

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

**Gwenfro Junior School
Queensway
Wrexham
LL13 8UW**

School Number: 665/2199

Date of Inspection: 31st January – 3rd February 2005

by

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W207/0413**

Date: 31st March 2005

Under Estyn contract number: T/120/04P

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Gwenfro Junior 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 the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Gwenfro Junior School took place between 31st January and 3rd February 2005. An independent team of inspectors, led by Dr Michael Best 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

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	8
Key question 1: How well do learners achieve?	8
The quality of education and training	13
Key question 2: How effective are teaching, training and assessment?	13
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key question 4: How well are learners cared for, guided and supported?	19
Leadership and management	22
Key question 5: How effective are leadership and strategic management?	22
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key question 7: How efficient are leaders and managers in using resources?	25
Standards achieved in subjects and areas of learning	27
English	27
Welsh second language	28
Mathematics	28
Science	30
Design and technology	30
Information technology	31
Geography	32
History	33
Art	34
Music	34
Physical education	35
Religious education	35

School's response to the inspection	36
Appendices	37
A Basic information about the school	37
B School data and indicators	38
C National Curriculum assessments results	39
D Evidence base of the inspection	40
E Composition and responsibilities of the inspection team	41

Context

The nature of the provider

1. Gwenfro Junior School serves the Queensway district of Wrexham. There are currently 151 boys and girls aged between 7 and 11 years on roll. Most homes in the area are rented. Unemployment is high and 58 per cent of pupils are entitled to receive free school meals. This is much higher than the local education authority (LEA) and the all-Wales average (18 per cent). One pupil is in the care of the local authority.
2. Some 17 per cent of pupils have special educational needs (SEN). Nine pupils have a statement outlining their special educational needs. There is a special needs support unit which is funded directly by the LEA and caters for pupils from across authority.
3. Fewer than two per cent of pupils originate from Africa and the remainder are white. English is the home language for 99 per cent of the pupils. One pupil is at the early stages of learning English as an additional language.
4. The school is involved with the Communities First and the Healthy Promoting Schools initiatives. It was last inspected in February 1999.

The school's priorities and targets

5. The school aims to:
 - value all children equally as learners and members of the school community;
 - provide a broad and full curriculum;
 - promote self-discipline and respect for others.
6. The school has recently drawn up a three-year development plan. Priorities for the current year include:
 - the development of forward planning;
 - raising standards in reading;
 - improving pupils' skills in using and applying mathematics;
 - improving standards in science, particularly through the development of key skills;
 - developing the school's personal and social education policy and scheme of work;
 - planning for key skills;
 - provision for more able pupils;
 - assessment procedures for core and foundation subjects;
 - provision for the continuing professional development of staff.

Summary

7. Gwenfro Junior School provides a good standard of care and support for its pupils. Standards and the quality of education provided by school have improved since the last inspection. The learning support unit provides a good quality education for its pupils. The school provides satisfactory value for money.
8. This was a full inspection, covering all subjects of the NC and religious education. Other than for Key question 3, the findings of the inspection team match the school's evaluation.

Table of grades awarded

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

Standards

9. Pupils achieve acceptable standards overall in their knowledge, understanding and skills. Standards of achievement are as follows:

Subject	Key Stage 2
English	3
Welsh second Language	2
Mathematics	3
Science	3
Design Technology	4
Information Technology	3
Geography	3
History	3
Art	3
Music	3
Physical education	3
Religious education	2

10. The overall standards achieved at each grade observed in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	37%	50%	10%	0%

11. Pupils make adequate progress in acquiring and developing new skills, knowledge and understanding during their time in the school. However, progress is uneven and inconsistent between classes because they do not systematically apply what they know and learn to new and unfamiliar situations. Pupils do not apply and develop their key skills effectively enough across the curriculum
12. Pupils with special educational needs in mainstream classes make steady progress and generally achieve the targets set for them. Pupils in the unit achieve good standards relative to their age and ability. They make good progress, know their targets and mostly achieve them because staff focus well on developing small steps in learning.
13. There are no significant differences in the rates of progress of pupils from different ethnic or social backgrounds. Pupils at the early stages of learning English as an additional language make satisfactory progress.
14. Compared with the LEA and national averages, the proportions of pupils gaining Level 4 and above in the NC tests at the end of KS2 in 2004 were below the LEA and national averages in English, mathematics and science. The proportions of pupils gaining the higher Level 5 were also below LEA and national averages. The KS2 core subject indicator for 2004 was 51 per cent, which is below both LEA and national averages.
15. Compared with similar schools on the basis of free school meals take up¹, pupils' results in English and science were in the top 75 per cent of schools, and the top 50 per cent of schools in mathematics. The core subject indicator is in the top 50 per cent of similar schools.
16. Standards and progress in the key skills of speaking, listening and bilingualism across the curriculum are good. Their reading skills have good features which outweigh shortcomings; the majority read accurately to obtain information but many do not read widely enough.
17. The development of pupils' writing, number and information and communications (ICT) skills across the curriculum is effective in the unit has some good features but shortcomings in important areas in the mainstream classes. Many pupils print rather than use a cursive style of writing well into the key stage. The depth, quality and quantity of their written work are not appropriate to their ages and abilities. Pupils make insufficient use of

¹ This comparison is made with English medium schools with 49 or more per cent of pupils receiving free school meals. There are seventy such schools with KS2 pupils in this band in Wales. Further information is available from the Wales Assembly Government's website.

measuring and calculating. Their ability to present information and communicate ideas, in a range of formats, is very limited. They make insufficient use of ICT skills and resources across the curriculum and this inhibits their achievement.

18. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain their concentration are good. With a very small number of exceptions, the behaviour of the pupils is commendable. There is no evidence of bullying and there have been no exclusions in the last year.
19. The average level of attendance is just satisfactory at 91 per cent. The level of unauthorised attendance is unsatisfactorily high. Punctuality at the start of the school day is unsatisfactory because a large number of pupils regularly arrive late each morning. The school does not fully comply with the requirements of the Wales Assembly Government's Circular 3/99 in the marking of registers.
20. Most pupils work hard in lessons, readily join in activities provided, and show enthusiasm for their work. However, they do not sufficiently draw upon, and combine, their skills, knowledge and understanding in problem-solving and decision-making situations.

The quality of education and training

21. The following table shows the grades awarded in the lessons observed during the inspection:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	55%	29%	13%	0%

22. Thirty-one lessons, in whole or in part, were observed during the inspection. Teaching in the unit and in English and mathematics in Y5 and Y6 is consistently good. There were no important shortcomings observed in lessons in Welsh second language or religious education. Lessons are interesting, focus effectively on pupils' needs and successfully develop their learning.
23. In Y3 and Y4, the quality of teaching is mixed; where teaching is effective, small steps in learning help pupils to grasp difficult concepts and there is good emphasis on skill development; the main shortcomings stem from a slow pace coupled with expectations of what pupils know and can do that are not high enough. Where there are shortcomings in teaching in Y5 and Y6, the differing needs of pupils are not reflected in planning or lesson delivery; the lack of variety in teaching methods stifle the development of pupils' independent working and investigative skills.
24. Staff do not effectively plan for the development of pupils' key skills across the curriculum. Too often, learning is compartmentalised and opportunities missed to help pupils apply their skills and knowledge in different contexts. In some classes, there is too much dependency on completing or copying from worksheets. Pupils' work is marked regularly but only occasionally includes

comments that help pupils to identify what they need to do to improve. This is also true of the comments in pupils' annual reports.

25. The school provides equal access to a broad and balanced curriculum. It is appropriate to the needs, interests and abilities of all pupils, and meets the statutory requirements of the National Curriculum. Religious education follows the locally agreed syllabus and there is suitable provision for personal and social and health education. The school's provision for pupils with SEN in the mainstream, and for those for whom English is an additional language, is good.
26. Whole school planning for the delivery and monitoring of basic and key skills within the subjects and across the curriculum is inadequate. Inconsistency in setting homework reflects the lack of a whole school policy. Provision for pupils' spiritual, moral, social and cultural development is good, and that for Y Cwricwlwm Cymreig is effective. Pupils develop a good understanding and respect for other faiths and cultures through collective worship, religious education and geography.
27. The contents of the current School Prospectus and the latest governors' Annual Report do not fully meet statutory requirements. The school's partnerships and links with local industry are very few. The school has affable links with the adjoining infant and nursery school but subject leaders rarely meet or visit their junior school counterparts. The majority of pupils have a limited understanding of the effects of pollution and the issues related to sustainable development and global citizenship. Their entrepreneurial and workplace skills are under-developed.
28. The quality of care, guidance and support for pupils throughout the school is consistently good. The school places very high priority on the pastoral care of pupils. Although the school effectively works in partnership with parents and carers in caring for, supporting and guiding their children, this is not formalised through a home/school agreement. There is good provision for personal and social education. Health and safety issues are properly addressed and there are well-developed procedures in place for child protection. The provision for supporting learners with SEN is good and meet statutory requirements.
29. The school recognises diversity of pupils' backgrounds well and all staff and pupils treat each other with dignity and respect. It has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. The school successfully promotes good race relations. There is an agreed policy but, as yet, no formal action plan.

Leadership and management

30. The headteacher's professional commitment and contribution to the care and welfare of the pupils in his care are of the highest order. He knows his pupils well and they have high regard for his judgement and concern for their well-being.

31. The focus on raising standards in English, mathematics and science has been effective and standards in most other subject areas have been maintained or improved. However, the school has not made sufficient progress in developing a framework for agreeing, implementing and evaluating policies and procedures to ensure a clear sense of direction in other aspects of its work. There is some good practice evident, but there are also missed opportunities to develop and strengthen provision. The recent intervention of the local education authority has helped the leadership to reflect more critically on what it does and how it can improve.
32. Targets in the recently produced school development plan are challenging but realistic. The newly appointed deputy headteacher has a good understanding of what needs to be done to achieve these. The school's aims, values and objectives are implicit in its daily life and work but they are not formally reviewed and revised on a regular basis. The school is aware of the Welsh Assembly Government's priorities but does not systematically develop them.
33. Subject leaders provide their colleagues with advice and guidance, but they do not systematically monitor planning or scrutinise pupils' work; there is no established programme for monitoring teaching and learning. Arrangements for the performance management of teachers are not well established. Continuing professional development does not sufficiently link individual and whole-school training and development needs.
34. The governing body is supportive of the school, and governors have a good understanding of its role and influence within the local community. However, they are not effective enough in helping to set the school's strategic direction. The governing body relies too much on the headteacher to guide them. They do not rigorously evaluate the impact of their decisions or have effective procedures in place to ensure that the school meets statutory requirements and other recommended procedures. There is no programme to ensure that policies are systematically reviewed and revised.
35. The school has only recently established its self-evaluation arrangements. Pupils, parents, governors and the community have limited involvement in the process. The links now established between the self-evaluation process and the development plan provide a firm foundation for future development.
36. The school is adequately staffed by suitably qualified and experienced teachers. Classroom assistants work efficiently with teachers and support pupils well. The management and deployment of teaching and support staff are appropriate. The school clerk manages daily routines effectively and efficiently but the headteacher spends a disproportionate amount of time on day-to-day financial management and other administrative tasks.
37. The accommodation meets the requirements of the statutory curriculum, but site security is poor and the building prone to vandalism. There are sufficient learning resources which are put to effective use.

38. Spending decisions are matched to the school's priorities but the link between the training needs of individuals, curriculum audits and priorities on the school development plan is not apparent. The use of resources is not appropriately monitored or regularly reviewed by the headteacher and governing body.

Recommendations

39. The inspection team recommends that the governing body, headteacher and staff should now:
- R1 Raise standards in subjects and key skills where there are shortcomings.
 - R2 Develop, implement, monitor and evaluate whole school approaches to:
 - planning, assessing, leading and managing the development of subjects and key skills across the curriculum;
 - improving the quality of teaching and learning;
 - revising and reviewing :
 - o policies and schemes of work;
 - o the school's aims, values and objectives;
 - the day-to-day management of the school
 - the performance management of teachers and their continuing professional development;
 - raising levels of attendance and punctuality;
 - school self-evaluation in identifying and planning priorities for improvement;
 - the promotion of education for sustainable development, global citizenship and the preparation of pupils for participation in the workplace;
 - involving the parents and the wider community in the work of the school.
 - R3 Develop the role and responsibilities of the governors in setting, monitoring and evaluating the school's strategic direction and management.
 - R4 Ensure that all statutory and recommended requirements are met (prospectus, governors' annual report, action plans for racial equality and diversity, completion of registers, home/school agreement).
40. 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 3: Good features outweigh shortcomings

41. The findings of the inspection team match the school's evaluation.
42. Pupils achieve adequate standards in their knowledge, understanding and skills. This was a full inspection, covering all subjects of the NC and religious education. In these, standards of achievement are as follows:

Subject	Key Stage 2
English	3
Welsh second Language	2
Mathematics	3
Science	3
Design and technology	4
Information technology	3
Geography	3
History	3
Art	3
Music	3
Physical education	3
Religious education	2

43. The overall standards achieved at each grade observed in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	37%	50%	10%	0%

44. Although the school has yet to achieve the Welsh Assembly Government's target for at least 65% of lessons to be of grade 2 or grade 1 standard by 2007, there is significant improvement in standards since the last inspection in February 1999. Standards in English, mathematics, science and music, which were judged at the time of the last inspection as the equivalent of grade 4, are now grade 3. Standards in Welsh second language and religious education have been maintained at grade 2. Insufficient progress has been made in design technology where standards remain grade 4 because pupils' design skills are still weak.
45. Although transfer information shows they have made good progress since starting school, a sizeable proportion of pupils have difficulties with reading, writing and mathematics when they join Gwenfro Junior School in Y3. The school has nearly three times the national average of pupils receiving free school meals, and double the proportion in the highest comparable group of

schools. Overall, pupils make adequate progress in acquiring and developing new skills, knowledge and understanding during their time in the school. However, progress is uneven and inconsistent between classes because they do not systematically apply what they know and learn to new and unfamiliar situations.

46. Pupils with special educational needs in mainstream classes make steady progress and achieve the targets set for them. Pupils in the unit achieve good standards relative to their age and ability. There are no significant differences in the rates of progress of pupils from different ethnic or social backgrounds. Pupils at the early stages of learning English as an additional language make satisfactory progress; the support provided is good but better progress is marred by frequent pupil absences.
47. The school's published NC KS2 test results include pupils in the unit as well as those in the mainstream classes. Compared with the LEA and national averages, the proportions of pupils gaining Level 4 and above in the NC tests at the end of KS2 in 2004 were below the LEA and national averages in English, mathematics and science. The proportions of pupils gaining the higher Level 5 were also below LEA and national averages. In 2004, girls did better than boys in English, but not in mathematics. In science, boys and girls reached similar standards. The KS2 core subject indicator for 2004 was 51 per cent, which is below both LEA and national averages.
48. Compared with similar schools on the basis of free school meals take up², pupils' results in English and science were in the top 75 per cent of schools, and the top 50 per cent of schools in mathematics. If pupils from the unit are excluded from the calculations, results were in the top 50 per cent of similar schools in English, mathematics and science. In both instances, the core subject indicator is in the top 50 per cent of similar schools. In comparison with other primary schools in Wrexham, Gwenfro Junior School's position in the rank ordering has improved since the last inspection.
49. Test results have improved significantly over time; in 2000, the proportion of pupils reaching Level 4 or above was 35 per cent in English, 25 per cent in mathematics and 42 per cent in science. The trend is upwards but there remain differences from year to year. The number of Y6 pupils in the unit is variable and the special needs of pupils differ.
50. In conjunction with the local education authority (LEA), the school sets targets for pupils to achieve Level 4 and above in the NC tests at the end of Y6. In 2004, these targets were marginally missed English, mathematics and science. Compared with the 2003 results, the proportion of pupils gaining the lower levels was reduced, and more reached the higher levels in mathematics.
51. The school is building on the target-setting procedures already established in the partner infant school but it is too soon to make a judgement about the

² This comparison is made with English medium schools with 49 or more per cent of pupils receiving free school meals. There are seventy such schools with KS2 pupils in this band in Wales. Further information is available from the Wales Assembly Government's website.

effectiveness of this process in the junior school. In Y5 and Y6, staff track pupils' progress in English and mathematics and use this information competently to identify areas for particular focus in their teaching. However, not all pupils are aware of their levels of achievement or what they need to do improve. Pupils with SEN in the unit know their individual targets well and make effective progress towards these. Those pupils with SEN in the mainstream classes make steady progress towards their individual education plan targets.

52. Pupils in the unit are, relative to their abilities, effectively challenged and prepared for the next stage of their learning. For pupils in the mainstream classes, good features outweigh shortcomings; most pupils are making adequate progress but do not apply and develop their key skills effectively enough across the curriculum.
53. There are good features, but also some important shortcomings, in the levels pupils reach in key skills, including bilingual competence. Relative to their age and ability, pupils with moderate learning difficulties in the SEN unit achieve appropriate standards in key skill development. They make good progress, know their targets and generally achieve them because staff focus well on developing small steps in learning.
54. In the mainstream classes, standards and progress in the key skills of speaking, listening and bilingualism across the curriculum are good. Pupils listen carefully, and speak clearly and confidently in both English and Welsh. Pupils' use of incidental Welsh around the school is good. Pupils listen attentively and the majority of pupils respond appropriately to instructions. Although pronunciation is variable, most understand and use a range of Welsh phrases in appropriate contexts. Their reading skills have good features which outweigh shortcomings; the majority read accurately to obtain information but many do not read effectively 'between the lines' because they do not read widely enough.
55. There are important shortcomings in the development of pupils' writing, number and ICT skills across the curriculum. Many print rather than use a cursive style of writing well into the key stage. Although pupils use their writing skills in English and in other subjects, the depth, quality and quantity of their written work is not appropriate to their ages and ability. Insufficient use of measuring, calculating and recording information across the curriculum inhibits the development of pupils' numeracy skills. Pupils' ability to present information and communicate ideas, in a range of formats across the curriculum, is very limited.
56. Although the use of the interactive white boards in some classrooms has enhanced pupils' progress in reading and information gathering skills, they have insufficient opportunity to use ICT skills and resources across the curriculum and this inhibits their achievement. Many pupils rarely use word processing skills to draft, edit and print their completed work, or regularly research, retrieve and save information in individual files.
57. Overall, pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. The school functions well as a

supportive, happy and orderly community; this positive management of behaviour contributes effectively to the standards achieved. Most pupils co-operate well with staff and each other, and settle quickly to tasks with concerted effort, working productively and making good use of their time. However, a small minority of pupils find it difficult to listen and concentrate for any length of time; when the pace of lessons slows and teachers do not effectively cater for their needs, these pupils become restless, lose interest and are demanding of attention.

58. Pupils support each other well, with some older pupils taking responsibility for younger ones and become 'playground-friends'. Pupils are well behaved during break times and play co-operatively on the yard. Most pupils know right from wrong and, in discussion, they demonstrate increasing maturity through the key stage. This responsible attitude has a positive effect on the progress they make in lessons and in the wider world around them.
59. With a very small number of exceptions, the behaviour of the pupils is commendable. The pupils are enthusiastic, happy and generally attentive, participating with interest in the vast majority of lessons. They demonstrate good self-discipline, are considerate of others and of school property and they understand what is expected of them, in terms of behaviour.
60. Pupils move around the school, and along the corridors and staircases in a quiet, orderly and courteous manner. They enter and leave assemblies quietly and thoughtfully. They are respectful and considerate to their fellow pupils and to all adults, listening and responding appropriately to instructions and requests. Pupils' manners and attitudes at lunchtime and at playtime are good. There is no evidence of bullying or inappropriate behaviour and there have been no exclusions in the last year. Any reported incidents are dealt with promptly and effectively.
61. Levels of attendance have remained constant since the previous inspection. The average level of attendance for the three terms prior to this inspection, and for the current year to date, is just satisfactory 91 per cent. The level of unauthorised attendance is unsatisfactory. The school reports that much of this is attributed to a very small number of pupils. A considerable number of families take their children on holiday during term time, causing pupils to miss valuable learning time. Up to 10 days of this absence is correctly recorded as authorised in accordance with current WAG guidance.
62. Punctuality is unsatisfactory. A large number of pupils regularly arrive late at the start of the school day, although punctuality throughout the school day is otherwise good. There is no system in place to encourage or improve levels of attendance and punctuality. The school does not fully comply with the requirements of NAW Circular 3/99 in the marking of registers.
63. Most pupils work hard in lessons, readily join in activities provided, and show enthusiasm for their work. They are successfully developing the organisational and study skills they need to sustain their interest and involvement in further learning. Pupils co-operate with staff and their fellow pupils in working

collaboratively, on a wide range of curriculum topics. However, pupils do not sufficiently draw upon, and combine, their skills, knowledge and understanding in problem-solving and decision-making situations.

64. From the youngest member upwards, pupils willingly take on additional responsibilities. They deliver daily registers to the school office and carry out 'helpwr y dydd' ('helper of the day') tasks as directed by the class teacher. Older pupils take on the responsibilities of the newly appointed school council, whilst others become playground friends. The school reports that on visits out of school, feedback about pupils' behaviour is consistently positive. Pupils show a good degree of respect, care and concern for the views and property of others and demonstrate fairness and honesty in their dealings with others.
65. Throughout the school, pupils' understanding of equal opportunities issues and their respect for diversity are good. In discussion, pupils have a good knowledge and respect for the diversity of beliefs, attitudes and cultural traditions of Wales and of the wider world. They are very well informed about the cultures of the people involved in the recent Tsunami tragedy.
66. Pupils are not sufficiently well prepared for their future participation in the workplace. Visits and visitors make an adequate contribution towards preparing them for their role in the community, but there are many missed opportunities to develop this further.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

67. The findings of the inspection team match the school's evaluation.
68. The following table shows the grades awarded in the lessons observed during the inspection:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	55%	29%	13%	0%

69. Thirty-one lessons, in whole or in part, were observed during the inspection. In making their judgements inspectors looked at teachers' planning and records; they also looked at pupils' work and discussed this with them.
70. The overall quality of teaching has improved since the last inspection, particularly the proportion of lessons graded 2 and 4. However, the proportion of grade 1 and 2 lessons is below the average for primary schools in Wales³ and the proportion of grade 4 lessons above average.
71. Teaching in the unit and in English and mathematics in Y5 and Y6 is consistently good. There were no important shortcomings observed in lessons in Welsh second language or religious education. These lessons are interesting, focus effectively on pupils' needs and successfully develop their learning.
72. In Y3 and Y4, the quality of teaching is mixed; where teaching is effective, small steps in learning help pupils to grasp difficult concepts and there is good emphasis on skill development; the main shortcomings stem from a slow pace coupled with expectations of what pupils know and can do that are not high enough. Where there are shortcomings in teaching in Y5 and Y6, the differing needs of pupils are not reflected in planning or lesson delivery; the lack of variety in teaching methods stifle the development of pupils' independent working and investigative skills.
73. In the majority of lessons, teachers successfully motivate and challenge pupils to complete the work set for them within a specified time. They effectively involve pupils who are reluctant to contribute or lack confidence in their learning. Where lessons have shortcomings, the pace of learning is too slow to sustain pupils' thinking and concentration. Relationships between staff and pupils are good.

³ As reported in the latest (2003-4) Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales

Teachers have high expectations of pupils' behaviour and these are generally well met. In lessons where they are not effectively challenged, most pupils nevertheless exercise a good degree of self-discipline.

74. Overall, staff have a secure understanding of the NC and the common requirements but they do not effectively plan for the development of pupils' key skills across the curriculum. Too often, learning is compartmentalised and opportunities missed to help pupils apply their skills and knowledge in different contexts. In some classes, there is too much dependency on completing or copying from worksheets.
75. Teachers' planning varies from good to unsatisfactory. In the best practice, there are clear objectives which build on earlier learning, are shared with pupils at the start of lessons and reviewed at the end; in such lessons, good account is taken of pupils' particular needs, enabling them to make an active contribution. Staff monitor and review pupils' progress effectively, adjusting their demands and expectations accordingly. Where appropriate, lesson objectives are carefully modified in conjunction with support staff to take account of the targets in pupils' individual education plans. Where planning has shortcomings, too little attention is paid to challenging pupils who learn at different rates, or to the systematic development of their skills and understanding.
76. In most classes, routines are well established and staff use a good range of teaching methods and learning resources that capture pupils' interest and enthusiasm. Explanations are clear and questioning effectively used to tease out and extend pupils' understanding. Support staff and volunteers are well deployed to give good individual and group support. Regular support is effective in raising standards of achievement in literacy. However, across the school, teachers do not make consistent use of homework to support learning.
77. In some lessons, such as science in Y5 and Y6, there is too much emphasis on providing pupils with factual knowledge through written exercises. On these occasions, this is at the expense of practical investigative and experimental work. Pupils do not take enough responsibility for their own learning and this suppresses their capacity to make predictions and reach conclusions.
78. Teachers and support staff successfully challenge stereotypical views and images. They treat pupils equally well, irrespective of their race, gender or disability.
79. The teaching of pupils with SEN is good. Staff in the unit respond sensitively to the wide range of special needs of their pupils. Provision for pupils learning English as an additional language is good. However, in some lessons teachers do not take sufficient account of the needs of pupils who have the capacity for higher achievement.
80. Teachers have a good awareness of pupils' ability to speak more than one language and the advantages of working bilingually; they successfully promote the use of incidental Welsh and Y Cwricwlwm Cymreig to enrich pupils'

understanding, particularly in history, collective worship, and in conversations and discussions at the start of the school day.

81. Overall, teachers assess pupils' achievements and progress fairly, accurately and regularly. Tests and assessments in English and mathematics help teachers to identify areas for improvement and set targets. NC assessment and reporting procedures meet statutory requirements. In the foundation subjects, the process is less exact because there are no moderated exemplars of work to help guide teachers and pupils alike. Teachers' record keeping is appropriate and manageable.
82. Pupils' work is marked regularly but only occasionally includes comments that help pupils to identify what they need to do to improve. In some lessons, such as art, teachers discuss ways in which individuals can improve their work and make progress as they move around the class. However, such practice is not consistent and, overall, pupils are not sufficiently involved the process.
83. Annual reports give helpful information as to what pupils have learnt during the year, but there is not enough emphasis on identifying what they need to do to improve further. The use of grades relating to achievement and effort is inconsistent. Neither pupils nor their parents contribute comments to the written reports. There is suitable access to reports and records for those with a legitimate interest.

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

Grade 3: Good features outweigh shortcomings

84. The inspection team do not agree with the school's evaluation of Grade 2 for this key question. There are some shortcomings with regard to the development of pupils' key skills, partnerships, sustainable development and other skills.
85. The school provides equal access to a broad and balanced curriculum that builds satisfactorily on pupils' previous learning. It is appropriate to the needs, interests and abilities of all pupils, and meets the statutory requirements of the National Curriculum. Religious education follows the locally agreed syllabus and there is suitable provision for personal and social education. The school provides pupils with health education, including sex education and substance misuse. The school's provision for pupils with SEN in the mainstream, and for those for whom English is an additional language, is good. The support for learning throughout the school is good and inclusive.
86. Pupils in the SEN unit have access to a relevant learning curriculum which is suitably differentiated and modified to meet individual needs. It meets statutory requirements and includes the recommended minimum curricular requirements. The curriculum for this class is of good quality.
87. Overall, the quality of teacher's planning, subject policies and schemes of work has good features which outweigh shortcomings. Curriculum planning builds systematically on existing knowledge, understanding and skills. The school's topic approach is effective and includes sufficient progression. The specialist, core-subject, grouping arrangements have a positive effect on pupil motivation. The planning cycle guides curricular provision and the schemes of work have a consistent approach to short-term planning. However, whole school planning for the delivery and monitoring of basic and key skills within the subjects and across the curriculum is inadequate. Inconsistency in setting homework reflects the lack of a whole school policy.
88. The school's provision for equality of access and opportunity for all learners is good. Although the strategy is in its infancy, and training ongoing, pupils are encouraged to become actively involved in decision-making within the school through the school council. Pupils participate in a wide range of extra-curricular activities including a French and a summer cycle club. Individual pupils have access to violin tuition. Gender differences and social disadvantage are effectively addressed and all pupils have the opportunity to achieve high standards in all areas of school life.
89. Provision for pupils' spiritual development is good. School assemblies are happy occasions that offer moral guidance and promote a strong sense of community. Collective worship is of a broadly Christian nature and meets statutory requirements. Currently, no pupils are withdrawn from collective worship but,

when appropriate, suitable arrangements are in place for those withdrawn by their parents. Pupils also develop an understanding and respect for other faiths and cultures, through lessons in religious education and geography.

90. Provision for pupils' moral and social development is good. Pupils know right from wrong and provision is enhanced through strategies such as circle time and the newly appointed school's council. The school follows the guidance provided by the Qualifications Curriculum and Assessment Authority for Wales (ACCAC). The school nurse enhances this provision, and health and sex education is taught through curricular areas. Whole-school assemblies provide frequent and regular opportunities for pupils to be praised and for their achievements to be recognised. This encourages and develops their positive attitude and tolerance of others observed in the school.
91. Provision for Y Cwricwlwm Cymreig, which develops pupils' awareness of their own culture, is effective and is enhanced through many cultural visits. The school successfully promotes the development of pupils' bilingual skills; pupils make good use of incidental Welsh in lessons and around the school. Pupils develop a good understanding and respect for other faiths and cultures through collective worship, religious education and geography.
92. There are some good features, but shortcomings in important areas in the school's partnerships with other providers and all interested parties. The vast majority of parents and carers are supportive and complimentary of the school. In response to the pre-inspection questionnaire, and in conversation with inspectors, most expressed satisfaction with the school. They find that the headteacher and staff are readily approachable and deal with concerns promptly. However, other communication with parents and carers is less effective and there is no formal home/school agreement in place.
93. There are two formal parents' meetings each year and parents are pleased that they can discuss any concerns at any time. However, several feel that their children's progress reports should include more detail about what actions are required to achieve improved pupil performance. The inspection team agrees with this view.
94. The contents of the current School Prospectus and the latest governors' Annual Report do not fully meet statutory requirements. There is no formal PTA, or equivalent, but a small band of parents enthusiastically run Christmas and summer fayres, which are popular with the community. Few parents regularly help in school, although the school encourages their involvement.
95. Although there are links with the local community, particularly in respect of the Communities First initiative, the school is at an early stage of preparing the foundations for providing members of the community with opportunities for lifelong learning and regeneration. The school's partnerships and links with local industry are very few and this area is underdeveloped. There is a very limited programme of pupil visits to industrial or commercial sites, and visits to the school by people from industry. No teacher has recently undertaken appropriate placements in industry.

96. The school has affable links with the adjoining infant and nursery school but junior school subject leaders rarely meet or visit their counterparts. Links with the receiving schools have yet to be developed following the re-organisation of secondary education in the authority. The school offers placements to students undertaking teacher education and other child-related training courses.
97. The school is part of the Health Promoting Schools Initiative. Lunches include healthy options of fresh fruit and salad but sales of packaged drinks continue, providing mixed messages for pupils. In discussion, the majority of pupils have a limited understanding of the effects of pollution and the issues related to sustainable development and global citizenship. There is no school policy and very limited practice relating to sustainable development. There is little evidence of the school actively promoting or encouraging pupils' development of entrepreneurial skills.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the school's evaluation.
99. The quality of care, guidance and support for pupils throughout the school is consistently good. The school places very high priority on the pastoral care of pupils. The school draws effectively on the help and support of outside agencies, and successfully works with them in implementing care plans. The school effectively works in partnership with parents and carers in caring for, supporting and guiding their children. Parents and carers have regular access to the headteacher and staff and their views are taken into consideration.
100. The induction programmes for children entering school, moving to new classes and transferring to secondary school are effective. Pupils settle well, feel safe and secure. Pupils who are late entrants to the school report that they settled in quickly.
101. The headteacher and staff know pupils well, and there are effective procedures in place to guide and support pupils' academic progress, their social development and their personal welfare. Pupils work and play in a happy, supportive environment where they are valued by staff. They readily turn to adults for help and are listened to and treated with respect. The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem and confidence.
102. The school makes good provision for personal and social education. The school follows the guidance provided by the ACCAC framework for personal, social and health education (PSE). This aspect is effectively supported by 'circle time' sessions when pupils confidently discuss issues that concern them.
103. The school has good links with the police, school nurse and the psychological service. Good working partnerships have been developed with social services and other outside agencies.
104. Pupils' behaviour is monitored carefully. Procedures to promote good behaviour work well for the majority of pupils and, overall, the staff are successful in implementing a range of positive behaviour management strategies to secure acceptable behaviour.
105. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Health and safety issues are properly addressed, with fire, electrical and other equipment checked on a regular basis. Risk assessments are undertaken before any educational visit.
106. There are precise, well-developed procedures in place for child protection that focus effectively on safeguarding pupils' welfare and promoting their

development. The school's ethos and support reflect its comprehensive policy. The headteacher is the designated member of staff responsible and ensures regular staff training. There are good links with outside agencies, and effective pastoral and care plans are in place for pupils at risk.

107. The provision for learners with special educational needs (SEN) is good. The school's policy is comprehensive and complies with the Code of Practice. The special educational needs co-ordinator (SENCo) works effectively with class teachers, support staff and the governor with responsibility for SEN. The relationships and support for pupils in mainstream is good. The assessment of SEN pupils is good and is sufficiently diagnostic. Additional support to help meet the needs of groups of pupils who require literacy enhancement programmes is of good quality.
108. Teachers and support staff work as a team to provide good support to meet the individual needs of all pupils. Targets in individual educational programmes (IEPs) are stated in observable, measurable terms and can be clearly monitored and reviewed. Individual behavioural programmes (IBPs) are written for pupils exhibiting challenging behaviour. These are monitored appropriately and some pupils record their level of achievement using a variety of recording charts.
109. The provision for learners in the SEN unit is good. Pupils persevere well in their learning and make good progress towards the targets set for them. The regular inclusion of these pupils into mainstream classes is currently limited to physical education, playtimes and school assemblies. A few pupils successfully make the transition from the unit into mainstream and make very good progress. Annual reviews meet statutory requirements.
110. The school's support for the small minority of pupils with profound and challenging behaviour is satisfactory. The school follows a positive management of behaviour system and is currently refining the structure of its policy and practice. In one particular year group, a small minority of pupils occasionally prevent other pupils from having the opportunity to learn effectively.
111. The school recognises diversity of pupils' backgrounds well and all staff and pupils treat each other with dignity and respect. The good practice observed is very visible throughout the school. The school ensures that all pupils have equal opportunities to participate in school activities. For example, out-of-school clubs have membership of boys and girls and cover a wide range of interests. Overall, the school effectively challenges stereotypes in pupils' choices and expectations.
112. The school successfully promotes good race relations. The headteacher and staff have established a good ethos within the school that successfully promotes racial equality and values diversity. The governors have approved a policy for racial equality. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment and staff and pupils know of the procedures to report discrimination of any sort. Effective strategies, such as circle time and the active school council, increase pupils' awareness of bullying and harassment. These strategies also successfully promote the school's policies on gender equality and

access for all. However, although there are procedures in place to record any incidents that may occur, the school does not have a formal action plan for further training or evaluating its provision.

113. The school ensures that, at any time, disabled learners receive equal access to the curriculum. Risk assessments are carried out for the major activities in the school, including educational visits and pupils use of physical educational equipment. The local education authority has recently commissioned an audit of the school's accommodation to identify what adaptations are required to provide access by adults and pupils with disabilities.
114. Pupils who are identified as special needs are well included in the life and work of the school. The school knows its pupils well. There are good relations between staff and pupils and between pupils throughout the school. Diversity is apparent in religious education, when the importance of respect and tolerance is emphasised. However, the school's arrangements are, in the absence of some written policies and action plans, informal and staff have not received appropriate training.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

115. The inspection team agree with the school's evaluation.
116. The headteacher's professional commitment to the care and welfare of the pupils in his care is of the highest order. He knows his pupils well and they have good regard for his judgement and concern for their well-being. Standards of behaviour are good and the school is an inclusive community.
117. The focus on raising standards in English, mathematics and science has been effective and standards in most other subject areas have been maintained or improved since the last inspection. However, the school has not made sufficient progress in developing a framework for agreeing, implementing and evaluating policies and procedures to ensure a clear sense of direction in other aspects of its work. Although there is some good practice evident, these are also missed opportunities to develop and strengthen the school's provision. The recent intervention of the local education authority has helped the leadership to reflect more critically on what it does and how it can improve.
118. The school's aims, values and objectives are implicit in its daily life and work but are not prominently stated in policies, the prospectus, development plan or a staff handbook. Staff and governors share the headteacher's commitment to the school's pupils but they are not involved in formally reviewing and revising these aims and values on a regular basis.
119. The school is aware of the Welsh Assembly Government's priorities but does not systematically develop them. There are, for example, missed opportunities to develop the school's role in providing opportunities for lifelong learning and for the promotion of sustainable development. The school has satisfactory links with other educational providers.
120. With the help of the local education authority, the school has drawn up a clear development plan to focus on priorities for improvement. These targets are challenging but they are also realistic because they relate precisely to the needs of pupils. The newly appointed deputy headteacher, in post for less than a month at the time of the inspection, has a good understanding of what needs to be done to achieve these targets.
121. In English, mathematics and science in Y5 and Y6, where the subject leaders teach their specialist subject, the monitoring of pupils' achievement is good and this is helping to raise standards. Subject leaders provide their colleagues with advice and guidance, but they do not systematically monitor planning or

scrutinise pupils' work. There is no established programme for monitoring teaching and learning by senior managers or subject leaders.

122. Arrangements for the performance management of teachers are not well established. Job descriptions are too general, unsigned and undated. Arrangements to support and train staff to meet targets for improvement, and those to track and evaluate improvements, lack consistency. Continuing professional development does not sufficiently link individual and whole-school training and development needs.
123. The governing body is supportive of the school. Governors value its role and influence within the local community. They regularly support concerts and other events in the school, and provide good support and encouragement for the school to successfully participate in environmental projects. Although they have an overview of the work of the school, they are not effective enough in helping to set the school's strategic direction. With the exception of special educational needs, where the governor responsible is well involved in monitoring the provision, governors rely too much on the headteacher to guide them. They do not rigorously enough evaluate the impact of their decisions.
124. The governors do not have effective procedures in place to ensure that the school meets statutory requirements and other recommended procedures. There are omissions to the School Prospectus and the latest governors' Annual Report to Parents. The school does not comply with the requirements of the Wales Assembly Government's Circular 3/99 regarding the completion of registers or in the requirements to have an action plan to promote racial equality. There is no programme to ensure that policies are systematically reviewed and revised.

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

Grade 3: Good features outweigh shortcomings

125. The findings of the inspection team match the school's evaluation.
126. The school has only recently established its self-evaluation arrangements. With the help and support of the local education authority, the headteacher has led an audit of the school's work and, following discussion with staff and advisers, a development plan has been written, identifying the main priorities in raising standards over a three-year period. Responsibilities are identified, timescales set and budget implications considered; success criteria and arrangements for monitoring and evaluating the progress being made towards the achievement of these priorities are clear. The links now established between the self-evaluation process and the development plan provide a firm foundation for future development.
127. The self-evaluation culture is new to the school. Pupils, parents, governors and the community are at a very early stage of active involvement in the process. Staff are more aware of their roles and responsibilities in the process. They successfully collect and analyse data about pupils' performance and progress in English, mathematics and science. Subject leaders make effective use of test and assessment information to identify areas for development and improvement. The steps taken by the school to raise standards since the last inspection have had a positive effect and have led to a measurable improvement.

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

Grade 3: Good features outweigh shortcomings

128. The findings of the inspection team match the school's evaluation.
129. The school is adequately staffed by six full-time teachers including the headteacher. Until recently, the headteacher shared responsibility for a class but now provides language support for groups of pupils. Teachers have appropriate qualifications and relevant expertise to teach all aspects of the curriculum in the school. There are sufficient support assistants; they work efficiently with teachers and support pupils well. The school clerk manages daily routines effectively and efficiently. Much of her time is devoted to administering the school's high free school meal entitlement and, as reported at the time of the last inspection, the headteacher spends a disproportionate amount of time on day-to-day financial management and other administrative tasks.
130. The school has two LEA literacy support teachers; one for underachieving pupils in literacy and the other as additional language support for a pupil who has recently joined the school who is at the early stages of learning English as an additional language. The support assistant in the SEN unit makes a most effective contribution to the learning environment in which SEN pupils thrive. Mid-day supervisors and catering staff make a valuable contribution to the inclusion of pupils from the unit and to promoting healthy eating.
131. The accommodation is more than sufficient for the number of pupils currently attending the school and meets the requirements of the statutory curriculum. Good use is made of the available space. One large hall provides space for a variety of community activities, lessons and collective worship. The library offers an adequate selection of fiction and non-fiction books. Classrooms also are stocked with subject-based resources and other library books. The unit classroom is adequate and sited appropriately.
132. All the staff contribute to making the school a bright and welcoming place. Displays in shared areas celebrate pupils' achievements. The caretaker and his staff keep the interior of the school clean and tidy, but the exterior is in poor condition. Site security is poor and the building prone to vandalism. There are extensive grounds, which include playground and grassed areas.
133. There are sufficient learning resources which are put to satisfactory use in lessons. Staff in the unit make the best possible use of the facilities and resources available. The school has identified the need, but not the funding, to replace and develop ICT resources in the coming years as current equipment is prone to be unreliable.
134. The management and deployment of teaching and support staff are appropriate. Staff are employed effectively and effective use is made of subject expertise. Procedures for staff development are not yet driven by performance

management systems, which are still in their infancy. The information gained from staff training is disseminated to other staff.

135. Spending decisions are matched to the school's priorities but the link between the training needs of individuals, curriculum audits and priorities on the school development plan is not apparent. The use of resources is not appropriately monitored or regularly reviewed by the headteacher and governing body.
136. The school provides satisfactory value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

137. Standards in speaking and listening have good features with no important shortcomings. The majority of pupils speak clearly and confidently in lessons, using an appropriate range of vocabulary. By the end of the key stage, pupils are keen to contribute and appreciate how feelings can be revealed through the tone of the speaker's voice. They demonstrate a confidence in expressing their opinions and ideas.
138. Pupils listen well. They listen to questions and instructions and respond appropriately. They listen attentively, and with concentration, to stories and to other pupils' views and opinions. Pupils in the unit speak confidently in a small group and share their experiences with others. They describe their personal likes and dislikes confidently.
139. Reading practice in guided reading groups is successful in securing pupils' good progress. Younger pupils use a range of methods and strategies to interpret text, including letter sounds, word recognition and picture cues. They read aloud with growing confidence and enunciate clearly.
140. By the end of the key stage, many pupils make good progress in developing their fluency and understanding. Some successfully skim and scan documents to retrieve relevant information. They discuss the plots and characters, and make predictions in an informed manner. Pupils in the unit read confidently in guided reading groups and record the informed decisions they make about the characters in differing formats.
141. Y6 pupils produce increasingly extended pieces of factual and imaginary writing. In a formal letter writing session, they demonstrate well the use of informing, protesting and complaining skills in writing to the local council, about having a waste-disposal site on the school grounds.
142. Pupils understand and use the terminology such as *nouns*, *verbs* and *adjectives* correctly. Pupils use punctuation correctly and make effective use of wordbooks and dictionaries to aid accuracy.

Shortcomings

143. Pupils' knowledge of fiction does not cover a sufficiently wide range of authors or styles of writing.

144. Throughout the school, pupils do not take sufficient care with their handwriting or the presentation and accuracy of their work.
145. Pupils do not develop their writing skills progressively in response to a range of experiences or increasingly vary their language for particular purposes and readers.
146. Pupils make insufficient and regular use of to draft and edit their work.

Welsh second language

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

Good features

147. Pupils' oracy skills are good. Pupils in the lower end of the key stage understand simple words and phrases and respond appropriately. They sing Welsh hymns enthusiastically and say prayers at the close of the day.
148. Older pupils use increasingly complex vocabulary describing the weather, their likes and dislikes, the clothes others are wearing and respond appropriately to questions about their feelings. Pupils make good progress in reading using some complex vocabulary displayed in classrooms and around the school.
149. Some good group reading strategies have a positive effect on raising standards of achievement. Pupils' attitude to this activity is good. The majority of pupils, using scripted support of various kinds, ask and answer questions in the context of a recently taught pattern.
150. Pupils make satisfactory progress in writing as they move through the key stage. They develop an appropriate vocabulary and awareness of writing different purposes.

Shortcomings

151. Pupils' written language often contains inaccuracies when copying a new pattern.

Mathematics

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

152. Pupils use mathematical language correctly. They enjoy the challenge of mental mathematics and enthusiastically answer quick-fire questions with increasing accuracy.

153. Pupils' recall of addition, subtraction and multiplication facts is mostly accurate and they make steady progress with simple numeric problems. Pupils have a sound understanding of place value and work accurately with larger numbers.
154. Pupils in Y3 and Y4 have an accurate recall of number bonds to 20. They successfully add single and two-digit numbers. Their paper calculations are correctly set out and numbers are well formed. In Y5 and Y6, pupils add and subtract two and three digit numbers accurately. They successfully use different methods to multiply numbers by 10 and 100. By the end of the key stage, pupils successfully use alternative strategies to find answers to number problems.
155. Pupils in Y3 and Y4 successfully use standard and non-standard measures to calculate size and distance. Most are proficient at telling the time on a digital clock; on the analogue clock, they are familiar with the hour, and the quarter and half hour. Y5 and Y6 pupils successfully sort and rank measures, using different scales. Their estimates are generally accurate.
156. Pupils in Y5 and Y6 have a secure understanding of fractions and make steady progress in calculating fractions of quantities. In practical activities, they demonstrate a sound understanding of the relationships between fractions and percentages.
157. Pupils identify a variety of two and three-dimensional shapes. They make good progress as they move through the school in developing their understanding of the properties of these shapes. They have a sound understanding of reflective symmetry and recognise everyday symmetrical shapes and patterns. By the end of the key stage, pupils know how to calculate the area and perimeter of shapes.

Shortcomings

158. Many pupils lack the confidence and understanding to choose different strategies to check their answers.
159. Pupils have difficulty in sorting out the vital information when solving word problems.
160. Pupils' skills in collecting and representing data accurately in appropriate tabular and graphical forms, particularly using ICT, are underdeveloped.

Science

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

161. Pupils correctly use a branching program to classify information about animals and their habitats. They distinguish correctly between fish, amphibians, reptiles, birds and mammals, and describe their particular features. Pupils are familiar with the main features of the human skeleton and are aware of the effects of smoking. They understand a food chain and how the lack of light affects the growth of plants.
162. Pupils successfully make electrical circuits and identify conductors and non-conductors. They distinguish between solids, liquids and gases, and understand the difference between such terms as *runny* and *viscous*. Pupils recognise how different forces can be used to propel and lift.
163. Pupils sort and classify materials according to their properties. They take part in class experiments to find which material is the best insulator, and record their results on a table. Pupils are familiar with the water cycle and use such terms as *temperature*, *evaporation* and *condensation* correctly.
164. Pupils distinguish between soluble and insoluble, and relate this successfully to everyday situations. They know that some solids, such as coffee, sugar and salt dissolve but that others, such as chalk, do not. Through demonstrations, pupils are aware that some changes can be reversed and others cannot. Most are confident in making suggestions and justifying their choices.

Shortcomings

165. Pupils have limited understanding of independently planning, carrying out investigations, and of making predictions, and reaching conclusions.
166. Pupils do not develop their own ideas, observations and generalisations because they spend too much time copying out teacher-prepared text, tables and diagrams.

Design and technology

Key Stage 2 Grade 4: Some good features, but shortcomings in important areas

Good features

167. Pupils interpret prepared designs accurately. They measure, mark out, cut, shape and join pre-selected materials effectively.

168. Pupils successfully consider the visual impact of their finished product and decorate it accordingly.
169. Pupils in the unit successfully investigate which design is the strongest for a bridge. They successfully test their predictions to destruction.

Shortcomings

170. Pupils' skills in disassembly or gathering ideas to support their ideas are underdeveloped.
171. Pupils do not sufficiently produce their own labelled sketches or use measurements to plan their work.
172. Pupils lack skills in making choices about the materials or the tools they use in their work.
173. Pupils' use of control technology in their designs or products is underdeveloped.
174. Pupils' evaluations do not sufficiently identify what they could do to improve their product.

Information technology

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

175. Pupils have an adequate understanding of the application of information technology in the home and in school. They successfully use calculators to check their answers in mathematics. In discussion, some Y6 pupils correctly explain the purpose of electronic ignition systems in modern cars.
176. Using computers, pupils successfully use a menu to select and open programs. They independently move through them, making effective use of the mouse and keyboard.
177. Pupils make adequate progress in acquiring word processing skills. They change the size, type and colour of fonts and move text within a document, and save and print work. They send e-mails to other pupils within the school. Pupils in the unit successfully import pictures to enhance their writing.
178. Pupils use the Internet to research information. They use a search engine to investigate and retrieve information, for example, about the Victorians or Disneyland.
179. Pupils use spreadsheets to collect and process data to create graphs and charts. In applying their skills to processing information previously gathered

about river flow, they successfully agree upon on common units of measure and the formula required to process the data available.

Shortcomings

180. Pupils' drafting, modifying and editing skills are underdeveloped because they make too little use of word processing.
181. Pupils do not sufficiently make decisions and predictions when using ICT based simulations.
182. Pupils' use of graphic elements to merge and manipulate images that they have accessed from other sources is underdeveloped.

Geography

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

183. Pupils make good use of a wide selection of maps and photographs to develop their knowledge and understanding of the world around them.
184. Pupils develop an effective understanding of places in the locality in relation to places beyond. For example, when directed, younger pupils readily supply the names of the continents, and older pupils speedily discriminate and identify several countries of the world. Pupils in the SEN unit, successfully recall information about ponies and canaries used in the local coal industry.
185. Pupils make good progress in mapping skills and use a variety of Ordnance Survey maps well. Younger pupils locate, name cities and draw keys in their study of Europe, whilst older pupils map and trace the course of the river Danube.
186. Pupils successfully identify geographical patterns and offer explanations. For example, in their study of the water cycle, younger pupils describe how clouds are formed and what happens to the rainwater. Older pupils correctly identify the causes and prevention of flooding and discuss the lasting effects it has on people's life-style in Yorkshire and Sri Lanka.
187. Some younger pupils make effective comparisons between their lives in Wrexham with a less economically developed area in Kamasong, a village in Kenya. Pupils compare and contrast food and amenities, recording their results in a range of formats.

Shortcomings

188. In discussion, pupils' understanding and knowledge of the human effect on the environment, including the importance of safeguarding the future through sustainable development, on both a national and global scale, are very limited.
189. Most pupils' have limited skills in identifying similarities and differences between localities, including their own.
190. Pupils' skills in using the Internet and ICT for geographical investigation and enquiry are limited.

History

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

191. Pupils show a developing awareness of chronology and use appropriate vocabulary to describe the passing of time. Effective use of artefacts, photographs and visits about changing ways of life, enable them to make the distinction between past and present in their lives.
192. By the end of the key stage, pupils have a good sense of the social aspect of history and show empathy with characters and events. They successfully make comparisons between historical periods when related to modern day times, for example what life was really like in Victorian Wales.
193. Throughout the school, pupils' historical knowledge and understanding are enhanced through the effective use of visits to places of historical interest. Pupils show an interest in their visits and have good recall of the knowledge they have gained. Dressing up in period costumes enhances their level of achievement. There is extensive evidence of their project on World War II.
194. There is good reference to local history of Wales. Pupils recall and identify some of the causes and consequences of events, for example, the development of the railways around the coal industry and the inventions of Alexander Graham Bell.

Shortcomings

195. Pupils' written work shows little evidence of original work in raising questions and applying their own interpretations of evidence.
196. Pupils' skills in historical research and enquiry are underdeveloped, particularly the use of ICT for researching and communicating information.

Art

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

197. Pupils have a sound understanding of the visual language of line, tone, colour, pattern, shape and texture. They use appropriate language when discussing the work of artists such as Van Gogh, Paul Klee and Henri Rousseau.
198. Pupils' understanding of primary colours is secure and they have a good awareness of the results of two-colour mixing. Pupils' designing and making skills develop effectively and they take good care in recording their work. They discuss and evaluate their work effectively, identifying what they would wish to improve.
199. Pupils demonstrate effective observational skills. In discussing jungle pictures, they show appreciation of the visual and tone qualities and produce work that gives appropriate attention to colour and detail. Using pastels, pupils blend colours effectively to alter tone.
200. Pupils in the unit have a good understanding of the different uses of paint and brushes. They accurately name colours. They discriminate between different textures and sensibly evaluate their own work and that of others.

Shortcomings

201. Pupils sketching skills, to experiment and develop their knowledge and understanding, are underdeveloped.
202. Pupils have insufficient knowledge of the styles of Welsh artists.
203. Pupils' skills in working in three dimensions, on different scales and with a range of materials, are not sufficiently developed.

Music

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

204. Pupils' singing is tuneful and they follow an accompaniment well. They sing in both English and Welsh with pleasure and enjoyment.
205. Pupils recognise and name a range of orchestral instruments. They have a growing knowledge and understanding of the works of some established composers, and successfully identify changes in mood and tempo. They successfully describe how film producers use background music for dramatic

effect. Pupils have knowledge of dynamic terms such as *forte*, *fortissimo*, *piano* and *pianissimo*.

Shortcomings

- 206. Pupils' composition and instrumental performance skills are not systematically developed.
- 207. Pupils' skills in using ICT to support their composition work are underdeveloped.

Physical education

Key Stage 2 Grade 3: Good features outweigh shortcomings

Good features

- 208. Pupils change appropriately, adhere well to safety matters and respond to the routines of walking from their classrooms into the hall. Pupils from the unit make good progress, relative to their age and ability.
- 209. Pupils make appropriate progress in using small apparatus and demonstrate good skills in dribbling and controlling a ball around a set of markers. In group work, pupils collaborate well and improve their skills.
- 210. By the end of the key stage, most pupils are able to swim 10 metres and many achieve 25 metres.
- 211. Y6 pupils successfully refine and control the skills of throwing, catching, attacking, dodging and defending. They adapt effectively to the challenges of competition and exhibit good sporting behaviour.

Shortcomings

- 212. Pupils' skills in independently evaluating their own and other's performance, and in developing and refining extended sequences, are underdeveloped.
- 213. Pupils have limited knowledge of the reasons for warming up and cooling down, or the link between regular exercise and a healthy life style.

Religious education

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

Good features

- 214. Pupils understand the importance of caring for and respecting each other, and this is a notable, visible feature of pupils' behaviour in school. Pupils are actively

involved in supporting charities. This helps to extend their idea of diversity and of those people in the world less fortunate than themselves.

215. Pupils have a good understanding of Christianity and two contrasting religions of Islam and Judaism. They experience a range of artefacts that reinforce their understanding of other faiths, beliefs and life-styles. In discussion, pupils know that each religion has its own customs and that each deserves respect.
216. Pupils' understanding of Christianity is well developed and their knowledge and understanding of Christian and other faith festivals are enhanced through the curriculum and celebrations.
217. Pupils understand how people's beliefs shape their lives, and appreciate some of the similarities between different religions.

Shortcomings

218. Pupils' skills in writing reflectively about their own perceptions are underdeveloped.

School's response to the inspection

219. The inspection findings recognise that the school provides a good standard of care and support, and the quality of education of education provided by the school has improved since the last inspection.
220. The governing body, headteacher and staff will put into place an action plan to address the report's recommendations. This will seek to raise standards and key skills where there are shortcomings, and to create an over-arching structure to improve the whole school. Added to these, the role of the governing body in setting, monitoring and evaluating the school's strategic direction and management will be developed. All statutory requirements will be met.
221. In order to bring these actions about, the headteacher, staff and governors will amend the current school development plan to incorporate actions to address the report's recommendations. Raising standards and key skills will be a major priority.
222. A copy of the school's action plan in response to the inspection will be sent to all parents. The governors' annual report to parents will, each year, include a progress plan on the report's recommendations.

Appendix A

Basic information about the school

Name of school	Gwenfro Junior
School type	Community
Age-range of pupils	7 to 11 years
Address of school	Queensway Wrexham
Post-code	LL13 8UW
Telephone number	01978 266286

Headteacher	Mr V Dominic Coope
Date of appointment	September 1997
Chair of governors/ Appropriate authority	Mrs Christine Thomas
Registered inspector	Dr Michael Best
Dates of inspection	31 st January – 3 rd February 2005

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	n/a	n/a	n/a	n/a	48	34	39	30	151

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.13:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	N/a	N/a	91.87	91.87
Summer 2004	N/a	N/a	91.08	91.08
Spring 2004	N/a	N/a	90.83	90.83

Percentage of pupils entitled to free school meals	58%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004 (compared with national results for 2003)							Number of pupils in Y6					41	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	10	32	39	20	0	
		National	0	0	0	0	1	6	16	45	31	0	
	Test/Task	School	0	0	2	0	0	10	32	37	20	0	
		National	0	2	1	0	0	5	12	38	40	0	
Mathematics	Teacher assessment	School	0	0	0	0	2	5	29	39	24	0	
		National	0	0	0	0	0	4	19	46	30	0	
	Test/Task	School	0	0	0	0	0	2	29	39	24	0	
		National	0	2	1	0	0	4	18	42	33	0	
Science	Teacher assessment	School	0	0	0	0	0	7	20	61	12	0	
		National	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	0	0	0	0	7	20	61	12	0	
		National	0	2	0	0	0	1	9	48	39	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		by Test	
In the school	51	In the school	51
In Wales	70	In Wales	71

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

Appendix D

Evidence base of the inspection

Three inspectors spent a total of eight inspection days in the school. Thirty-one lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Michael Best <i>Registered Inspector</i>	Mathematics, science, design and technology, information technology, music and art. Key questions 1, 2, 5 and 6 and contributions to Key question 7.
Kerry Jones <i>Lay Inspector</i>	Contributions to Key questions 1, 2, 5, and 7.
Julie Jones <i>Team inspector</i>	English, Welsh second language, history, geography, physical education and religious education. Key questions 3, 4 and 7 and contributions to Key Questions 1 and 2.

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Acknowledgement

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

Summary Report for Parents

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

**Gwenfro Junior School
Queensway
Wrexham
LL13 8UW**

School Number: 665/2199

Date of Inspection: 31st January – 3rd February 2005

by

**Michael Best
W207/0413**

Date: 31st March 2005

Under Estyn contract number: T/120/04P

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Gwenfro Junior 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 the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Gwenfro Junior School took place between 31st January and 3rd February 2005. An independent team of inspectors, led by Dr Michael Best 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

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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Context

The nature of the provider

Gwenfro Junior School serves the Queensway district of Wrexham. There are currently 151 boys and girls aged between 7 and 11 years on roll. Most homes in the area are rented. Unemployment is high and 58 per cent of pupils are entitled to receive free school meals. This is much higher than the local education authority (LEA) and the all-Wales average (18 per cent). One pupil is in the care of the local authority.

Some 17 per cent of pupils have special educational needs (SEN). Nine pupils have a statement outlining their special educational needs. There is a special needs support unit which is funded directly by the LEA and caters for pupils from across authority.

Fewer than two per cent of pupils originate from Africa and the remainder are white. English is the home language for 99 per cent of the pupils. One pupil is at the early stages of learning English as an additional language.

The school is involved with the Communities First and the Healthy Promoting Schools initiatives. It was last inspected in February 1999.

The school's priorities and targets

The school aims to:

- value all children equally as learners and members of the school community;
- provide a broad and full curriculum;
- promote self-discipline and respect for others.

The school has recently drawn up a three-year development plan. Priorities for the current year include:

- the development of forward planning;
- raising standards in reading;
- improving pupils' skills in using and applying mathematics;
- improving standards in science, particularly through the development of key skills;
- developing the school's personal and social education policy and scheme of work;
- planning for key skills;
- provision for more able pupils;
- assessment procedures for core and foundation subjects;
- provision for the continuing professional development of staff.

Summary

Gwenfro Junior School provides a good standard of care and support for its pupils. Standards and the quality of education provided by school have improved since the last inspection. The learning support unit provides a good quality education for its pupils. The school provides satisfactory value for money.

This was a full inspection, covering all subjects of the NC and religious education. Other than for Key question 3, the findings of the inspection team match the school's evaluation.

Table of grades awarded

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

Standards

Pupils achieve acceptable standards overall in their knowledge, understanding and skills. Standards of achievement are as follows:

Subject	Key Stage 2
English	3
Welsh second Language	2
Mathematics	3
Science	3
Design Technology	4
Information Technology	3
Geography	3
History	3
Art	3
Music	3
Physical education	3
Religious education	2

The overall standards achieved at each grade observed in lessons during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	37%	50%	10%	0%

Pupils make adequate progress in acquiring and developing new skills, knowledge and understanding during their time in the school. However, progress is uneven and inconsistent between classes because they do not systematically apply what they know and learn to new and unfamiliar situations. Pupils do not apply and develop their key skills effectively enough across the curriculum

Pupils with special educational needs in mainstream classes make steady progress and generally achieve the targets set for them. Pupils in the unit achieve good standards relative to their age and ability. They make good progress, know their targets and mostly achieve them because staff focus well on developing small steps in learning.

There are no significant differences in the rates of progress of pupils from different ethnic or social backgrounds. Pupils at the early stages of learning English as an additional language make satisfactory progress.

Compared with the LEA and national averages, the proportions of pupils gaining Level 4 and above in the NC tests at the end of KS2 in 2004 were below the LEA and national averages in English, mathematics and science. The proportions of pupils gaining the higher Level 5 were also below LEA and national averages. The KS2 core subject indicator for 2004 was 51 per cent, which is below both LEA and national averages.

Compared with similar schools on the basis of free school meals take up¹, pupils' results in English and science were in the top 75 per cent of schools, and the top 50 per cent of schools in mathematics. The core subject indicator is in the top 50 per cent of similar schools.

Standards and progress in the key skills of speaking, listening and bilingualism across the curriculum are good. Their reading skills have good features which outweigh shortcomings; the majority read accurately to obtain information but many do not read widely enough.

The development of pupils' writing, number and information and communications (ICT) skills across the curriculum is effective in the unit has some good features but shortcomings in important areas in the mainstream classes. Many pupils print rather than use a cursive style of writing well into the key stage. The depth, quality and quantity of their written work are not appropriate to their ages and abilities. Pupils make insufficient use of measuring and calculating. Their ability to present information and communicate ideas, in a range of formats, is very limited. They

¹ This comparison is made with English medium schools with 49 or more per cent of pupils receiving free school meals. There are seventy such schools with KS2 pupils in this band in Wales. Further information is available from the Wales Assembly Government's website.

make insufficient use of ICT skills and resources across the curriculum and this inhibits their achievement.

Pupils' attitudes to learning, the interest they show in their work and their ability to sustain their concentration are good. With a very small number of exceptions, the behaviour of the pupils is commendable. There is no evidence of bullying and there have been no exclusions in the last year.

The average level of attendance is just satisfactory at 91 per cent. The level of unauthorised attendance is unsatisfactorily high. Punctuality at the start of the school day is unsatisfactory because a large number of pupils regularly arrive late each morning. The school does not fully comply with the requirements of the Wales Assembly Government's Circular 3/99 in the marking of registers.

Most pupils work hard in lessons, readily join in activities provided, and show enthusiasm for their work. However, they do not sufficiently draw upon, and combine, their skills, knowledge and understanding in problem-solving and decision-making situations.

The quality of education and training

The following table shows the grades awarded in the lessons observed during the inspection:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	55%	29%	13%	0%

Thirty-one lessons, in whole or in part, were observed during the inspection. Teaching in the unit and in English and mathematics in Y5 and Y6 is consistently good. There were no important shortcomings observed in lessons in Welsh second language or religious education. Lessons are interesting, focus effectively on pupils' needs and successfully develop their learning.

In Y3 and Y4, the quality of teaching is mixed; where teaching is effective, small steps in learning help pupils to grasp difficult concepts and there is good emphasis on skill development; the main shortcomings stem from a slow pace coupled with expectations of what pupils know and can do that are not high enough. Where there are shortcomings in teaching in Y5 and Y6, the differing needs of pupils are not reflected in planning or lesson delivery; the lack of variety in teaching methods stifle the development of pupils' independent working and investigative skills.

Staff do not effectively plan for the development of pupils' key skills across the curriculum. Too often, learning is compartmentalised and opportunities missed to help pupils apply their skills and knowledge in different contexts. In some classes, there is too much dependency on completing or copying from worksheets. Pupils' work is marked regularly but only occasionally includes comments that help pupils to identify what they need to do to improve. This is also true of the comments in pupils' annual reports.

The school provides equal access to a broad and balanced curriculum. It is appropriate to the needs, interests and abilities of all pupils, and meets the statutory requirements of the National Curriculum. Religious education follows the locally agreed syllabus and there is suitable provision for personal and social and health education. The school's provision for pupils with SEN in the mainstream, and for those for whom English is an additional language, is good.

Whole school planning for the delivery and monitoring of basic and key skills within the subjects and across the curriculum is inadequate. Inconsistency in setting homework reflects the lack of a whole school policy. Provision for pupils' spiritual, moral, social and cultural development is good, and that for Y Cwricwlwm Cymreig is effective. Pupils develop a good understanding and respect for other faiths and cultures through collective worship, religious education and geography.

The contents of the current School Prospectus and the latest governors' Annual Report do not fully meet statutory requirements. The school's partnerships and links with local industry are very few. The school has affable links with the adjoining infant and nursery school but subject leaders rarely meet or visit their junior school counterparts. The majority of pupils have a limited understanding of the effects of pollution and the issues related to sustainable development and global citizenship. Their entrepreneurial and workplace skills are under-developed.

The quality of care, guidance and support for pupils throughout the school is consistently good. The school places very high priority on the pastoral care of pupils. Although the school effectively works in partnership with parents and carers in caring for, supporting and guiding their children, this is not formalised through a home/school agreement. There is good provision for personal and social education. Health and safety issues are properly addressed and there are well-developed procedures in place for child protection. The provision for supporting learners with SEN is good and meet statutory requirements.

The school recognises diversity of pupils' backgrounds well and all staff and pupils treat each other with dignity and respect. It has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. The school successfully promotes good race relations. There is an agreed policy but, as yet, no formal action plan.

Leadership and management

The headteacher's professional commitment and contribution to the care and welfare of the pupils in his care are of the highest order. He knows his pupils well and they have high regard for his judgement and concern for their well-being.

The focus on raising standards in English, mathematics and science has been effective and standards in most other subject areas have been maintained or improved. However, the school has not made sufficient progress in developing a framework for agreeing, implementing and evaluating policies and procedures to ensure a clear sense of direction in other aspects of its work. There is some good practice evident, but there are also missed opportunities to develop and strengthen

provision. The recent intervention of the local education authority has helped the leadership to reflect more critically on what it does and how it can improve.

Targets in the recently produced school development plan are challenging but realistic. The newly appointed deputy headteacher has a good understanding of what needs to be done to achieve these. The school's aims, values and objectives are implicit in its daily life and work but they are not formally reviewed and revised on a regular basis. The school is aware of the Welsh Assembly Government's priorities but does not systematically develop them.

Subject leaders provide their colleagues with advice and guidance, but they do not systematically monitor planning or scrutinise pupils' work; there is no established programme for monitoring teaching and learning. Arrangements for the performance management of teachers are not well established. Continuing professional development does not sufficiently link individual and whole-school training and development needs.

The governing body is supportive of the school, and governors have a good understanding of its role and influence within the local community. However, they are not effective enough in helping to set the school's strategic direction. The governing body relies too much on the headteacher to guide them. They do not rigorously evaluate the impact of their decisions or have effective procedures in place to ensure that the school meets statutory requirements and other recommended procedures. There is no programme to ensure that policies are systematically reviewed and revised.

The school has only recently established its self-evaluation arrangements. Pupils, parents, governors and the community have limited involvement in the process. The links now established between the self-evaluation process and the development plan provide a firm foundation for future development.

The school is adequately staffed by suitably qualified and experienced teachers. Classroom assistants work efficiently with teachers and support pupils well. The management and deployment of teaching and support staff are appropriate. The school clerk manages daily routines effectively and efficiently but the headteacher spends a disproportionate amount of time on day-to-day financial management and other administrative tasks.

The accommodation meets the requirements of the statutory curriculum, but site security is poor and the building prone to vandalism. There are sufficient learning resources which are put to effective use.

Spending decisions are matched to the school's priorities but the link between the training needs of individuals, curriculum audits and priorities on the school development plan is not apparent. The use of resources is not appropriately monitored or regularly reviewed by the headteacher and governing body.

Recommendations

The inspection team recommends that the governing body, headteacher and staff should now:

- R1 Raise standards in subjects and key skills where there are shortcomings.
- R2 Develop, implement, monitor and evaluate whole school approaches to:
- planning, assessing, leading and managing the development of subjects and key skills across the curriculum;
 - improving the quality of teaching and learning;
 - revising and reviewing :
 - o policies and schemes of work;
 - o the school's aims, values and objectives;
 - the day-to-day management of the school
 - the performance management of teachers and their continuing professional development;
 - raising levels of attendance and punctuality;
 - school self-evaluation in identifying and planning priorities for improvement;
 - the promotion of education for sustainable development, global citizenship and the preparation of pupils for participation in the workplace;
 - involving the parents and the wider community in the work of the school.
- R3 Develop the role and responsibilities of the governors in setting, monitoring and evaluating the school's strategic direction and management.
- R4 Ensure that all statutory and recommended requirements are met (prospectus, governors' annual report, action plans for racial equality and diversity, completion of registers, home/school agreement).

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, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.