and frequent praise and encouragement.

29. National Curriculum assessment results are carefully analysed and used to identify strengths and weaknesses. Good use is made of assessment to guide the planning of work and to set targets for further improvement. A recently-introduced card system helps teachers to track pupils' progress as they move through the school.

30. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' attainments in each subject. Comments are also provided about personal and social development. Reports are of good quality and give guidance on ways of making further improvements.

31. Pupils receive a broad, balanced, relevant curriculum which fully complies with statutory requirements. Strong emphasis is placed on matching work to individual needs and abilities, with good provision both for higher-achieving pupils and for children with special educational needs. In the main, due attention is given to the history and heritage of Wales

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and to other customs and cultures, although there is scope for further development in some aspects.

32. Learning experiences help to foster pupils' spiritual, moral, social and cultural development. High importance is attached to care and consideration for others and to qualities such as honesty, truth and integrity. Values taught by the school are well reflected in pupils' behaviour and attitudes. The school, as a whole, is a very caring community which takes a keen interest in the welfare and development of its pupils and values each as a unique individual.

33. A close partnership with parents helps to promote pupils' learning and to develop confidence and skills.

34. Full advantage is taken of partnerships with external organisations to give pupils valuable learning experiences in areas such as decision-making and problem-solving and to enable the school to benefit from the skills, expertise and resources of industry.

35. An appropriate policy has been drawn up on promoting racial equality and harmony.

36. Learners are well cared for, supported and guided. Pupils know and trust the adults they meet on a day-to-day basis. The school has effective monitoring and evaluation procedures so that staff are sensitive to pupils' needs and are fully aware of their progress. Information is well used to provide timely and practical guidance.

37. Sound procedures are in place to deal with bullying, discrimination, harassment or other forms of unacceptable conduct. No such instances were observed at any time during the inspection. On the contrary, pupils showed high levels of care and consideration, and treated each other with respect and compassion.

38. Due attention is paid to health and safety requirements. Both indoors and without, the school provides pupils with a safe, secure environment. All decisions relating to health and safety are based on careful risk assessments, with appropriate action to eliminate or minimise hazards.

39. Child-protection procedures fully accord with the recommendations of the area child-protection committee and are well known to all members of staff. Good liaison takes place with other external agencies such as health authorities and social services departments.

40. The school has an effective system for identifying the special educational needs of pupils and ensuring that, where required, assistance is given at an early stage. Very good support is provided both by the school's own special-needs teacher, who withdraws pupils from classes for extra tuition, and by the local education authority's inclusion service, which assists pupils with the development of literacy skills. By the end of Year 6, many pupils achieve standards in the core subjects which accord with national expectations.

41. Good professional support is received from outside agencies in assessing and reviewing pupils' needs. Close consultation also takes place with parents. All professionals who contribute to a child's learning attend or provide a report for annual reviews.

Leadership and management

42. The school is very efficiently and effectively managed by an enthusiastic and capable headteacher who is well respected by parents, pupils, governors and staff. Clear leadership, coupled with close team work, ensures that the aims and values of the school are vigorously pursued and largely achieved.

43. Strong support is received from the governing body, which exercises firm financial control and performs its statutory duties effectively. Keen interest is shown in areas such as special educational needs. Several governors made regular visits to the school to gain first-hand experience of classroom activities and to increase their knowledge of curriculum development.

44. The headteacher and governors co-operate very effectively with each other to provide good strategic direction for the school.

45. Effective procedures are in place for the monitoring of standards of teaching and learning. Area leaders co-ordinate planning and assessment, whilst the headteacher monitors staff planning, and subject co-ordinators undertake classroom observation and scrutinise pupils' work. Annual reports are also presented to the governing body on standards and progress in different areas of the curriculum. Performance management has aided the process, although the culture of direct classroom observation is well established throughout the school.

46. Good use is made of test results and other data to identify areas for improvement and to set new targets for teachers and pupils. Strong emphasis is placed on constantly raising standards and ensuring that pupils achieve their full potential, although self-evaluation by pupils is still at an early stage of development.

47. The school development plan is a sound working document which sets out clear targets for improvement. The current plan is based on a comprehensive review of the needs of the school and identifies priorities, timescales, costs and evaluation criteria. Progress is reviewed at regular intervals. Governors and staff are fully involved in the process. A questionnaire is sent to parents to elicit their views and suggestions.

48. Overall, the school has made good progress since the last inspection. At Key Stage 2, standards are now good in information technology and geography, whilst improvements have been made in art, although there is still scope for further development of the subject. Policies and schemes of work are in place for all subjects, and due attention, in the main, is now given to the *cwricwlwm Cymreig*. Staff are mindful of the constant need to develop skills in literacy, number, and information and communications technology, and have worked steadily to raise standards in these areas. Some particularly sound work has been undertaken in assessment, which has improved from unsatisfactory to good. No health and safety matters are currently outstanding.

49. The school is adequately staffed for the present number of pupils on roll. Teachers are appropriately qualified and suitably deployed. Good arrangements are in place for the induction of new members of staff and the mentoring of newly-qualified teachers.

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50. Effective use is made of all available accommodation, although space in some areas is at a premium. The hall is regularly used for physical education, music and assemblies despite its limited size. Disruption to lessons through lack of appropriate corridor provision is kept to a minimum. The building is well maintained and kept meticulously clean. Outside facilities are good, with large hardcore and grassed areas providing opportunities for pupils to participate in sports and a range of activities.

51. Learning resources are well used in all classes and are generally good both in quantity and quality. Regular use is made of information technology to reinforce and enhance learning across the curriculum and to support pupils with special educational needs.

52. Expenditure is well linked to the school development plan and its various targets and priorities. Good efforts are made by the headteacher, staff and governors to use resources wisely and efficiently. Progress is constantly evaluated and reviewed.

53. Overall, the school provides very good value for money.

Recommendations

It is recommended that the school:

- R1. makes further improvements to standards in art at Key Stage 2 and ensures that the teaching of the subject achieves continuity, progression and consistency in each of the year-groups at this level;
- R2. continues developing the process of self-evaluation for learners;
- R3. gives further attention to aspects of the *cwricwlwm Cymreig*, where necessary, and further develops pupils' awareness of other cultures.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within forty-five 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

54. Overall, the findings of the inspection team match the judgments in the school's self-evaluation report.

55. Work observed during the inspection indicates that pupils' standards of achievement are currently the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	66%	24%	-	-

56. The overall quality of the educational provision for children under five is appropriate to their needs, and pupils make good progress towards the desirable outcomes for learning.

57. Many children enter the school with attainments below average for their age, both in comparison with other schools in Flintshire. Much hard work is undertaken to ensure that key skills are properly developed and that good progress is made in speaking, listening, reading, writing, number, and information and communications technology in both the nursery and reception years.

58. At Key Stages 1 and 2, the following standards were achieved in the subjects inspected:

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
Welsh as a second language	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2

59. Good standards are attained at this level in the key skills of speaking, listening, reading, writing, number, and information and communications technology. Skills are well applied in subjects across the curriculum. Bilingual competence shows good progress overall in speaking, listening and reading, and very good progress in writing.

60. Pupils with special educational needs make good progress and generally achieve the targets they are given.

61. National Curriculum assessment conducted by teachers last summer indicated that, at the end of Key Stage 1, pupils' attainments were similar to the national average for Wales in reading, writing, mathematics and science, and above the national average in speaking and listening. Percentages achieving the higher grade of Level 3 exceeded the national average in mathematics, science and all three aspects of English. The percentage of pupils achieving Level

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3 or above in all three core subjects was slightly above the average both for Flintshire and Wales as a whole. Girls performed slightly better than boys. More boys than girls, however, receive additional support for special educational needs. When compared with schools with a similar percentage of free school meals, results were just below the median.

62. At the end of Key Stage 2, National Curriculum test results indicated that attainments were significantly above national averages in all three core subjects and above the local authority's averages in mathematics and science. There were no significant differences at this level between the performance of boys and girls. Results were generally in line with other schools with a similar percentage of free school meals. Performance over the last three years shows an upward trend.

63. Pupils, on the whole, are confident, well motivated and attentive, and are able to sustain concentration throughout lessons. Most give good responses to questions, and participate eagerly in debates and discussions.

64. Strong emphasis is placed on high standards of behaviour. Pupils are helpful, courteous and considerate, and display respect for teachers, adults and each other. Many show the ability to think out the consequences of their actions and to make decisions according to their own principles and values. Behaviour is very good throughout the school and impeccable on occasions such as assemblies. Standards in this area contribute significantly to pupils' overall levels of achievement.

65. The school fully embraces the principle of social inclusion and ensures that all pupils have equal opportunities, irrespective of ability, gender, background or other irrelevant considerations. Full access is given to all areas of the curriculum, including games and sport, with both boys and girls participating in a wide range of activities. Due respect is shown for different faiths, beliefs and cultural traditions.

66. Good attention is paid to personal and social education. All pupils receive a weekly lesson addressing social, emotional and moral aspects. Regular use is made of circle times to develop themes and foster understanding. At Key Stage 1, pupils show growing awareness of themselves, both physically and emotionally, and of the importance of relationships with friends and families. Further opportunities are provided at Key Stage 2 to develop a sense of responsibility and to display initiative, particularly through activities such as the school council and a scheme for "promoting alternative thinking strategies" (PATHS).

67. Pupils at both key stages made good use of reference books and computers to conduct research and obtain answers to questions. Many are also acquiring an awareness of what they need to do to make further improvements in their work, although a scheme to enable pupils to evaluate their own performance and to measure their progress against set targets is still at an early stage of development.

68. Attendance levels are consistently good and currently exceed the average both for Flintshire and Wales as a whole. Unauthorised absence is minimal and reflects the importance the school attaches to maximum attendance. Most pupils arrive punctually at the start of the day.

69. Links with commerce and industry develop pupils' economic and industrial awareness and increase their knowledge of the world of work.

The Quality of Education and Training

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

Grade 2: good features and no important shortcomings

70. Overall, the findings of the inspection team match the judgment in the school's self-evaluation report.

71. Lessons observed during the inspection indicate that the quality of teaching is the following:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	60%	20%	5%	-

72. Relationships with pupils are exemplary at all levels. Pupils work in a calm, well-ordered atmosphere conducive to learning.

73. Good attention is paid to long and medium-term planning. Lessons generally have clear aims and objectives, and provide interesting, challenging activities for pupils. Due emphasis is placed on the reinforcement and consolidation of learning. Effective liaison takes place with classroom assistants.

74. Activities for children under five are appropriate and support the desirable outcomes for learning. Suitable schemes of work are in place for all areas of the curriculum at Key Stages 1 and 2.

75. Teachers display a sound knowledge of their subjects and generally make use of a suitable range of strategies and resources to ensure continuity and progression in learning.

76. Pupils are provided with clear explanations and instructions. Effective use is made of questioning to extend subject vocabulary, clarify concepts and develop understanding. Sufficient time is allowed for pupils to gather their thoughts and consider their responses.

77. Teachers have high expectations of pupils, both in terms of behaviour and academic achievement. Pupils respond accordingly and are eager to attain good standards. Learning is well supported by sensitive intervention and frequent praise and encouragement.

78. Due attention is given to developing bilingual competence, although the incidental use of Welsh shows some inconsistency between classes.

79. Equal opportunities characterise the work of the school. Staff freely give of their time to provide pupils with a wide range of extracurricular activities and to promote the learning skills and personal development of both sexes.

80. National Curriculum assessment results are carefully analysed and used to identify strengths and weaknesses. Good use is made of assessment to guide the planning of work

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and to set targets for further improvement. A recently-introduced card system helps teachers to track pupils' progress as they move through the school.

81. Teachers carefully observe pupils at work and provide appropriate help and guidance. Written work is well marked, with encouraging comments and useful suggestions for improvement.

82. Pupils are aware of targets set for them in the core subjects of English, mathematics and science, although details are not always clearly displayed in their books. Procedures for self-evaluation by pupils are being developed progressively, with beneficial results in all classes. All pupils are given time to reflect on their progress.

83. Comprehensive records are kept of pupils' achievements from nursery level onwards, including the results of National Curriculum assessment and other standardised tests. Progress is carefully noted at both key stages.

84. Annual reports to parents comply with statutory requirements and provide appropriate information about pupils' attainments in each subject. Comments are also provided about personal and social development. Reports are of good quality and give guidance on ways of making further improvements.

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

Grade 1: good with outstanding features

85. The findings of the inspection team match the judgment in the school's self-evaluation report.

86. Pupils receive a broad, balanced, relevant curriculum which fully complies with statutory requirements. Strong emphasis is placed on matching work to individual needs and abilities, with good provision both for higher-achieving pupils and for children with special educational needs.

87. Due attention is paid to promoting continuity and progression in learning and to relating activities to pupils' ages and interests. Progress is good or better in most areas of the curriculum.

88. A wide range of extracurricular activities enables pupils to develop skills in different areas and to raise their confidence and self-esteem. Provision in this area helps to compensate for social disadvantage and is one of the major strengths of the school. Good support is received from a number of parents who provide regular help with sports and clubs.

89. Learning experiences help to foster pupils' spiritual, moral, social and cultural development. High importance is attached to care and consideration for others and to qualities such as honesty, truth and integrity. Values taught by the school are well reflected in pupils' behaviour and attitudes. The school, as a whole, is a very caring community which takes a keen interest in the welfare and development of its pupils and values each as a unique individual.

90. Appropriate attention, in the main is devoted to the history and heritage of Wales and other customs and cultures. Pupils make regular visits to museums, art galleries and other places of interest to broaden their knowledge and experience.

91. A close partnership with parents helps to promote pupils' learning and to develop confidence and skills.

92. Full advantage is taken of partnerships with external organisations to give pupils valuable learning experiences in areas such as decision-making and problem-solving and to enable the school to benefit from the skills, expertise and resources of industry. Good links, for example, have been forged with a local power station and several other industrial undertakings in the area. Similar links have been established with the local high school and institutes of higher education. Pupils benefit considerably from such arrangements.

93. Work in science and geography helps pupils to appreciate the importance of the environment and to understand concepts such as sustainable development. Due attention is also paid to issues such as global citizenship.

94. An appropriate policy has been drawn up on promoting racial equality and harmony.

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

Grade 1: good with outstanding features

95. The findings of the inspection team differ from the judgment of Grade 2 in the school's self-evaluation report. In the team's opinion, standards in this area are higher than the school considers.

96. Good use is made of a series of visits and meetings to help parents appreciate the value and purpose of nursery education before their children enter the school. Practices and procedures at this level are well understood. Children visit the school and get to know the adults who will be working with them, so that they feel safe and secure when they commence formal education. Good procedures are also in place to ensure a smooth transition between classes and key stages and to keep parents fully informed about the progress and development of their children.

97. Pupils know and trust the adults they meet on a day-to-day basis. The school has effective monitoring and evaluation procedures so that staff are sensitive to pupils' needs and are fully aware of their progress. Information is well used to provide timely and practical guidance.

98. Registration periods are pleasant, business-like sessions. Full account is taken of statutory requirements in the recording of attendance and absence. Lateness is recorded on a daily basis. The school regularly collates and evaluates data to achieve early detection of trends and to deal with problems as soon as they arise. Procedures are efficient and effective.

99. Sound procedures are in place to deal with bullying, discrimination, harassment or other forms of unacceptable conduct. No such instances were observed at any time during the inspection. On the contrary, pupils showed high levels of care and consideration, and treated each other with respect and compassion.

100. Due attention is paid to health and safety requirements. Both indoors and without, the school provides pupils with a safe, secure environment. The building is clean, well kept and in a good state of repair. All decisions relating to health and safety are based on careful risk assessments, with appropriate action to eliminate or minimise hazards. Written procedures, however, are not up-to-date and do not reflect the vigorous action currently being undertaken by the headteacher, governors and staff.

101. Members of staff are vigilant and ensure that pupils are carefully supervised at all times, especially those of nursery age. Good attention is given to dietary needs and health requirements when pupils first enter the school. The school currently participates in the Healthy Schools Initiative and effectively promotes a healthy-living policy. Successful links have been made with the Flintshire Primary Care Team to support pupils with particular needs. An appropriate policy is in place for sex education.

102. Child-protection procedures fully accord with the recommendations of the area child-protection committee and are well known to all members of staff. Good liaison takes place with other external agencies such as health authorities and social services departments.

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103. The school has an effective system for identifying the special educational needs of pupils and ensuring that, where required, assistance is given at an early stage. Very good support is provided both by the school's own special-needs teacher, who withdraws pupils from classes for extra tuition, and by the local education authority's inclusion service, which assists pupils with the development of literacy skills. By the end of Year 6, many pupils achieve standards in the core subjects which accord with national expectations.

104. Classroom assistants work closely with teachers to provide literacy support for groups of pupils during lessons. In-class support in number work is still at an early stage of development.

105. Good professional support is received from outside agencies in assessing and reviewing pupils' needs. Close consultation also takes place with parents. All professionals who contribute to a child's learning attend or provide a report for annual reviews.

106. Detailed records are kept of pupils' academic and other achievements. Progress is tracked effectively at both key stages.

Leadership and management

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

Grade 1: good with outstanding features

107. The findings of the inspection team differ from the judgment of Grade 2 given in the school's self-evaluation report. In the team's opinion, the school achieves higher standards in this area than those for which it gives itself credit.

108. Overall, the school is very efficiently and effectively managed by an enthusiastic and capable headteacher who is well respected by parents, pupils, governors and staff. Clear leadership, coupled with close team work, ensures that the aims and values of the school are vigorously pursued and largely achieved.

109. Strong emphasis upon curriculum development is one of the major strengths of the school. Full account is taken of national priorities, local partnerships and agreements made at school-cluster meetings. Initiatives such as Eco, PATHS (Promoting Alternative Thinking Strategies) and healthy eating are having a considerable effect on pupils' intellectual and personal development as well as raising awareness of environmental, health and global issues. Effective use is also made of the newly-established school council as a means of enabling pupils to contribute to decisions affecting the school.

110. Self-evaluation and target-setting are well established as part of the school's management structures. Subject leaders monitor their areas of responsibility, produce reports for the governing body, and contribute to priorities for school development planning.

111. Despite the absence of the deputy headteacher for some months before the inspection, management procedures have remained constant, with effective support from the four area co-ordinators.

112. All members of staff undertake regular in-service training to keep abreast of educational developments and to enhance their professional skills and expertise. A well-structured performance-management system has helped to identify training needs both on a school and individual basis. Regular staff meetings and discussions have led to several valuable whole-school initiatives.

113. Strong support is received from the governing body, which exercises firm financial control and performs its statutory duties effectively. Keen interest is shown in areas such as special educational needs. Several governors made regular visits to the school to gain first-hand experience of classroom activities and to increase their knowledge of curriculum development.

114. The headteacher and governors co-operate very effectively with each other to provide good strategic direction for the school.

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

Grade 1: good with outstanding features

115. The findings of the inspection team differ from the judgment of Grade 2 given in school's self-evaluation report. Again, the team feels that the school does not give itself sufficient credit for the very good work it undertakes in this area.

116. Overall, the headteacher, staff and governing body have worked consistently since the last inspection to raise standards through the process of self-evaluation. A considerable measure of success has been achieved in a number of key areas.

117. Effective procedures are in place for the monitoring of standards of teaching and learning. Area leaders co-ordinate planning and assessment, whilst the headteacher monitors staff planning, and subject co-ordinators undertake classroom observation and scrutinise pupils' work. Annual reports are also presented to the governing body on standards and progress in different areas of the curriculum. Performance management has aided the process, although the culture of direct classroom observation is well established throughout the school.

118. Good use is made of test results and other data to identify areas for improvement and to set new targets for teachers and pupils. Strong emphasis is placed on constantly raising standards and ensuring that pupils achieve their full potential.

119. The school development plan is a sound working document which sets out clear targets for improvement. The current plan is based on a comprehensive review of the needs of the school and identifies priorities, timescales, costs and evaluation criteria. Progress is reviewed at regular intervals. Governors and staff are fully involved in the process. A questionnaire is sent to parents to elicit their views and suggestions.

120. Overall, the school has made good progress since the last inspection. At Key Stage 2, standards are now good in information technology and geography, whilst improvements have been made in art, although there is still scope for further development of the subject. Policies and schemes of work are in place for all subjects, and due attention, in the main, is now given to the *cwricwlwm Cymreig*. Staff are mindful of the constant need to develop skills in literacy, number, and information and communications technology, and have worked steadily to raise standards in these areas. Some particularly sound work has been undertaken in assessment, which has improved from unsatisfactory to good. No health and safety matters are currently outstanding.

121. In producing its self-evaluation report for the inspection, the school followed the format suggested by Estyn, with judgments being based on a comprehensive review of provision. The inspection team agreed with the judgments in relation to four of the seven keys questions, but considered the other three to be better than the grade awarded by the school.

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

Grade 2: good features and no important shortcomings

122. Overall, the findings of the inspection team match the judgment in the school's self-evaluation report.

123. The school is adequately staffed for the present number of pupils on roll. Teachers are appropriately qualified and suitably deployed. Good arrangements are in place for the induction of new members of staff and the mentoring of newly-qualified teachers.

124. Close liaison takes place with support staff. Good team work is one of the major strengths of the school.

125. Effective support is provided by the school secretary, caretaker, midday supervisors and canteen staff who function well as part of an overall team. Day-to-day administration is smooth and efficient.

126. Effective use is made of all available accommodation, although space in some areas is at a premium. The hall is regularly used for physical education, music and assemblies despite its limited size. Disruption to lessons through lack of appropriate corridor provision is kept to a minimum. The building is well maintained and kept meticulously clean.

127. Outside facilities are good, with large hardcore and grassed areas providing opportunities for pupils to participate in sports and a range of activities.

128. Learning resources are well used in all classes and are generally good both in quantity and quality. Regular use is made of information technology to reinforce and enhance learning across the curriculum and to support pupils with special educational needs.

129. Expenditure is well linked to the school development plan and its various targets and priorities. Good efforts are made by the headteacher, staff and governors to use resources wisely and efficiently. Progress is constantly evaluated and reviewed.

130. Overall, the school provides very good value for money.

Standards achieved by pupils in the subjects inspected

Science

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

Good Features

131. Pupils at both key stages have a good understanding of fair testing and follow scientific methods when carrying out investigations. Work is appropriately recorded and presented.

132. Learners think, question, predict, investigate and ensure that they have sufficient evidence for their conclusions.

133. At Key Stage 1, pupils display good knowledge of what they should eat to remain healthy and can place food into different categories. They can link a battery to a bulb to complete a circuit and have a good understanding of electricity and its various uses in the home. When studying materials, they show good knowledge of the differences between living and non-living things.

134. As pupils progress to Key Stage 2, they show more mature understanding and build on their knowledge of force to explore areas such as gravity, air resistance and the solar system. They measure accurately, making good use of different units and tools.

135. Pupils at Key Stage 1 use simple tables and labelled diagrams to record their findings, whilst those at Key Stage 2 employ more complex devices such as line graphs to illustrate relationships, for example, between weight and stretch. Good skills are shown in organisation and planning. Key skills are well employed in mathematics and English.

136. Overall, good knowledge and understanding are displayed of all attainment targets for the subject at the end of each key stage.

Shortcomings

137. No significant shortcomings were observed.

Welsh as a second language

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

Good Features

138. Welsh is introduced from entry to the school in an interesting and meaningful way. By Year 1, pupils contribute confidently to lessons and demonstrate good recollection of

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vocabulary associated with the weather, colours and items of clothing. Work throughout the school is characterised by enjoyment and enthusiasm.138. Listening skills are well applied. Pronunciation is clear and accurate at both key stages.

139 All pupils reinforce their knowledge of the language through role-play and discussion. Oral skills are well developed by a good balance of group, paired and individual work.

140. By the end of Key Stage 1, pupils make good progress in understanding and using everyday words and phrases, and respond appropriately to greetings, commands and instructions. Good progress is also made in reading, with pupils recognising simple words in Big Books or on display in the classroom. A suitable variety of worksheets helps to reinforce vocabulary and enhance writing skills.

141. Skills are further developed at Key Stage 2, with work in some classes displaying exemplary pace and challenge.

142. Very good use is made of vocabulary and flash cards to help pupils in their responses and to promote correct sentence patterns.

143. By the end of Key Stage 2, pupils demonstrate knowledge of a good range of vocabulary and sentence structures, which enable them to respond well to questioning and to participate in simple dialogue.

144. Pupils at this level read with fluency and expression, and gain considerable enjoyment from books, particularly in group reading sessions. Words are clearly enunciated, with good intonation.

145. Writing shows appropriate continuity and progression across the key stage and covers a range of topics, including poetry. Full advantage is taken of opportunities to practise and develop skills on a regular basis. Very good progress has been made in this area since the last inspection.

Shortcomings

146. Standards achieved in the incidental use of Welsh vary significantly between classes. Sufficient emphasis is not always placed on this aspect of work in all areas of the curriculum.

147. Although older pupils are capable of readily absorbing new vocabulary, evidence suggests that they are not always sufficiently challenged in their reading. Too little use is made of appropriate books and magazines to ensure that maximum progress is made in this area.

Information Technology

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

Good Features

148. From the earliest stages, pupils are able to operate the mouse and keyboard. Skills are progressively developed as they move through the school.

149. Good use is made of computers to support and extend learning across the curriculum and to enhance the presentation of work. When making books, brochures and posters, for example, pupils illustrate text with pictures from a wide range of sources, including the worldwide web.

150. Pupils at both key stages know how to save their work, whilst those at Key Stage 2 are able to retrieve and edit.

151. At Key Stage 1, pupils make effective use of a programmable toy to develop understanding of control technology and, at Key Stage 2, further develop their skills through the on-screen turtle in *Logo*. Pupils at both key stages write appropriate programmes to describes routes and shapes, with pupils at Key Stage 2 showing good understanding of angles of turn.

152. Most pupils are able to describe their ideas and know where to go to find information. They make good use of the interactive whiteboard and, in Year 6, compile information in the form of text and graphics to make presentations to younger children. Good understand is shown of *PowerPoint* in making multi-media presentations.

153. By the end of Key Stage 2, pupils are proficient in using all aspects of information technology including word-processing, spreadsheets, databases and the Internet for research.

Shortcomings

154. No significant shortcomings were observed.

Geography

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

Good Features

155. Work at Key Stage 1 is firmly based on the local environment. Pupils can talk about where they live, describe their journey to school, confidently discuss local landmarks, and state what they like and dislike about the area. Good knowledge is shown of work undertaken by people in the local community such as the postman, fire-fighter, police officer and nurse.

156. Pupils gain valuable first-hand experiences from visits to nearby places such as Wepre Park and from studies of Llandudno as a contrasting area. Good opportunities are provided for investigative work and pursuing links with history and other areas of the curriculum.

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157. The “Travels of Barnaby Bear” take pupils further afield and extend their knowledge and understanding of the wider world. Good work is undertaken on different lifestyles and climates.

158. On the whole, mapping skills at this level are developing steadily. Younger pupils draw simple maps and plans of the locality, whilst older pupils can recognise a map of Wales and point out where they live.

159. Work is neatly recorded, with good use of information technology to present data from surveys.

160. Studies of the local area are further developed at Key Stage 2. Pupils undertake a range of surveys, such as the effects of large retail parks on local shops, and demonstrate an appropriate knowledge of commerce and industry in the area. Sensible procedures are adopted for observing and identifying facts and gathering relevant information.

161. Mapping skills are developed progressively throughout the key stage, with good use of Ordnance Survey maps and atlases.

162. Older pupils show a sound awareness of the wider world and are acquiring a satisfactory knowledge of life in places such as St. Lucia and Kenya. Good use is made of aerial photographs and video material to develop appropriate inquiry skills. Pupils at this level demonstrate a good facility for extrapolating information and answering questions on what they see and hear.

163. Pupils in Years 5 and 6 undertake investigations into environmental change and can identify ways in which people affect the environment. Many can apply their findings and put forward suggestions for improving their area.

Shortcomings

164. Mapping skills are not fully developed in the upper half of Key Stage 1. Work at this level does not always provide pupils with sufficient stimulus and challenge.

165. Learning does not always proceed at an appropriate pace in Years 5 and 6, particularly in the case of higher-achieving pupils.

Art

Grade 2: good features and no important shortcomings	Key Stage 1
Grade 3: good features outweigh shortcomings	Key Stage 2

Good Features

166. At Key Stage 1, pupils can print, draw, paint, and cut and paste with confidence. Activities show appropriate continuity and progression in the development of skills.

167. When sketching, pupils show good pencil control and produce detailed, imaginative drawings.

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168. Studies of works by artists such as Vincent Van Gogh and Paul Klee enable pupils to imitate different styles and techniques, with paintings often capturing colour, line and form to good effect. Most pupils can express their likes and dislikes clearly.

169. In collage work, pupils pay good attention to the choice of materials and collaborate sensibly with each other.

170. Good use is made of computer graphics programmes to produce thoughtful, interesting pictures.

171. At Key Stage 2, the majority of pupils concentrate well during tasks and show clear enjoyment of the subject. Appropriate confidence is shown during discussions and the evaluation of work.

172. Overall, pupils at this level make satisfactory and, in some cases, good progress in sketching. Work often shows good understanding of the effect of light and shade, and makes effective use of shading to produce a desired effect. Work on display includes some good drawings of musical instruments.

173. Regular opportunities are provided for the analysis of paintings by famous artists such as Kandinsky and Miro. Pupils throughout the key stage have good recall of previous work and show creativity and imagination when carrying out tasks, often making bold use of colour.

174. Some good work is undertaken in sculpture in Year 6, with pupils showing clear understanding of shape and form.

Shortcomings

175. Younger pupils do not always make maximum progress during lessons, because the concepts and ideas introduced are sometimes too difficult for their age.

176. In the main, pupils at both key stages have a relatively limited knowledge of Welsh artists and the art of other countries and cultures.

177. Standards vary between classes and show some inconsistency across the school. Insufficient attention is given to all strands of the subject, particularly in some classes at Key Stage 2.

Physical Education

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

Good Features

178. Good listening skills characterise work at both key stages and assist pupils in following and interpreting instructions and making good progress during lessons.

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179. All pupils concentrate well on their tasks and collaborate sensibly with each other during group activities.

180. Pupils throughout the school understand the purpose of warm-up sessions and appreciate their effect on muscles in different parts of the body.

181. At Key Stage 1, pupils demonstrate increasing control and co-ordination of body movements and are developing good awareness of space and direction. Younger pupils undertake dance routines energetically, building up a series of simple sequences and making steady progression in movement.

182. Pupils at Key Stage 2 show they understand the need for safety when handling apparatus and make confident and sensible use of items.

183. In gymnastics, pupils contribute meaningfully to questioning and discussions, and work well with each other to extend and refine their skills.

184. Ball skills are successfully developed, with increasing control being evident throughout the key stage.

185. Many learners take full advantage of the school's wide range of extracurricular activities to practise and consolidate their skills in areas such as throwing, catching, dribbling and shooting a ball.

186. Although no swimming lessons were observed during the inspection, documentary evidence indicates that pupils make appropriate progress commensurate with their age.

Shortcomings

187. Younger pupils have too few opportunities to work together in pairs and to assist and to learn from each other.

School's response to the inspection

We are delighted with the findings of the inspection team. We are pleased that the inspection team agreed with our own evaluations on three of the key questions and extremely pleased that they upgraded the other three questions to the top grade.

The report reflects the school's current position. We are very proud that the report recognises the very good and 'impeccable' behaviour of our children. It also recognises that their standards of achievement are well above national levels. We have always thought that our children are pretty special. This report confirms it.

Golftyn C.P.'s ethos is one of mutual respect. We are pleased to see that the report recognises the exemplary relationships within the school.

The inspection report also recognises the commitment and dedication of the staff at the school and praises the wide range of extracurricular opportunities offered to the children by the staff.

Of the six subjects inspected we are pleased to achieve nearly all grade 2s. We have recognised in our school development plan that we need to review Art at KS2. This will be carried out before the end of the school year. Plans are also in place to look at building on our current procedures for pupils' self evaluation.

It will be pleasing for parents to note so many positive elements in this report including the fact that the school gives very good value for money and provides clear leadership.

We are very pleased with the progress we have made since the last inspection and this reflected in all areas of the report.

As a school, we will strive to monitor the high standards we have achieved for this report. The governing body will draw up an Action Plan following the report and this will be shared with parents. The governors' annual report will also report on how the plan is progressing.

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Appendix A

Basic information about the school

Name of School	Golftyn Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of school	York Road Connah's Quay Flintshire
Post code	CH5 4XA
Telephone Number	01244 830569

Headteacher	Mr. Paul Schleising
Date of appointment	1st September, 1991
Chairman of Governors	Councillor Peter MacFarlane
Registered Inspector	Mrs. Eirwen Griffiths, M. Phil., M.Ed.
Dates of inspection	1st – 5th November, 2004

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Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27.5	44	57	53	55	55	59	49	399.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	0	18

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.9 : 1
Pupil: adult (fte) ratio in nursery classes	13.8 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26.6
Teacher (fte): class ratio	1.2 : 1

Term	N	R	Rest of School
Summer, 2004	91.28%	92.05%	93.56%
Spring, 2004	93.38%	93.38%	95.23%
Autumn, 2003	92.88%	94.49%	95.35%

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during twelve months prior to inspection	2

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Appendix C

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

National Curriculum Assessment KS 1 Results 2004			Number of Pupils in Y2 53					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	11	62	23	0
		National	0	4	14	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	2	9	66	23	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	4	15	49	32	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	4	15	68	13	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	2	11	60	26	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	2	11	49	38	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	81%	In Wales:	79%

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National results relate to 2003, as figures for 2004 have not yet been published.

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

National Curriculum Assessment KS2 Results 2004						Number of pupils in Y6						49	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	1	6	16	39	37	0	
		National	0	0	0	0	1	6	16	45	31	0	
	Test/Task	School	0	0	0	0	0	6	16	27	51	0	
		National	0	2	1	0	0	5	12	38	40	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	10	14	45	31	0	
		National	0	0	0	0	0	4	19	46	30	0	
	Test/Task	School	0	0	0	0	0	8	8	31	53	0	
		National	0	2	1	0	0	4	18	42	33	0	
Science	Teacher assessment	School	0	0	0	0	0	4	8	33	55	0	
		National	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	0	0	0	0	0	10	29	61	0	
		National	0	2	0	0	0	1	9	48	39	0	

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	76	In the school	78
In Wales	70	In Wales	71

- 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

National results relate to 2003, as figures for 2004 have not yet been published.

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a period of 4½ days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Four parents attended a pre-inspection meeting with two members of the inspection team.
- 109 questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty-six lessons or parts of lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mrs. Eirwen Griffiths Registered Inspector	Context Summary and recommendations Key Questions 2, 5 and 6	Welsh as a second language Geography
Mr. Selwyn Roberts Lay Inspector	Contributions to key questions 1, 4, 5 and 7	
Mrs. Valerie Howells Team Inspector	Key Questions 1 and 4	Science Information technology
Mr. Glyn Scott Team Inspector	Key Questions 3 and 7	Art Physical education

Name and address of contractor

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Acknowledgment

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