

**Inspection under Section 28 of the
Education Act 2005**

**Hafod y Wern Junior School,
Deva Way, Wrexham.
LL13 9HD**

School Number: 6652197

Date of Inspection: 06/11/06

by

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79243**

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Hafod y Wern Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of **Hafod y Wern Junior School** took place between 06/11/06 and 08/11/06. An independent team of inspectors, led by Dr Jim Hewitt 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 |

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

| Contents | Page |
|--|-------------|
| Context | 1 |
| Summary | 3 |
| Recommendations | 7 |
| Standards | 8 |
| Key Question 1: How well do learners achieve? | 8 |
| The quality of education and training | 11 |
| Key Question 2: How effective are teaching, training and assessment? | 11 |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 14 |
| Key Question 4: How well are learners cared for, guided and supported? | 17 |
| Leadership and management | 20 |
| Key Question 5: How effective are leadership and strategic management? | 20 |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards? | 22 |
| Key Question 7: How efficient are leaders and managers in using resources? | 23 |
| Standards achieved in subjects | 26 |
| English | 26 |
| Welsh second language | 27 |
| Mathematics | 27 |
| Science | 29 |
| Information technology | 30 |
| Design technology | 31 |
| History | 32 |
| Geography | 32 |
| Art | 33 |
| Music | 34 |
| Physical education | 35 |
| Religious education | 36 |
| School's response to the inspection | 37 |
| Appendices | 38 |
| A Basic information about the school | 38 |
| 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. Hafod y Wern Junior School caters for pupils between seven and eleven years of age. It is situated in the Wynnstay ward of Caia Park, the largest council estate in North Wales. Caia Park and an adjoining ward are currently identified as the two most deprived areas in Wales. Caia Park is also designated a Communities First area and many agencies are involved in tackling the problems of high unemployment, poor housing and crime which its residents face. The school staff have a high level of involvement with Social Services.
2. Educational achievement is one of the most fundamental issues facing the estate. Many parents have had negative school experiences which adversely affect their own children's education. On entry to the school, the percentage of pupils gaining the expected levels in English, mathematics and science is much lower than national averages.
3. There are currently 153 pupils on roll, of which 88 (57 per cent) are boys. Pupils are organised into five mixed-ability classes and there is also a small local authority [LA] resourced unit for pupils with special educational needs and a school-resourced unit [nurture class] for pupils with emotional difficulties. The number on roll has remained stable since 2004.
4. English is the home language of 99 per cent of the pupils with less than one per cent of pupils coming from families of mixed ethnic origin or non-white British backgrounds. There is one pupil for whom English is an additional language. No pupils speak Welsh as their first language.
5. Sixty-eight per cent of pupils are entitled to free school meals, which is well above LA and national averages. Three pupils are 'looked after' by the local authority and two have been excluded in the past 12 months.
6. The school identifies 31 pupils (20%) as having special educational needs [SEN] which matches the national average; of these, two pupils have a statement outlining their needs. The National Curriculum [NC] is not modified for any pupil and no pupils are disapplied from it.
7. The headteacher was appointed in May 2002.
8. The school was last inspected in November, 2000 when it was placed in 'Special Measures'. The school was removed from Special Measures in the December, 2003.
9. The school is currently undergoing consultation with the LA regarding the proposed amalgamation with Hafod y Wern Infant School.

The school's priorities and targets

10. The general aims of the school are to:

- create a caring, positive ethos where individuals are valued, thus promoting self-esteem and responsibility to the environment and to others;
- plan and cater for the individual needs of children thereby enabling them to reach their full potential;
- encourage children to become independent in their thinking and learning through practical experience and active participation;
- provide skills based learning, including the skills of literacy, numeracy, investigation and observation;
- foster the intellectual, physical, aesthetic, social, spiritual, moral and cultural development of the child; and
- offer a safe, secure and stimulating environment where quality resources and equipment are accessible and respected.

11. Targets identified in the school development plan [SDP] 2006/7 are to:

- become a 'Dyslexia Friendly' school;
- become an 'Eco Friendly' school;
- create a stronger liaison with the infant school;
- improve mathematics throughout the school; and
- further develop geography and design technology throughout the school.

Summary

12. Hafod y Wern Junior School is forward-looking. The high quality learning experiences provided within its very secure and supportive environment have ensured continued good progress in its drive to raise standards.

13. The inspection team agree with the school's overall judgements in six of the seven key questions. In Key Question 7, the team consider that there are good features and no important shortcomings in the school's use of resources and so have given this Grade 2.

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

Table of grades awarded

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

Grades for standards in subjects inspected

15. Standards in the subjects inspected are as follows:

| Inspection Area | Key Stage 2 |
|------------------------|-------------|
| English | 2 |
| Welsh second language | 3 |
| Mathematics | 2 |
| Science | 2 |
| Information technology | 3 |
| Design technology | 2 |
| History | 2 |
| Geography | 3 |
| Art | 2 |
| Music | 3 |
| Physical education | 2 |
| Religious education | 2 |

Standards

16. Pupils' standards of achievement in the lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 8% | 59% | 33% | 0% | 0% |

17. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and much higher than the grades given at the previous inspection.

18. Pupils make good progress and achieve good standards in using the key skills of speaking, numeracy and Information and Communications Technology [ICT] across the curriculum. However, standards in listening are inconsistent. Lack of attention sometimes impairs the quality of learning. Generally, standards in reading and writing are good; however, there are shortcomings in presentation and spelling. Pupils have good creative skills which they use well across the curriculum. Pupils' understanding and knowledge of Welsh culture is developing although much of this is locally based. Progression and use of pupils' bilingual skills is limited.

19. The school's end of Key Stage 2 teacher assessment results in 2006 are below LA and national averages in all three core subjects. When compared to similar schools across Wales, the school is in the upper 50 per cent for English and the lower 50 per cent for mathematics and science. The overall trend had been upward until a dip in 2006. However, the percentage of the school's pupils entitled to free school meals far exceeds LA and national averages. Boys and girls comparative performance matches national trends.

20. From very low end of key stage assessment scores on entry, pupils make good progress and achieve good standards. The school sets challenging targets for pupils which, in recent years, it has regularly met. However, in 2006, temporary difficulties with assessment meant that they were not met in mathematics. Pupils make good progress in all subjects towards fulfilling their potential and moving on to the next stage of learning. However, there are shortcomings in some subjects. Pupils with SEN generally make good progress in relation to their age and ability.

21. Pupils are generally well motivated and have positive attitudes to learning. Through good verbal feedback from teachers, they have a good understanding of how well they are progressing and what they need to do to improve. They make good progress in their personal, social and learning skills and show good focus when working collaboratively or individually. Their research skills are good and their problem-solving skills are developing well. However, in a significant number of lessons, some pupils are easily distracted and lose concentration.

22. They behave well and treat each other and staff with respect and consideration. Older pupils are very sensitive to the needs of younger pupils and have a developing understanding of social and moral issues. They fully respect the diverse cultures, beliefs and backgrounds of others. Pupils are well prepared for the next phase of learning, and are developing a good understanding of the world of work and the wider community.

23. Attendance figures are above local and national averages and mark a significant improvement since the previous inspection.

The quality of education and training

24. In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 8% | 62% | 30% | 0% | 0% |

25. Teaching has improved significantly since the last inspection. Teachers and classroom assistants [CAs] work effectively as teams, and the relationship between staff and pupils is good. The best lessons are marked by high expectations of work and behaviour, excellent organisation, purposeful activity; and the use of diverse strategies and resources to stimulate and challenge all pupils.

26. In the vast majority of lessons, teachers provide clear instructions and explanations and ensure that pupils are fully aware of lesson objectives. They use resources and teaching strategies effectively and know their subjects well. They build effectively on pupils' previous learning and use any misconceptions as a vehicle for instruction. Lessons proceed at a good pace and learning is made relevant and interesting. Staff promote equality of opportunity for all regardless of gender, race or disability.

27. In lessons identified as having shortcomings, teachers do not provide activities or questions which sufficiently challenge or interest all abilities of pupils; do not make learning objectives clear at the outset of the lesson or reinforce them at the end; do not establish good patterns of classroom management and do not provide sufficient opportunities for pupils to develop their bilingual skills.

28. Generally, good planning based on regular evaluation ensures progressive coverage of the whole curriculum across all classes, although the school has recognised it needs to incorporate bilingual development into these procedures. Planning to meet the needs of pupils with SEN is good both in the resourced unit and in the nurture class. In the mainstream classes, work is mostly well planned to meet the needs of all pupils although, in a significant number of lessons, the activities provided did not sufficiently challenge the more-able pupils or sufficiently engage the less-able pupils. This is a shortcoming.

29. The school meets all statutory requirements for assessment and reporting. Arrangements to assess pupils' achievements and plan individual targets in the core subjects are good. However, assessment in the foundation subjects is less rigorous and does not sufficiently inform planning. Subject portfolios of evidence do not consistently indicate what standard and quality of work they represent. Pupils are increasingly involved in producing their own personal targets and discuss how to improve their work. However, marking in workbooks does complement this process. Parents are kept well informed of pupils' progress through meetings and comprehensive annual reports.

30. The school provides a broad and balanced curriculum that fully meets all statutory requirements. Effective subject schemes of work build systematically on what pupils know and do. Arrangements to deliver the basic skills of literacy, numeracy and ICT are good. The school also ensures good opportunities for the development of creative skills, problem-solving activities and independent research. The promotion of pupils' spiritual, moral social and cultural development is good. Collective worship, religious education and *Circle time* contribute significantly to this. However, there is insufficient attention to the Welsh dimension and the development of pupils' bilingual skills is not adequately addressed.

31. An outstanding feature of the curriculum is the range and extent of practical experiences provided which enrich and enhance pupils' learning. For example, through

its provision for sport. Additionally, there are outstanding features in the quality of the school's links with parents and the community through which it actively promotes sustainable development and global citizenship.

32. The school is beginning to develop pupils' entrepreneurial skills. It provides effective work-related education and is laying good foundations for lifelong learning. Its arrangements for tackling the social disadvantage prevalent in the area are outstanding making accessible to all pupils a rich and diverse range of activities and experiences, together with the strong emotional support many pupils need.

33. Staff provide outstanding care, support and guidance for pupils based on an effective personal and social education [PSE] programme, strong relationships with pupils and good links with specialist services; despite the difficulty in maintaining speech and language therapy links. Behaviour and attendance are well monitored and clear policies and procedures are in place to promote health and safety. Child protection arrangements are effective and clearly understood by all.

34. Provision for pupils with additional learning needs fully meets statutory requirements and is well managed by the Special Educational Needs Co-ordinator [SENCO]. Lessons provided in the specialist classes are of a very good standard. Good individual plans are drawn up according to educational, behavioural or social need for pupils in the mainstream classes and good support provided.

35. Measures to eliminate bullying, harassment, or discrimination are highly effective. The school strongly promotes equal opportunities and works hard to tackle social disadvantage and stereotyping. All pupils have equal access to provision. This is an outstanding feature.

Leadership and management

36. Under the headteacher's clear direction the school has moved out of special measures and has continued to improve its provision and raise standards. The shared sense of purpose created has resulted in clear aims, values and policies. The emphasis on staff development, building links with parents and close monitoring of the school's work have enabled the school to continue to move forward despite the absence of the headteacher during the two terms preceding the inspection.

37. The school takes good account of LA initiatives and national priorities including the *Welsh Network of Healthy Schools* and breakfast clubs. However, there are shortcomings in the promotion of bilingualism and *y Cwricwlwm Cymreig*. With the return of the headteacher, further joint initiatives can be developed with the infant school in the lead up to amalgamation.

38. The school's broad aims are well suited to its pupils' age, abilities and background. The SDP is an effective and comprehensive working document to which all members of staff contribute and which demonstrates careful strategic planning. Identified priorities for raising standards are carefully resourced and increasingly well monitored. Priorities set in previous SDPs have been consistently met.

39. The governing body [GB] is highly supportive of the school. Governors have a diverse and valuable range of experience and expertise. They fully understand their

responsibilities and contribute effectively to strategic planning. They fulfil their budgetary and statutory responsibilities well.

40. The school's self-evaluation processes are generally thorough and effective and based on good evidence from a range of sources. The current report matches the team's judgements in many areas. However, the contribution of subject leaders to self-evaluation is insufficiently rigorous. The SDP is a good working document and is improving as the school focuses more sharply on the precise effect of its strategies in raising standards. Many improvements have been made since the previous inspection including the general improvement in standards and teaching. However, progress in some foundation subjects and in pupils' listening and attention skills is not as pronounced as elsewhere. Overall, however, progress has been good.

41. The school is suitably staffed with well qualified, well trained teachers and CAs, who are deployed to good effect. Continuing professional development links in well to the SDP. Good support is provided by administrative, catering and caretaking staff. Resources generally are good; particularly for ICT, physical education and in the library. The accommodation is roomy and all available learning areas are used effectively. However, the playing fields are waterlogged for much of the year. Financial management is careful, considered and effective. Spending accords with the priorities set in the SDP.

42. In view of the progress pupils make from such a low baseline, the school provides good value for money.

Recommendations

In order to move the school forward, the staff and governing body need to:

R1 Continue to raise standards in the core subjects to meet national levels of attainment.

R2 Promote and develop bilingualism throughout the school.

R3 Extend the use of assessment data in the foundation subjects to inform planning and provision for the full range of ability.

R4 Develop a consistent approach to classroom management across the school.

R5 Further develop the subject leaders' role with particular attention to self-evaluation and monitoring.

R6 Further develop joint initiatives with the infant school in the lead up to the proposed amalgamation.

Note: The school has already identified R1, R2, R5 and R6 as priorities in its own self-evaluation and planning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

43. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

44. During the time of the inspection, pupils standards of achievement in the lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 8% | 59% | 33% | 0% | 0% |

45. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and show very good improvement on the grades given at the previous inspection.

46. Standards of achievement in the subjects identified for inspection are as follows:

| Inspection Area | Key Stage 2 |
|------------------------|-------------|
| English | 2 |
| Welsh second language | 3 |
| Mathematics | 2 |
| Science | 2 |
| Information technology | 3 |
| Design technology | 2 |
| History | 2 |
| Geography | 3 |
| Art | 2 |
| Music | 3 |
| Physical education | 2 |
| Religious education | 2 |

47. Overall, pupils' use of the key skills in communication, numeracy, ICT and bilingualism has many good features although there are some shortcomings. Throughout the school, the majority of pupils speaking and listening skills are good. They listen carefully to adults and other pupils alike, speak clearly and use a wide range of vocabulary. However, in some lessons, pupils do not always attend to the instructions and explanations of their teachers and this adversely affects their learning. Generally, reading and writing skills are good, with some very good features evident in pupils' writing at the end of year 6. Pupils write for a range of different purposes and the content and structure of the writing is good. However, the quality of handwriting, presentation and spelling has some shortcomings.

48. Pupils develop good numeracy skills. They use the four rules of number, use graphs and complete measurements accurately in many areas of the curriculum.

Pupils develop their ICT skills well through word-processing, use of paint programmes, and accessing the internet. Additionally, pupils' creative skills across the curriculum are good such as in their exploration of movement and sound in drama. Here, pupils use their own specific ideas and resources, developing their imagination as they recreate the movements of witches.

49. Pupils make too little use of bilingual skills in Welsh. They exchange greetings and follow instructions when asked, but show insufficient progression in their ability to communicate bilingually as they move chronologically through the school. Pupils' reading and writing skills in using Welsh across the curriculum are under-developed. Their knowledge and understanding of aspects of Welsh culture and heritage through delivery of *y Cwricwlwm Cymreig* is developing well although there are shortcomings in terms of their appreciation of pupils' appreciation of the life and work of people outside Wrexham.

50. When considering the school's end of Key Stage 2 teacher assessment results for 2006, it is important to note that 68 per cent of its pupils are entitled to free school meals. This far exceeds both local and national averages. Further, comparison of performance in relation to similar schools in Wales is weighted against the school in that compared schools are in the 32 per cent or more range.

51. Results for 2006 show that the percentage of pupils gaining level 4 is below LA and national averages in all three core subjects and the CSI (the percentage gaining level 4 in all three subjects). The number of pupils gaining the higher level 5 is also below averages.

52. In English, the trend has been one of steady improvement with a noticeable rise in 2006. The school is in the upper 50 per cent when compared to similar schools. Girls generally outperform boys in English. In mathematics, the trend has also been one of steady improvement, but in 2006 results were unusually low. The school is in the lower 25 per cent when compared to similar schools. Boys outperformed girls in 2006. Similarly, results in Science have fluctuated, but there was a dip in 2006 resulting in the school being in the lower 50 per cent when compared to similar schools. There is no difference in the performance of boys or girls in science.

53. On entry in Year 3, pupils' attainment in the end of key stage teacher assessment tests is very low. In 2006, for example, only 42 per cent of pupils attained level 2 in all three core subjects. This is dramatically below the national average of 83 per cent. From such a low baseline, the school successfully adds value to the standards pupils achieve. It uses information from the teacher assessments to predict pupils' performance in the end of Key Stage 2 assessments. Challenging targets have been consistently achieved in English and science, but this year, unusually, they were not met in mathematics. The school attributes this to some temporary difficulties with assessment which have been addressed.

54. Overall, pupils make good progress towards fulfilling their potential. They are well prepared and ready to move on to the next stage of their learning. They successfully acquire new knowledge, develop their ideas, and increase their understanding. Pupils have a good understanding of what they are doing and how

well they are progressing. In lessons, pupils are well informed and clear about what they need to do to improve their work. However, teachers' marking of their work fails to provide them with clear written advice as to what they need to do to improve. This is a shortcoming.

55. Pupils with SEN in the resourced unit, in the nurture class and in the mainstream classes respond positively to the support they receive and achieve well in relation to their age and ability. The school is successful in helping pupils to succeed regardless of their social, ethnic or linguistic background. Pupils benefit very well from the tailored programmes of support provided by the school and visiting specialists such as the teacher for EAL. More-able pupils generally achieve well, although in some lessons they are insufficiently challenged.

56. Overall, pupils have positive attitudes to learning. They are interested in their work and demonstrate a good level of concentration. They work hard in lessons, readily volunteer to answer questions and show enthusiasm both in the classroom and in extra-curricular activities. Pupils of all abilities, including those with SEN, are well motivated and play a full and active role in all aspects of school life. However, in a significant number of lessons, pupils easily become distracted and lose attention. Usually, a simple reminder of what constitutes acceptable classroom behaviour is sufficient to put them back on task.

57. Pupils have a very clear understanding of what is expected of them and their behaviour is generally good. They move around the school in a sensible and orderly manner; they are polite, courteous and respectful to one another, to their teachers and to other staff. Pupils take good responsibility for their own behaviour. The school's behaviour rules are discussed and set by pupils at both School Council and class level. Bullying is not seen as a problem by the pupils who have full confidence in the school's procedures.

58. Pupils' personal, social, moral and wider development is good. Relationships are strong, enabling pupils to express and explore their views openly. The way the majority of pupils consider and value the opinions of others and the mutual support provided through the *buddy* system are particular strengths. Pupils successfully develop their personal values and respond well to opportunities for creative thinking and reflection about a wide range of issues. Participation in the diverse range of learning experiences offered beyond the school day greatly enriches their experience.

59. Pupils' development of the capacity to work independently is good. They engage competently in a range of research related to the topics they are studying, using books and the internet effectively. Their ability to collaborate in pairs or small groups is developing well. They respond well to challenges and thrive in learning experiences which require them to solve problems and make decisions.

60. Pupils' awareness of equal opportunity issues and their respect for diversity is good. As they progress through the school, pupils gain an increasing respect for the many and varied cultural traditions, diverse beliefs, attitudes and values represented within the local community. When visitors tell stories from around the world, for example, pupils demonstrate very high levels of interest. Pupils demonstrate their

concerns for others as they raise money for more disadvantaged people in society and in their support for the 'Samaritans Purse' project.

61. As they progress through the school, pupils gain increasing respect for the many and varied cultural traditions, attitudes and values represented within the local community and the wider world.

62. The school prepares pupils well for their effective participation in the workplace and the community. Pupils enjoy learning about the world of work from the wide variety of visitors who come to the school. They produce goods to sell in order to raise money for the school, they help to organise fêtes with their parents.

63. Wholeschool attendance during the three terms preceding the inspection averaged 94.3 per cent which is above local and national averages and represents a significant improvement upon the previous inspection. Unauthorised absence is 1.7 per cent. With a few exceptions, pupils arrive on time. The names of latecomers are recorded. Registration is completed promptly at the beginning of the morning and afternoon sessions and lessons throughout the day begin on time. The school takes full account of the Welsh Assembly Government's guidance on attendance.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

65. In the lessons observed, the quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 8% | 62% | 30% | 0% | 0% |

66. Teaching has improved significantly since the last inspection and is now a strong feature of provision. Teachers and CAs work effectively as teams, and there is a good relationship between staff and pupils which successfully fosters and develops pupils' positive attitudes to learning and encourages them to achieve increasingly high standards.

67. In the lessons which have outstanding features, members of staff:

- make expectations regarding work and behaviour very clear from the outset;
- create an atmosphere of purposeful activity and mutual respect;
- are highly organised in the management of pupils;
- use a range of resources, strategies and tasks to stimulate and motivate all pupils; and

- use well considered questions to challenge the thinking of pupils of all abilities.

68. In the majority of lessons, teaching is good, where members of staff:
- make learning objectives clear at the outset and consolidate them during and at the end of the lesson;
 - are authoritative and instructive about the subject material;
 - provide clear instructions, demonstrations and explanations;
 - build effectively on previous learning, drawing upon the ideas and experiences of the pupils;
 - recognise pupils' mistakes and misconceptions and use them constructively to facilitate learning;
 - deliver lessons with good pace to meet deadlines;
 - engage the pupils with their enthusiasm and empathetic manner;
 - provide constructive feedback to consolidate learning;
 - deploy CAs well to keep pupils focused and on task;
 - make learning relevant and interesting for pupils; and
 - achieve the outcomes identified in the lesson objectives.
69. In those lessons which have some shortcomings, members of staff do **not**:
- plan sufficiently well to ensure that the tasks set are suitable for differing abilities;
 - make the purpose of the lesson clear or reinforce learning through a plenary session;
 - establish good patterns of classroom management to ensure pupils' full and consistent participation and engagement in learning;
 - rigorously probe pupils' understanding;
 - sufficiently engage and interest pupils through practical activities;
 - ensure the lesson proceeds at a brisk pace, and
 - create or take advantage of opportunities to develop pupils' spoken Welsh;
70. Teachers demonstrate a secure knowledge of the subjects they teach, and effectively use their specialist knowledge and the resources available to enhance the quality of lessons. Throughout the school, teachers treat all pupils equally, consistently and fairly, and ensure that everyone has access to all the opportunities and experiences offered. However, there are shortcomings in bilingual teaching. Although language structures are taught in Welsh lessons; teachers generally fail to take advantage of incidental opportunities to develop pupils' spoken skills as they arise, or to plan situations where the language patterns they have been learning could be promoted.
71. CAs have a good understanding of pupils' needs, especially those with more-complex difficulties. They show good awareness of the subjects taught and contribute effectively to the progress that pupils make in learning, behaviour, personal development and social skills. They are a valuable teaching resource both in the units and in supporting pupils in the mainstream classes.
72. Teachers' termly planning is generally good and clearly indicates short-term targets. Staff work together to identify clear and achievable learning objectives and

outcomes for each lesson. In most lessons, teachers clearly explain and display these to pupils and consolidate them in the plenary at the end of each lesson.

73. The delivery of the key skills of literacy, numeracy, ICT and thinking skills is appropriately incorporated into planning and assessment. The school has identified the need to extend this to include bilingualism.

74. Pupils are grouped into two parallel classes of Year 5 and Year 6 pupils and into two parallel classes of Year 3 and Year 4 pupils. Additionally, there is a single class for Year 4 and Year 5 pupils. To ensure full curriculum coverage, pupils follow a two- year rolling programme. The small LA resource base provides for pupils with statements of SEN and the nurture class provides temporary support for pupils experiencing emotional or behavioural difficulties. Withdrawal into these is carefully managed to ensure full access to the NC. Work is well planned to support these pupils. All members of staff are fully involved in the process of planning activities to enable pupils with SEN to meet the targets identified in their individual educational programmes [IEPs].

75. The specialist teacher and the CAs provide effective individual and group support for pupils who have difficulties with specific aspects of learning. In the main, classroom teachers plan thoroughly and prepare appropriate tasks, support and resources for this group of pupils. Also, the needs of more-able pupils are, in the majority of cases, well met across all classes and subjects. However, in some lessons, teachers do not provide appropriately challenging tasks for the more-able pupils or sufficiently engaging tasks for the less-able pupils. This is a shortcoming.

76. The school fully complies with all statutory requirements for recording, assessment and for reporting its outcomes. The school has established thorough procedures to assess the progress of pupils in the core subjects. Baseline assessment is carried out when pupils first enter the school. This, in addition to end of Key Stage 1 assessments, provide a starting point from which teachers develop strategies to meet the pastoral and learning needs of the pupils. Teachers use commercially produced tests to standardise judgements across the school,

77. Arrangements to assess pupils' achievements and progress in the core subjects are good and these enable teachers to match work to pupils' needs, evaluate their progress and set appropriate targets. Assessments in the foundation subjects take place during, and at the end of, units of work. Ongoing adjustments are made to ensure that pupils continue to improve. However, the assessments are less rigorous and do not adequately inform planning for the development of pupils' skills.

78. Teachers effectively record detailed information on pupils' attainment on a daily basis. Subject leaders ensure consistency by sampling pupils' work and portfolios in all subjects are being produced. Examples of core-subject assessments are annotated and graded according NC levels. Examples of work in the foundation subjects are also kept. Subject leaders keep portfolios of evidence of pupils' work but, as the school has recognised, these are not consistently annotated and levelled to the same degree.

79. Pupils discuss and agree their personal targets with the teachers and write them in a way that is easy for them to understand. The school is developing pupils' own self-evaluation as a tool to helping them further understand what they need to do to improve although this is at a very early stage of development. Additionally, the school has a marking policy, but this is not consistently applied. Marking does not clearly indicate what pupils have to do to improve. This is a shortcoming.

80. The quality and frequency of information provided on pupils' achievements is good. The school informs parents of their child's progress through comprehensive, clear and informative annual reports. The reports give an informed personal overview and guidance for improvement, and provide opportunities for parents to respond. Parents of pupils with SEN are also involved in the production of IEPs and all parents have opportunities to discuss their child's progress at parents' evenings held each term.

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

Grade 1: Good with outstanding features

81. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

82. The school provides a broad and balanced curriculum which builds systematically on what pupils already know and can do. It meets the requirements of the NC and the locally-agreed syllabus for religious education. The school's provision for PSE reflects national recommendations and includes sex education, drug and substance awareness.

83. Appropriate schemes of work for all subjects and areas of learning are effectively used to ensure full provision of learning experiences that match pupils' needs and interests. This is particularly successful in the core subjects where careful planning ensures that learning experiences are both relevant and accessible for all, including those with SEN. An outstanding feature of the curriculum is the range and extent of enriching practical experiences provided which have a very positive effect on the pupil's learning.

84. Arrangements to ensure that all pupils acquire the key skills of communication, numeracy, ICT and thinking skills and apply them across the curriculum are good. Appropriate schemes of work are used effectively to ensure their full coverage in all subjects. Additionally, the school provides many opportunities for pupils to develop their problem-solving and creative skills.

85. However, the school does not provide sufficient planned opportunities in subjects across the curriculum to raise pupil's awareness of their Welsh heritage and culture through *y Cwricwlwm Cymreig*. Further, teachers do not take advantage of incidental opportunities as they arise nor engineer situations that would provide opportunities for pupils to practise and develop their bilingual skills.

86. Pupils benefit from an exceptionally wide range of extra-curricular sporting and cultural activities. Both boys and girls attend and participate enthusiastically in clubs for rugby, football, netball, recorder, drama, sewing and chess. The clubs are purposefully planned and contribute effectively to pupils' standards of work. As a direct result of this outstanding provision and enthusiastic involvement of staff, the school has won a range of local and national sports awards; including a fair play award for two consecutive years. The touch rugby team which won a national award was captained by a girl.

87. Pupils' learning experiences are further enriched by input from a significant number of visitors to the school. These include the local vicar, community police, artists, business people, parents and musicians. Additionally, LA advisory staff such as *Athrawes Bro* for Welsh as a second language and the Basic Skills officer provide valuable support. Pupils take part in carefully planned educational visits to places of geographical interest such as Chirk Castle, North Wales Theatre and local museums. The governor's charging policy ensures that all pupils are able to take part in activities regardless of their family circumstances. Extra-curricular and out-of-hours provision is outstanding.

88. Overall, the promotion of pupils' spiritual, moral, social and cultural development is good. The school places great emphasis on consideration, courtesy and regard for all within the school community. The school promotes moral values well through firmly established codes of practice for good behaviour and conduct. Teachers work very effectively to encourage pupils to have a strong understanding of right and wrong and to be aware of their wider responsibilities. The School Council is influential and imaginative in deciding how to support local charities. There are in-depth opportunities for pupils to discuss moral dilemmas and for reflection in PSE, religious education lessons and in *Circle time*.

89. Collective worship is of a broadly Christian nature and effectively enhances pupils' spiritual awareness. Acts of collective worship meet statutory requirements and daily assemblies help foster pupils' personal development, extend their social and cultural understanding, and recognise individual achievements.

90. The school provides many opportunities for pupils to work together as members of a team, to show initiative, and to take responsibility. Its emphasis on promoting good quality relationships between all members of the school community, regardless of their social, ethnic or linguistic background is a good feature of the provision.

91. The school actively promotes pupils' cultural development. Pupils study their own and other cultures in history, geography and religious education and in art, literature and music. They visit museums and theatres and participate in concerts with a brass band as they perform for their parents. There are many occasions for the pupils to develop their own cultural heritage. Events such as St David's day celebration and the inclusion of Welsh songs in music and Welsh hymns in assemblies contribute effectively.

92. The quality of the school's links with parents, the community, other schools and other educational organisations is good with some outstanding features.

93. The *Friends of the school* association plays a very important role, involving parents, staff and friends from the community in fundraising and social events. Parents have many opportunities to get involved, helping voluntarily as well as serving as governors. Parents have participated in a range of schemes such as *Story sack*, *Keeping up with the children*, and *Playing alongside your child*. The support they provide in helping pupils with their reading through involvement in schemes such as *Catch Up* helps them with their own children. Parents have also assisted with educational visits to the community, been involved in practical activities as well as supporting extra-curricular clubs.

94. Home-school literacy and behaviour links are well established and understood by all, including the pupils. Parents are involved in the nurture class and share activities such as snacks and play-times with their children. Parents and pupils alike from the Junior and the Infant schools greatly appreciate the provision of the very well attended breakfast club.

95. Partnership with the local community is strong. Pupils' personal development and curriculum experiences are enriched by links with visitors and places in the locality. In particular, pupils benefit from strong links with the local vicar who leads the school assemblies once weekly, with the youth officer and with the local Caia Park environmental group. The school gained a national award for its participation in a community project following the riots in the local estate.

96. Projects to improve the community such as tree planting and improving environmental awareness have been undertaken by pupils. The school grounds are used to stage community activities such as the annual *Environmental Awareness* day. Another successful initiative provided by school was *Computers for the terrified* in which parents and members of the community learn basic computer skills.

97. Pupils' health and safety awareness is enhanced by visitors and agencies from the community such as police, local wardens, and instructors of road safety and cycling proficiency. The school nurse and dentist help pupils understand the importance of healthy living and lifestyles. The school has achieved the *Healthy Schools'* status, and this has had a significant impact on pupil's general physical development.

98. The school is part of the Rhosnesni family of schools whose arrangements for receiving new children into the school, and for transferring Year 6 pupils to the high school are sound and well practised. While there are currently no formal partnerships with initial teacher training institutions, the school welcomes pupils from the high school for practical work experience and this has a positive affect on pupil achievement.

99. The school had made efforts to broaden pupils' experience of work-related education through a number of effective initiatives including visits to places of work such as the supermarket. Visitors to school also contribute to the pupils' understanding of the wider world of work. Artists and those who work with ceramics and fabrics have talked about their work and provided practical hands-on experience.

100. Opportunities provided by organisations, for example Career Wales, to support staff training and development have not, of late, been fully exploited.

101. The school's arrangements for tackling social disadvantage are an outstanding feature of the school. All pupils regardless of background or circumstance are welcomed and included in everything the school has to offer including the wide range of extra-curricular and out-of-hours activities. These activities are well supported and make an outstanding contribution to pupils' learning and self-esteem.

102. Pupils' understanding and awareness of sustainable development and global citizenship are fully included in the curriculum and reinforced through activities within the school such as raising money for worthy causes and its links with the Third World with its *Seeds for Africa project*. Conservation schemes such as waste reduction and recycling are part of everyday life in school. Waste paper is collected for recycling and organic material saved for the wormery. The school is in the process of setting up an Eco club with representatives from each class and is working towards achieving the Eco schools bronze award.

103. The development of pupils' entrepreneurial skills is improving. Practical activities such as the making of flower boxes and bird feeders help in creating a sense of achievement and building self-esteem. Pupils have visited a local supermarket and have learned how the various departments combine to make a successful business. Older children have successfully organised fund raising events in support of worthy causes. However the school acknowledges there is scope for further development in this area.

104. The school is effective in laying the foundations for lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic and respect the needs of others. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through assemblies and structured pupil discussions.

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

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| Grade 1: Good with outstanding features |
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105. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

106. The school provides outstanding personal support and guidance for pupils. The high priority given to the pastoral care of pupils results in pupils feeling safe and secure while in school. Very good procedures are in place to monitor and support their academic progress, social development and personal welfare. The excellent relationships teachers and CAs have with pupils ensure that they are fully aware of individual pupils' needs.

107. There is a strong partnership with parents. The school keeps parents informed through good quality newsletters and reports. The views of parents are sought and taken account of through questionnaires. Formal consultations occur each term and

at other times by arrangement. The school prospectus provides parents with a good overview of the school's aims, mission statement and procedures. A solid foundation for partnership is forged through the home-school agreement.

108. Well practiced procedures for receiving pupils from the adjoining infant school help with the settling-in process. Pupils who join at a later stage generally feel warmly welcomed and soon make friends. On the playground, pupils interact well. The '*buddy bench*' ensures pupils are included in play and do not feel friendless or unwelcome. The arrangements for transferring pupils to Rhosnesni High School are sound and effective and help a smooth transition.

109. The written PSE policy is well integrated into all aspects of the school's activities. Staff are consistent in their approach and pupils are very well aware of their personal targets. *Circle time*, in particular, is having a positive impact on pupils' emotional, personal and social development. The school nurse and police liaison officer effectively support the school's health education and substance misuse programme. The school has been commended for its work with pupils who have dyslexia.

110. Registration periods are administered promptly at the start of the morning and afternoon sessions although opportunities to rehearse bilingual skills are missed. The headteacher and secretary monitor attendance and punctuality effectively and are quick to pursue any unexplained absence. All pupils appreciate the awards given for good and improved attendance. Parents understand the need to inform school should a child be unable to attend. Parents and carers are encouraged to get their children to school on time, but a few are late arriving. The education social worker provides the necessary support should the school have any concerns.

111. 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 regularly checked. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell during the day. The school regularly reviews and updates pupils contact details.

112. Very good procedures and systems based on the LA's guidelines are in place for child protection. The headteacher is the nominated child protection officer and ensures regular training of all staff. The school is vigilant and members of staff recognise the signs that a child may need protection. The school works closely with outside agencies to ensure the needs of more-vulnerable pupils are well met.

113. The provision for learners with additional learning needs fully meets the requirements of the SEN Code of Practice for Wales and is very well managed by the SENCO. The school has established effective early identification procedures and applies successful strategies to ensure that all pupils with SEN have full access to the NC. Detailed assessment and careful monitoring of need contribute significantly to raising pupil achievement. The SENCO has a clear understanding of pupils' needs and provides valuable support and training to teachers and CAs for meeting those needs.

114. The SENCO and classroom teachers work together to ensure that IEPs closely match the needs of pupils and that parents, pupils and support staff have regular opportunities to contribute. Assessment records, examination of pupils' work and review of ongoing programmes reveal that good progress is being made.

115. Pupils' needs are regularly reviewed and very good individual plans are drawn up according to educational, behavioural or social needs. These plans are very well used as working documents so that changing needs are quickly identified. Every effort is made to involve parents in their children's assessment and review in partnership with the school how their children's needs are met. Where necessary, pupils are referred for further assessment by an educational psychologist, specialist support teacher, speech and language therapist, or for investigation regarding vision and hearing.

116. Generally good support is provided as a result of these consultations and assessments. However, pupils' access to speech therapy is difficult to maintain since therapy sessions are provided away from the school and this often results in appointments being missed and provision being withdrawn.

117. Very good provision is made for pupils with significant social and behavioural difficulties. The well structured intervention in the nurture class effectively enables pupils to improve the quality of their social interactions with both peers and adults. They become more positive in their relationships and attitudes and enjoy coming to school. Other pupils who are reluctant to take part in social or physical activity become active participants as a result of the excellent sessions at the local sports centre where they enjoy a real sense of achievement through the use of the exciting equipment in the gymnasium.

118. The needs of pupils with educational difficulties are effectively supported through the implementation of their IEPs in the classrooms and the *Catch-up* sessions for literacy and numeracy with the CAs. Pupils with more severe difficulties benefit from the support of a specialist teacher and basic skills sessions in the resourced unit at the school where their needs are very well addressed through individual and small group work.

119. Members of staff work hard to ensure that pupils know that they are valued and respected. They provide outstanding support and guidance whatever pupils' social, educational, ethnic or linguistic background. The school tackles social disadvantage well. Teachers and CAs are very sensitive to individual pupils' backgrounds and take appropriate account of the specific needs of individual pupils. This is an outstanding feature.

120. The school pays particular attention to issues of equal opportunity. All relevant policy documentation relating to gender, race, bullying, and disability is in place and the inclusive ethos of the school successfully reflects this. Boys and girls have full and equal access to all aspects of the curriculum and to extra-curricular activities. Any identified trends in the performance of pupils from either gender are identified and addressed appropriately. This is an outstanding feature.

121. The school is a highly inclusive community which recognises the diversity of pupils' backgrounds and all pupils are treated with dignity and respect. Pupils' understanding of the diversity of race and the necessity for good race relations in our modern multi-cultural society are a prominent feature of the personal and social element of the school's curriculum. Given the circumstance of location and its stable population, the school is very effective in promoting good race relations.

122. The school takes very effective measures to eliminate all forms of oppressive behaviour including bullying, racial discrimination and harassment. Behaviour is monitored closely and effective procedures are in place for dealing with inappropriate instances. Good behaviour is recognised and rewarded. Pupils relate well to each other and to teachers, who serve as very good role models. Pupils are aware of the action to take should they feel threatened or intimidated. The effectiveness of these arrangements is an outstanding feature of the school.

123. The school makes good efforts to ensure that pupils with disabilities are treated equally. To this end, it has produced an appropriate disability access plan and has subsequently carried out reasonable adjustments to the building to ensure it is fully accessible to all pupils and adults with physical disabilities. Its single storey layout allows good access for the physically disabled. Ramps, wide doorways and corridors allow wheelchair access to all parts of the school and disabled toilet facilities. It fully meets all statutory requirements.

Leadership and management

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

Grade 2: Good features and no important shortcomings

124. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

125. Following the school's placement in special measures at the previous inspection, the current headteacher was appointed in 2002 and successfully guided the school out of special measures in 2004. Under the clear direction of the headteacher, the school has, since then, continued to make good progress in the quality of its provision and the standards achieved. The headteacher has created a shared sense of purpose and shared values about learning, behaviour and relationships among staff. She has developed clear aims and policies which meet the specific needs of the school. The headteacher has placed great emphasis on training staff, developing links with parents and monitoring and evaluating the work of the school.

126. Unfortunately, her dynamic contribution has been missed during the two terms preceding the inspection. However, the deputy headteacher has maintained momentum over this period and continues to provide strong support for the headteacher. Together, they maintain and promote high expectations and actively

seek to improve the quality of provision and drive up standards, working well with their colleagues in achieving this.

127. The school's broad aims and values are well suited to the age and abilities of the pupils and to the school's setting. They form the basis of the school's policies and are well reflected in its life and work. The school successfully promotes full equality of opportunity and monitors this closely.

128. The school takes good account of national priorities such as the national literacy and numeracy strategies. It is in the early stages of working towards gaining the *ECO Schools Bronze Award* and is seeking to become a *Dyslexia Friendly* school. It follows curricular and assessment requirements diligently and has the full range of national policy requirements. The school has achieved recognition under the *Welsh Network of Healthy Schools* initiative and provides a thriving breakfast club for its own pupils and for pupils from the infant school. It has also provided a range of courses for parents. The school is involved in the full range of LA initiatives and works closely with other schools in the area to keep abreast of good practice.

129. However, as the school has identified, it needs to do more to promote the bilingualism of its pupils and there are shortcomings in its provision for *y Cwricwlwm Cymreig*. With the headteacher's return, joint initiatives to develop productive links with the infant school in the lead up to amalgamation can be made.

130. The headteacher and deputy headteacher are fully involved in the process of setting challenging, but realistic, targets and goals. Through the SDP the school considers appropriate actions needed to attain these targets, and appropriate success criteria. It is becoming increasingly rigorous in the way it monitors the impact of the actions undertaken to achieve its targets and so raise standards.

131. Subject leaders set targets in their subjects through the SDP, but these are not as rigorously informed in the foundation subjects as they are in the core subjects. Effective targets are set for pupils with SEN and for cohorts of pupils as they move towards the end of the key stage. Pupils are involved in the target setting process although this is a fairly new initiative and pupils have not yet developed a real sense of ownership of the targets.

132. The school has well established performance-management procedures for teachers and a more informal, but effective, system for appraising CAs. Targets reflect a balance between the needs of individual staff and the whole school. They are regularly reviewed with good support and training provided. Some CAs have gained a wide range of appropriate qualifications. The headteacher has a qualification in leadership and management and the deputy headteacher is embarking on a national professional qualification. The school is developing its strategies in monitoring of improvements in performance especially in relation to the impact on pupils' standards.

133. Regular monitoring and evaluation of teaching and learning by the headteacher contribute successfully to this process. This includes some classroom observation, scrutiny of pupils' work and teachers' planning, and professional discussions with

members of staff. The school has a rolling programme of monitoring across core and foundation subjects.

134. The GB makes a good contribution to the success of the school. It is very supportive and committed both educationally and socially. Governors come from a variety of backgrounds and their differing areas of expertise and experience are used effectively to improve provision and help raise standards. Through written and oral reports from the headteacher, governors are well informed about the work of the school. Members of the governing body regularly monitor the quality of provision during their visits to the classes and to the school.

135. Governors have clearly defined roles and responsibilities that they understand and take seriously. All major sub-committees are in place and meet their responsibilities well. The chair and vice-chair monitor the headteacher and her deputy through performance-management procedures. Decisions on spending priorities are focused on the school's needs. Governors make every effort to secure best value for money and subject leaders report to them on the success of spending on resources. Governors act as critical friends. They have a shared vision and help to set the strategic development of the school. The GB meets all statutory obligations.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

137. The GB is well informed through information provided by the headteacher, subject leaders, teachers and pupils on the performance of the school as a whole. Regular information and data is provided each term through its meetings and sub-committee meetings which it analyses thoroughly. This is further enhanced by first-hand observation.

138. In producing school self-evaluations, the headteacher and deputy headteacher draw upon evidence provided by Estyn while it was under Special Measures, on observation and assessment provided by LA advisors, on information provided by internal and external assessment procedures, and on the monitoring of teaching and learning. The school is increasingly drawing on the views of parents and pupils through questionnaires and discussion. Governors and CAs feel fully involved in the process.

139. The current document is based on LA guidelines and has been used in this format for two years. The document provides a commentary on the school's views on each of the seven key questions. It provides details of where evidence can be found and identifies areas for development, many of which subsequently re-appear in the SDP as targets. The grades identified by the school match the inspection team's

judgement in Key Questions 1 to 6. Judgements differed in Key Question 7. Overall, the areas for development identified by the team closely match those of the school.

140. Although subject leaders generally have a good overview of planning and resources in their particular areas of responsibility and they regularly monitor pupils' work, they do few lesson observations. Contributions to evaluation and planning are largely verbal. The school's self-evaluation process lacks detailed rigorous written subject evaluation and structured subject action plans which focus on key strategies to raise standards further.

141. The SDP is a good working document which identifies the priorities the school wishes to address. It identifies actions to bring about improvement and provides a broad guide to costing, timescales, personnel involved and success criteria, although these are not detailed. The school is improving the quality of the plan itself by focusing more sharply on the precise effects of its identified strategies on raising standards. This is a good development.

142. The headteacher and governors ensure that all identified priorities are adequately resourced and obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget.

143. Priorities set in previous SDPs have been met and have had a significant positive effect on the school's progress. Overall, the school has made good progress since the last inspection and has addressed or is addressing many of the issues identified then including raising standards in the core subjects and the key skills, improving the quality of teaching and whole-school curricular planning, improving assessment, improving leadership and management and ensuring that all statutory requirements are met.

144. However, although there has been progress in Welsh as a second language, music, geography and information technology which were identified by Estyn in 2002 as areas for further improvement, they continue to have shortcomings. The key skill of listening, particularly in relation to classroom management, and the role of foundation subject leaders also identified by Estyn continued to remain as issues through special measures and during this inspection. However, there has been a major improvement generally on the standards observed during the last inspection and in the quality of teaching. From a low baseline in the core subjects, pupils make good progress and now perform at levels approaching national and LA averages.

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

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| Grade 2: Good features and no important shortcomings |
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145. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. The team considers that the good features in this area are strengths and fully meet requirements. However, they did not identify features beyond that expected in normal good practice and so awarded the lower grade 2.

146. Overall, the school is sufficiently staffed by suitably qualified and experienced teachers. They have good knowledge and understanding of the subjects they teach and further develop their competence through a range of continued professional development activities and training. Good practice is shared throughout the school. The school makes good use of Welsh Assembly Government grants to provide additional staffing where required and effectively uses peripatetic support such as that provided by the teacher for English as an additional language.

147. Teachers are effectively supported by experienced and well-qualified CAs who work with individuals or small groups of pupils who have learning, behavioural or emotional needs. The support provided is particularly good in the resourced base and in the nurture class although there is an insufficient number of CAs in the former for some teaching situations. Generally, CAs have a good knowledge of the curriculum and the ways in which children learn, working well with teachers in supporting pupils progress.

148. The administration of the school is good and routines are well established. The school is well served by the caretaker and cleaners. The lunch-time supervisors are valuable members of the school team.

149. Overall, learning resources are good, particularly in the core subjects and information technology. The computer suite is well furnished with computers and has good internet access. The mobile interactive whiteboard is frequently used by all classes. Learning resources for physical education are good and the well-stocked library provides good facilities for independent research. The school has recently acquired a computerised system for accessing information and withdrawing books although this is not yet managed by the pupils. All pupils have equal access to the available learning resources. A regular inventory of all resources is maintained by subject leaders.

150. The school has generous accommodation for the number of pupils on roll. The hall is well used for physical education and assemblies. There is a separate dining area which is shared with the infant school and used for the breakfast club. The school also has separate art, home economics and design technology areas. The school strives to make best use of the accommodation available and provides a pleasant learning environment. There are numerous examples throughout the school of good quality pupil's work being displayed and celebrated. The playground and school fields are spacious; however, the field very quickly becomes waterlogged and then pupils are unable to use it for sporting activities.

151. The headteacher holds an accredited managerial qualification and continues her own professional development activities in conjunction with teachers and CAs. These are directly linked to the school's priorities. In-service training and its dissemination are effective and have made a positive impact on practice. The school has an effective and embedded performance-management system which is also linked to the SDP. CAs are provided with many opportunities to attend courses and to develop further their skills and have recently consulted with Careers Wales on this. Some have gained several diplomas relating to SEN provision and one has gained the Higher Level Teaching Assistants status.

152. The school organises its planning, preparation and assessment time well using its own staff for lesson coverage. This is carefully monitored by the headteacher and contributes directly to the raising of standards.

153. The school makes efficient, effective and economic use of its resources. Learning resources are audited by subject leaders in their monitoring role. There is routine checking against agreed requirements and these findings inform subject development which in turn links into the SDP. Overall, the process is effective in raising standards. The headteacher ably oversees all resource use and expenditure and monitors the way in which the SDP is resourced.

154. Governors have good regard for the principles of *best value*. Budgeting is very closely linked to the learning needs of the pupils. The school maintains a small contingency, well within the recommended limits, to meet any unforeseen circumstances and there is an effective balance between the responsibilities undertaken by the governors and those delegated to the headteacher and staff

155. The headteacher and governors frequently review the finances of the school at finance sub-committee meetings and their findings are discussed and confirmed at the governors' meetings each term. All discussions are carefully minuted. The LA provides regular financial advice on managing the school's budget and this is much appreciated.

156. In view of pupils' standards of attainment on entry, their achievements during their time at the school and the progress they have made by the time they leave, the school provides good value for money.

Standards achieved in subjects

English

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

Good features

157. Pupils' standards of speaking and listening are good. Throughout the school, most pupils listen attentively: they show a clear understanding of what they are being taught by their teachers and what their peers have to say. Most pupils are articulate and adapt their language effectively to suit different occasions and audiences. They can express themselves well using appropriate vocabulary and the more-able pupils in Year 6 use complex sentence structures. When Year 6 pupils *brainstorm* to formulate pertinent questions to ask a fellow pupil in a *hot seat* session, they show increased understanding and good use of well-known sayings.

158. All pupils make good progress in their reading, and standards are good. Years 3 and 4 are familiar with the way books are organised at their level of difficulty and interest. Years 5 and 6 understand what they have read and make predictions about what is likely to happen in the remainder of the book. In Year 6, pupils read well to find out information. More-able pupils talk knowledgeably about their favourite books and authors.

159. At the beginning of Year 3, when pupils have just entered the school, there is very little evidence of good quality writing. Pupils are unable to write appropriately for a range of differing purposes. Towards the end of the key stage, pupils achieve well. They write at length, with ease and confidence; for example, expressing their feelings creatively in writing about their summer holiday. Pupils in Year 5 suggest good ideas for stories and respond enthusiastically to the word *storm* when creating a storyboard. They use imaginative imagery and a good range of vocabulary.

160. Pupils' understanding of the purpose of language develops well throughout the school. By the end of Year 6, pupils use their communication skills for a good range of purpose. For instance, they appreciate the difference between formal and informal writing and the type of language needed for investigations and experiments. They understand the difference between the language of Shakespeare and that of today.

Shortcomings

161. A small minority of pupils lack motivation to write; their handwriting is not well-formed and their spelling contains careless errors.

Welsh second language

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

162. Pupils respond well to the variety of familiar Welsh spoken in structured situations in the lessons. They answer readily when their teachers speak simple phrases and demonstrate a good understanding of given instructions.

163. Pupils in Years 3 and 4 successfully build on their previously acquired knowledge by developing new vocabulary and simple phrases. They listen and respond well to oral stimuli and follow simple commands accurately. They ask each other simple questions; such as which fruits they like or dislike and use correct language to ask for different items as they role-play in an imaginary shop. Year 6 pupils confidently ask and answer a variety of questions about how they feel. They make short statements about themselves and create short dialogues, demonstrating a secure understanding of the language.

164. Pupils of all ages and abilities make good progress in their reading and writing and achieve reasonable standards. Pupils in Years 3 and 4 write simple sentences using an increasing vocabulary about colours, the weather, and parts of the body. They read questions when asking for information about likes and dislikes of food. Pupils in Year 5 and Year 6 generally use a good range of vocabulary when they read prompt cards to ask and answer questions about objects in a *feely* box. When reading their own work aloud, the majority of pupils speak with expression.

165. Older pupils in Year 5 and 6 are developing appropriate comprehension of much of the language they use. They have a good recall of the meaning of words and demonstrate good understanding of the familiar texts and books they read. Pupils of all abilities make measurable progress. They complete tasks with enthusiasm and pride.

Shortcomings

166. Pupils do not regularly use familiar oral language patterns in a wider context.

167. Pupils' reading of familiar and unfamiliar texts lack fluency.

168. Pupils do not compose extended pieces of writing independently and use only a limited vocabulary in their writing.

Mathematics

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

Good features

169. From a low baseline on entry, pupils make good progress in Year 3 to develop their understanding of number bonds and patterns, the relationship between addition

and subtraction, and how to order numbers correctly. They develop their skills in counting on and back well and understand the relationship between tens and units.

170. They know the value of various coins and use them correctly to calculate sums of money. They have a good understanding of the equivalence of coins. Pupils have an appropriate understanding of simple fractions.

171. Pupils make good progress in estimation as they develop their understanding of measurement. They develop a good grasp of two-dimensional and three-dimensional shapes and are aware of their properties. Pupils record their mathematical work correctly and neatly.

172. Pupils in Year 4 extend their skills of addition and subtraction to more complex three-digit numbers and develop further their skills in doubling, halving and decomposition. They show a good understanding and skill in using two, three and five times tables.

173. They accurately describe the properties of simple two-dimensional shapes in terms of length and number of sides, and number of vertices. They apply their understanding to three-dimensional shapes such as spheres, cuboids, cylinders, cones and prisms which they record accurately in a properties table. Individual pupils use a simple mathematical software program to support their learning.

174. Pupils in Year 4 make good progress in their understanding and use of fractions. They focus appropriately on halves, quarters and thirds, and are beginning to understand equivalence. They understand the terms numerator and denominator. They develop their skills in using decimals well especially in relation to money.

175. The majority of Year 3 and Year 4 pupils make good progress in using *Venn diagrams* and *tally charts* when creating different types of graphs. They show good progress in their understanding of time.

176. Pupils in Year 5 develop an appropriate mathematical vocabulary. Most pupils use a range of terms correctly and explain confidently how they obtain the correct answer to a calculation. The majority make good progress in using their multiplication tables and in using simple and long division to solve problems. Year 5 pupils show good understanding of numbers and number sequences and produce accurate work covering place value, ordering and rounding.

177. Year 6 pupils develop good skills in calculating the area and perimeter of irregular shapes. They accurately locate points on a grid using co-ordinates. Pupils show good understanding of symmetry and reflecting shapes and define acute, obtuse and right angles concisely. By the end of the key stage, most pupils have a good understanding of the relationship between fractions, decimals and percentages.

178. Pupils in Years 5 and 6 have a good understanding that practical real-life problems can be solved by identifying the operations required and doing the necessary calculations. They apply their skills enthusiastically and effectively in solving real and practical problems related to the complex costing of a forthcoming

school trip to the theatre. They complete the calculations accurately and record what they have done clearly.

179. . Pupils based in the resourced unit make good progress in the naming of two-dimensional shapes including circles, triangles pentagons and hexagons. They use ICT well to consolidate their learning of shape and colour. Pupils in the nurture group improve their mathematical vocabulary and understanding of size. Generally, pupils with SEN throughout the school make good progress relative to their ability

Science

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

Good features

180. Pupils' standards in practical and experimental work are good. Pupils give suitable suggestions to set up investigations, linked to the topic they are studying and demonstrate a growing understanding of fair testing. Generally, they record their findings well in different formats such as charts, graphs, diagrams and annotated illustrations.

181. Pupils in Year 3 make sensible predictions based on previous knowledge, for example, when investigating which conditions help insects and other mini-beasts to flourish, or that smaller people have smaller feet than taller people..

182. They name the major parts of the human body and are aware of the benefits of healthy eating and exercise. They group and classify different materials and recognise the difference between solids, liquids and gases.

183. In Year 4, pupils are developing an understanding of simple electrical circuits, and forces such as *pushing* and *pulling* and conduct simple experiments in which they predict which surface will have the most grip. They understand that the Earth is made of several different layers which they name and describe accurately.

184. Pupils name a range of different sources of light and explain accurately how shadows are formed. They give accurate examples of transparent, translucent and opaque materials. Pupils understand the link between vibration and sound and relate this effectively to pitch in musical instruments.

185. Pupils in Years 5 and 6 successfully base the planning of their investigations on previous knowledge and understanding. They collaborate well and use their results to draw conclusions. They use a range of measuring equipment with a good degree of accuracy and are aware of the need for repeated readings to ensure more accurate results.

186. Year 5 pupils use scientific terminology appropriately when discussing features of the Earth's orbit around the sun. They use secondary data on a chart depicting sunrise and sunset times throughout the year to produce a clear and informative

graph based on the 24 hour clock. They have a good understanding of the concept of the solar system.

187. Pupils in Year 6 have a good understanding of the major components of healthy living. They understand the need for a varied and balanced diet and know which foods contain carbohydrates, fats and proteins and their effect on the human body.

Information technology

Key Stage 2 - Grade 3: Good features outweigh shortcomings

188. Information technology is not taught as a discrete subject; therefore no lessons were observed. ICT skills are taught in conjunction with the teaching of other subjects. Evidence for the grading is based upon the ICT component of observed lessons, school assessment of skills development, evidence of work and discussion with pupils.

Good features

189. In lower Key Stage 2, pupils in Years 3 and 4 develop simple word-processing skills: cutting, pasting and justifying text as appropriate. They develop decision-making skills, make predictions, work collaboratively and learn how to log in and log out when playing simulation games. Year 4 pupils use graphics to produce and export a picture to *Word*. They use graphics and word-processing to produce interesting posters.

190. Year 3 pupils are familiar with working from a *Powerpoint* slide presentation on the interactive white board and accessing the same information on individual computers for geography research. They correctly access the file and close down the computer. Pupils confidently *log on* a computer and find programs. They *click on*, *drag* and *enlarge* icons in an art software program to produce interesting symmetrical shapes which they print before *logging off*.

191. In Year 4, pupils accurately record information about materials and their properties in a data table during science. Individual pupils use a simple mathematical software program to support their learning of two-dimensional shapes. They cut and paste items from the internet to support their learning and have produced simple flowcharts to support their mathematical work.

192. Pupils in Year 5, use the internet to access and download information; for example when researching the life and work of William Shakespeare, Victorian schools in Wales or the life of *Oliver Twist*.

193. They use a simple database effectively and make a simple block graphs and pie charts using a single field. Using spreadsheets well, they find information from the database and edit inaccurate data.

194. Year 6 pupils collaborate well to create informative and visually interesting *Powerpoint* presentations using images and graphics from the Internet. They

enhance the presentation through the addition of active buttons, hyperlinks and slide transitions.

195. Pupils in Years 5 and 6 have created, produced and directed an effective anti-bullying multi-media presentation incorporating drama, video recording and sound.

196. Pupils with SEN play a full and active role in lessons and make good progress relative to their ability. They use ICT well to consolidate learning; for example *clicking* and *dragging* icons appropriately across the screen when extending their knowledge of shape and colour.

Shortcomings

197. Although pupils have experienced many aspects of information technology and the daily computer club is a valuable resource, the skills of most pupils lack progressive development.

Design technology

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

Good features

198. All pupils achieve a very good understanding of the principles and processes of design technology. They know that they need to investigate the properties of a product and take account of its purpose before designing their own. They show good independence in creating their designs and conclude their projects with thoughtful evaluations and suggestions as to how they could improve their product.

199. During a project on *packages*, pupils in Years 3 and 4, make predictions and then carefully disassemble different cartons, actively discovering that most are made from one piece of cardboard and quickly relating this to their work on *nets* in mathematics. They achieve a good range of making skills through projects such as making *pop-up storybooks*, *slippers*, and using acrylic to make *key fobs*: learning to work with a good range of materials.

200. In Year 5, pupils achieve good skills in food technology when they learn to follow a recipe and thoughtfully work out the order of tasks needed to produce biscuits. They weigh ingredients accurately, mix, knead, roll and cut out chosen shapes and choose suitable tasty toppings to create effective, attractive results.

201. By Year 6, pupils have a sound knowledge and understanding of structures such as *shelters* and how design and materials relate to purpose. For example, they understand how to use levers and pulleys in designing and making moving puppets and model fairground rides. They work with fabrics: sewing, weaving and staining different materials to create their products.

202. Pupils achieve good basic knowledge of control technology such as making *traffic lights*, but until the recent acquisition of good electronic control resources this has been a less effective area of pupils' achievement.

History

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

203. Only one lesson was observed in history. Scrutiny of work and discussions with pupils indicate that there no important shortcomings.

Good features

204. Pupils in Year 3 consider both historical and geographical aspects of life around the Nile during the time of the ancient Egyptian empire. In studying and researching Queen Boadicea, pupils in Year 3 also develop a good understanding that different historical sources may give different views and perspectives of people and events.

205. Pupils in Year 4 show good understanding of many aspects of Tudor life under King Henry VIII, including the law, home life and clothing of the time. They make well considered comparisons of the lives of the rich and the poor of the time. They produce accurate and comprehensive time charts.

206. Pupils in Year 5 accurately recall details about historical events and notable people and have a clear understanding of their significance. In topic-related work on Macbeth, they study the life and times of William Shakespeare retelling the story through posters and comparing it with historical fact.

207. In studying the Victorian period, pupils in Years 5 and 6 have produced extended and informative biographies of the life of Queen Victoria and produced interesting related fact sheets and family trees. They have written extended pieces, based on good internet research, considering the lives of poor children of the time. They engage in role-play and show real empathy with children of the period. They research and record interesting similarities and differences between Victorian schools and those of today. Pupils produce good period-related writing on aspects of public health, factory conditions, and life in Oliver Twist's London. They develop a good sense of the past through the study of primary and secondary sources.

Geography

Key Stage 2 - Grade 3: Good features outweigh shortcomings

208. During the inspection, only one lesson was observed. Scrutiny of work, discussions with pupils and photographic evidence indicate that good features outweigh shortcomings.

Good features

209. Pupils have a broad geographical vocabulary and knowledge of maps and plans. They develop a progressive awareness of their own locality and features of other localities in Wales and around the world. Pupils in Year 4 use their knowledge of the local area effectively to develop their skills when studying contrasting localities

such as Llandudno and Chembakolli, a village in India. They show a good understanding of the main similarities and differences.

210. Pupils in Years 3 and 4 understand the difference between human and physical features in the local area to a good standard. They effectively identify the directions *left* and *right* when using a route in their local area and identify accurately the location of features using simple letters and number co-ordinates.

211. Year 5 and Year 6 pupils further develop their skills of comparing and contrasting when studying the effect of the floods locally and in Thailand. They enhance their research skills by investigating climate and weather in some detail. They gather information from a range of print and electronic sources.

212. Pupils write and ask appropriate geographical questions about a contrasting locality. They appropriately plot key features on a sketch map and construct a simple key

213. Through their increasing skills and confidence, pupils in Years 5 and 6 consider issues related to sustainable development and consider how human activity affects the environment through investigating pollution in the river. They effectively communicate their findings showing good depth of knowledge.

214. Pupils use ICT competently to access and present information.

Shortcomings

215. Year 3 and Year 4 pupils' ability to consider the effects of human activity on their surroundings are limited.

216. Year 5 and Year 6 pupils' use of Ordnance Survey maps to describe and explain geographical patterns is under-developed.

217. Pupil's ability to classify leisure, commercial and residential areas into different categories is limited.

| |
|------------|
| Art |
|------------|

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

Good features

218. As part of a whole-school project, involving visits by artists-in-residence, the hall, dining area and main corridors are attractively adorned by large visually stunning murals based on myths and legends. With the guidance of the artists and the support of parents, pupils have designed them and created them with great skill and care in their execution. In further work with artists-in-residence, pupils have produced an attractive range of individual framed ceramic tiles and a large ceramic dragon. The completed work is of a high quality.

219. Using a software program, pupils in Year 3 create interesting symmetrical shapes on a computer experimenting with different arrangements for the greatest visual effect. They evaluate their own and others' work and make subsequent adjustments.

220. Pupils in Year 4 understand that patterns are repeating designs. They use ideas they gain from copying patterns to designing and creating their own. Much of the work is based on designs from different cultures such as aboriginal, native America, and Celtic patterns. Drawings are intricate and carefully studied. Collages using a variety of material effectively recreate the sense and feel of the originals. Pupils evaluate their own and other work and give good suggestions as to how they can improve their work.

221. Pupils in Years 5 and 6 study the work of a range of artists as a basis for producing their own work. They discuss Leon Bakst and copy costume designs from the ballet Russe. They produce effective wax resist, pastel and ink sketches based on the Edmund Munch painting *The Scream*. They produce fluid and dramatic charcoal sketches leading to large bright colourful painting of flowers in the style of George O' Keefe. They show good skills in using line, tone and colour.

222. Pupils in Year 5 carefully consider and choose materials to produce interesting and unique mood boards. They explain clearly the reasons for their choices of colour and material. Pupils in Year 6 experiment effectively with changes of tone in their production of multi-layered and textured landscapes in the style of Kyffin Williams.

223. As part of an anti-racism competition, pupils in Year 6 have produced posters to promote and celebrate the diversity of society. One of entries won the national award for the quality of its design.

224. Pupils in the nurture class have produced a good range of pastel drawings, puppets and mobiles relating to owls.

Music

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

225. Pupils have a well balanced range of skills in composing, performing and appraising music. They have a good understanding of the musical elements such as length of note, pitch, texture, dynamics and beat. Pupils' musical performances enhance school and community events.

226. The quality of singing is good. Most pupils sing heartily, but with good control. Their performance is confident and expressive, and their enthusiasm shines through. They work hard to further improve the quality of their tone and diction. In Years 5 and 6, part-singing and rounds are developing well. All pupils sing a selection of songs.

227. When performing with voices and instruments, pupils in Years 3 and 4 maintain a steady rhythm. They listen carefully for clues to change mood or setting. They are familiar with introductions and conductors' instructions.

228. Pupils are familiar with a range of tuned and untuned percussion instruments. They name and use them correctly. Pupils who play brass and wind instruments often perform in school concerts and assemblies; other pupils develop a respect for their skills and efforts.

229. All pupils compose and perform music to accompany their rhythm patterns. Year 6 pupils organise themselves into groups and select instruments that they effectively use for their compositions.

230. Pupils in Years 5 and 6 are developing their appraising skills well. They listen attentively to their own and other's music, including a visiting professional duo. They describe what they hear with good musical terms.

Shortcomings

231. Pupils' knowledge of the music of Wales and of Welsh composers is limited.

232. Pupils do not investigate and reflect on how they might improve their own and others' compositions

Physical education

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

Good features

233. Pupils throughout the school follow instructions well and respond quickly to the teachers' instructions. They pay due attention to safety during their activities and when moving apparatus. They collaborate well in pairs and in groups and understand the importance of warming up and the benefits of exercise.

234. Pupils in Years 3 and 4 follow instructions carefully when demonstrating different ways of travelling across the gym. They combine these ways of travelling into imaginative and interesting sequences of movement which they demonstrate to the class. Pairs of pupils effectively mirror each other's sequences. Pupils evaluate each other's work constructively.

235. In games lessons, Year 5 pupils accurately identify which muscles various forms of stretching exercises are designed to benefit. They have good passing and catching skills in touch-rugby and the more-able pupils skilfully avoid being *tackled*. In hockey, pupils skilfully pass, receive and move and dribble with the ball. Shooting is accurate. Boys and girls participate equally and pupils have a good sense of fair play.

236. Pupils in Year 6 attend the local health and fitness centre. They competently use a range of exercise apparatus including walkers, and step, running and cycling machines. They develop good levels of strength, stamina and co-ordination. Pupils understand clearly the progressive nature of exercise and record their own improving performance accurately.

237. Pupils improve their abilities in swimming in Years 5 and 6 and reach a standard appropriate for their age.

238. Pupils experience and enjoyment of physical activity is greatly enhanced by pupils' successful participation in a wide range of sporting competitions and through meetings with famous Welsh sports people such as Jamie Baulch .

Religious education

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

Good features

239. Pupils develop a secure knowledge of Christianity and the other major faiths represented in Britain.

240. Year 3 pupils are familiar with several Bible stories, particularly those describing the life of Jesus. Year 4 pupils have a good understanding of the key features of the Christian calendar, such as Harvest, Christmas and Easter.

241. The majority of pupils have a good understanding of the significance of rituals and celebrations in Christianity, such as christening and harvest celebrations. They develop a good awareness of places of worship and correctly name and understand the purpose of important features such as the font in churches and compare those with the main features of a mosque.

242. Pupils in Year 3 write simple prayers and begin to appreciate the significance of prayer to many people. They talk in a well informed way about the importance of rules in society. Year 5 pupils have a good understanding of the impact of special events such as the birth of a baby on different religious groups.

243. Year 6 pupils develop their knowledge about the key features of other religions as they compare the basic elements of Islam, Judaism and Hinduism. They look at the ways in which Muslims pray and carry out their daily obligations.

244. Year 5 pupils know about the work of the local vicar and they know about the qualities needed to be a Christian minister. Year 6 pupils extend their understanding of religious education by making appropriate use of research skills for finding information. They develop a good understanding of key features, similarities and differences in world religions and know how religious leaders and sacred texts have a significant impact on society.

245. By the end of the key stage, pupils effectively understand the way symbolism is used in religions. They understand that there is a need for responsibility in society and identify through discussions the qualities to become a responsible citizen.

Shortcomings

246. Pupils are sometimes confused about different aspects of various religions.

247. Across the school, pupils lack an understanding of the purpose of artefacts in different religions through studying them at first hand.

School's response to the inspection

School staff and governors would like to thank the inspection team for their courtesy throughout the inspection.

The school will produce an action plan in accordance with the recommendations contained in the report within 45 days.

Staff and governors are thrilled that their hard work and commitment has been recognised by the inspection team. The school will continue to strive to improve standards whilst maintaining its commitment to caring for children.

Appendix 1

Basic information about the school

| | |
|---------------------|----------------------------|
| Name of school | Hafod y Wern Junior School |
| School type | Junior |
| Age-range of pupils | 7 – 11 |
| Address of school | Deva Way, Wrexham |
| Postcode | LL13 9HD |
| Telephone number | 01978 266830 |

| | |
|--|---------------------|
| Headteacher | Mrs Jan Smith |
| Date of appointment | May 1 2002 |
| Chair of governors/ Appropriate authority | Mrs Diane Prydden |
| Registered inspector | Dr Jim Hewitt |
| Dates of inspection | November 6 – 8 2006 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|--|--|--|--|----|----|----|----|-------|
| Year group | | | | | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | | | | | 35 | 46 | 31 | 41 | 153 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 7 | | 7 |

| Staffing information | |
|---|--------|
| Pupil: teacher (fte) ratio (excluding special classes) | 22 :1 |
| Pupil: adult (fte) ratio in nursery classes | n/a |
| Pupil: adult (fte) ratio in special classes | 3 :1 |
| Average class size, excluding nursery and special classes | 30 |
| Teacher (fte): class ratio | 1.1 :1 |

| Term | Whole School |
|-------------|--------------|
| Summer 2006 | 94.7 |
| Spring 2006 | 93.9 |
| Autumn 2005 | 94.5 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 68% |
| Number of pupils excluded during 12 months prior to inspection | 2 |

Appendix 3

End of Key Stage 2 National Curriculum Assessment Results:

| National Curriculum Assessment KS2 Results 2006 | | | | | | | Number of pupils in Y6 | | 40 | | |
|---|--------------------|----------|---|---|---|---|------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 49 | 22 |
| | | National | 0 | 0 | 2 | 0 | 1 | 4 | 15 | 46 | 31 |
| Welsh | Teacher assessment | School | | | | | | | | | |
| | | National | | | | | | | | | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 44 | 15 |
| | | National | 0 | 0 | 2 | 0 | 1 | 3 | 15 | 47 | 32 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 71 | 7 |
| | | National | 0 | 0 | 2 | 0 | 0 | 2 | 11 | 51 | 34 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|----|---------------|--|
| by Teacher Assessment | | by Test | |
| In the school | 56 | In the school | |
| In Wales | 72 | In Wales | |

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

Because some percentages have been rounded up or down, they may not always total 100%

National percentages are derived from 2005 data.

Appendix 4

Evidence base of the inspection

A team of four inspectors spent a total of nine inspector days in the school. Additionally, a peer assessor took a full part in the process over the inspection period. The headteacher attended team meetings and acted as nominee on the inspection team.

The inspectors observed:

- 38 lessons or part lessons, covering all classes;
- acts of collective worship;
- pupils throughout the school day including break-times, lunch-times and when entering and leaving school; and,
- extra-curricular activities.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- nine responses to the parents'/carers' questionnaire; and,
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation;

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the headteacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

The team reported back to the staff and the governing body following the inspection.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|------------------------------------|--|
| Jim Hewitt Registered Inspector | Context, Summary, Recommendations, Appendices, <u>Contributions to:</u> Key Question 1 Key Question 2 Key Question 5 Key Question 6 Mathematics, Science, Information Technology, History, Art, Physical Education |
| Carolyn Thomas Team Inspector | <u>Contributions to:</u> Key Question 1 Key Question 2 Key Question 3 Key Question 7 English, Welsh second language, Design Technology, Music |
| Jim Phillips Team Inspector | <u>Contributions to:</u> Key Question 4 Design Technology |
| Charles Brentnall Lay Inspector | Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 5 |
| Jan Smith Nominee | Supplying information for the inspection team Attending team meetings |
| Lorraine Smith Peer Assessor | Observing lessons, examining pupils' work Contributing to team meetings |

The contractor was:

Baker-Phillips Educational Communications Ltd.,
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Acknowledgement

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

