

INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTION ACT 1996

**SAINT CHAD'S CHURCH IN WALES
VOLUNTARY AIDED PRIMARY SCHOOL
HANMER
WHITCHURCH
SHROPSHIRE
SY13 3DG**

School Number: 665 3326

Date of Inspection: 24-26 June 2002

by

Mrs Jennifer Davies
Registered Inspector W189/178415

Under Estyn contract number: T279/O1P

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

| | | | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
| | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Years | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTEXT

| | | |
|-----|---|----|
| 1. | CONTEXT | 1 |
| | THE SCHOOL AND ITS PRIORITIES | 1 |
| 2. | MAIN FINDINGS | 2 |
| | THE MAIN FINDINGS OF THE REPORT | 2 |
| 3. | EDUCATIONAL STANDARDS ACHIEVED BY PUPILS | 5 |
| 3.1 | STANDARDS ACHIEVED IN THE SUBJECTS AND AREAS OF LEARNING | 5 |
| 3.2 | STANDARDS ACHIEVED IN THE KEY SKILLS ACROSS THE CURRICULUM | 6 |
| 4. | ETHOS OF THE SCHOOL | 7 |
| 4.1 | PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT | 7 |
| 4.2 | BEHAVIOUR AND ATTITUDES | 8 |
| 4.3 | ATTENDANCE | 9 |
| 5. | QUALITY OF EDUCATION | 10 |
| 5.1 | TEACHING | 10 |
| 5.2 | ASSESSMENT, RECORDING AND REPORTING | 11 |
| 5.3 | CURRICULUM | 12 |
| 5.4 | SUPPORT, GUIDANCE AND PUPILS' WELFARE | 13 |
| 5.5 | PROVISION FOR PUPILS WITH SEN | 14 |
| 5.6 | PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS | 15 |
| 5.7 | PARTNERSHIP WITH INDUSTRY | 15 |
| 6. | MANAGEMENT | 16 |
| 6.1 | QUALITY OF SELF EVALUATION AND PLANNING FOR IMPROVEMENT | 16 |
| 6.2 | LEADERSHIP AND EFFICIENCY | 18 |
| 6.3 | STAFFING, ACCOMODATION AND LEARNING RESOURCES | 19 |
| 7. | SUBJECTS AND AREAS OF LEARNING | 19 |
| | PROVISION FOR THE UNDER-FIVES | 19 |
| | ENGLISH | 23 |
| | MATHEMATICS | 24 |
| | SCIENCE | 25 |
| | WELSH SECOND LANGUAGE | 26 |
| | DESIGN AND TECHNOLOGY | 26 |
| | INFORMATION TECHNOLOGY | 27 |
| | HISTORY | 28 |
| | GEOGRAPHY | 29 |

| | |
|--|----|
| ART | 30 |
| MUSIC | 31 |
| PHYSICAL EDUCATION | 32 |
| 8. SCHOOL IMPROVEMENT | 33 |
| 8.1 PROGRESS SINCE LAST INSPECTION | 33 |
| 8.2 KEY ISSUES FOR ACTION | 34 |
| APPENDIX | |
| A. BASIC INFORMATION ABOUT THE SCHOOL | 35 |
| B. SCHOOL DATA AND INDICATOR | 35 |
| C. RESULTS OF NATIONAL CURRICULUM ASSESSMENT AND PUBLIC EXAMINATIONS | 36 |
| D. THE EVIDENCE BASE OF THE INSPECTION | 37 |
| E. COMPOSITION AND RESPONSIBILITIES OF THE TEAM | 38 |

1. CONTEXT

The school and its priorities

Saint Chad's Church in Wales Voluntary Aided School is situated in the village of Hanmer, some nine miles from Wrexham and is housed in a listed building dating from 1676. During the past year and a half, the building has undergone extensive remodelling which has doubled its size. Complete refurbishment of the school has also taken place.

The school is a 3-11 primary school, and there are 65 full-time equivalent pupils. The number on roll has increased by some 25 per cent over the past four years. Children are admitted to the nursery class on a part time basis in the September after they have reached the age of three. The school describes the pupils as representing the full range of ability. All of the pupils are from English speaking homes and Welsh is taught as a second language. There are no pupils from ethnic minorities.

Pupils in Years 1, 2 and 3 (Y1/2/3) are taught in one class each morning, as are Y4/5/6. In the afternoon, Y3 and Y4 are taught together, as are Y5 and Y6. The school considers the majority of its catchment area to be neither prosperous nor economically disadvantaged; five per cent of pupils are registered as being entitled to receive free school meals.

Baseline assessments indicate that attainment on entry to school is average for most children. There are eight pupils on the school's special educational needs (SEN) register. No pupils have a statement of SEN.

The school recognises its historical foundation and aims to preserve and develop its religious character in accordance with the principles of the Church in Wales. The school's main aim is to create a lively, stimulating and interesting learning environment where children are encouraged to develop and succeed.

The priorities over the past year have included the improvements to the building, revision of all policy documents and schemes of work and induction of the newly qualified teacher (NQT).

The school was previously inspected in 1995.

Under Section 23 of the Schools' Inspection Act 1966, the inspection of religious education and collective worship were undertaken by a representative of the Church in Wales and are the subject of a separate report.

2. MAIN FINDINGS

The main findings of the report

Saint Chad's Church in Wales Voluntary Aided School provides its pupils, including those having SEN, with a good standard of education. The school is well managed and has a very supportive governing body. The headteacher, who was appointed in September 2001, provides very good leadership and is given effective support by members of staff. Pupils' very good behaviour and positive attitudes to work contribute to their standards of achievement.

Educational standards achieved by pupils

- The educational provision for the under-fives, taken overall, is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. By the age of five, most children exceed the Desirable Outcomes for Children's Learning. The children achieve very good standards in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and physical and creative development. Baseline assessments indicate that attainment on entry to school is average for most children.
- Of the lessons observed in KS1, pupils' standards of achievement were very good in 14 per cent, good in 72 per cent and satisfactory in the remaining 14 per cent. In KS2, pupils' standards of achievement were very good in 17 per cent and good in 83 per cent. Pupils' standards of achievement in the National Curriculum (NC) subjects are as follows:

| | KS1 | KS2 |
|------------------------|--------------|----------------|
| English | Good | Good |
| Mathematics | Good | Good |
| Science | Good | Good |
| Welsh second language | Good | Good |
| Design and Technology | Good | Good |
| Information Technology | Satisfactory | Satisfactory |
| History | Good | Very Good |
| Geography | Good | Unsatisfactory |
| Art | Good | Good |
| Music | Good | Good |
| Physical Education | Good | Good |

- The school's NC assessments in KS1 compare very well with those from similar schools and with national figures. Results in KS2 compare less favourably than those from similar schools and national figures. Given that there were only five pupils taking NC assessments in Y2 and six in Y6, caution has to be exercised in any analysis and comparison of these results.

- Pupils' standards in the key skills across the curriculum are very good in listening and reading. They are good in speaking, writing, numeracy and in the use of information and communication technology (ICT).
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. Pupils with SEN make at least good progress towards the targets set in their Individual Education Plans (IEPs).

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' response to the provision is very good. The school meets its statutory obligations in providing religious education and a daily act of collective worship.
- The quality of pupils' behaviour and attitudes is very good and has a positive impact on the good standards achieved. There are appropriate policies and procedures on anti bullying, equal opportunities and racial equality. Pupils' attendance rates are good.

Quality of education

- The quality of teaching of children under five is very good. In KS1, the quality of teaching was good in 72 per cent of the lessons observed; it was satisfactory in the remaining 28 per cent. In KS2, the quality of teaching was very good in 12 per cent of lessons, good in 76 per cent, and satisfactory in 12 per cent of the lessons observed.
- In the best lessons, pupils are given opportunities to show initiative in employing their knowledge, skills and understanding. The shortcomings in the satisfactory lessons are mainly due to the lack of maintaining of a good pace throughout the lessons, particularly towards their end.
- The quality of assessment is good; recording and reporting to parents are satisfactory. Pupils' work is marked regularly; oral feedback is good, but written comments often do not offer enough guidance on how to improve the standard of work. The arrangements for recording pupils' achievements are satisfactory; they are not sufficiently concise in giving an overview of the pupils' achievements. Annual reports to parents provide a detailed account of pupils' attainment, but offer little opportunity for staff to comment on the steps necessary for improvement. The school has already identified the need to review and evaluate its assessment procedures.
- The curriculum provided by the school is good and complies with statutory requirements. It is broad and balanced overall, contributing to the good standards achieved by pupils. The quality of the curriculum for the under-fives is very good.
- The planning for the apportionment of time for each subject is appropriate, and discretionary time is used to reinforce pupils' learning in the core subjects.

Insufficient time, however, has been given to the teaching of geography in KS2 throughout the year, and this has had an adverse effect on standards.

- The provision is socially inclusive and ensures equality of access and opportunity to all pupils, taking into account factors such as racial equality and provision for disabled pupils. The arrangements for pupils' personal and social education (PSE) are good. Homework, based on work in the class, is set regularly and followed up appropriately.
- The school's provision for pupils' support and guidance is very good. Pastoral care procedures are well established and all members of staff are aware of their roles and responsibilities in relation to these procedures.
- The provision for pupils with SEN is good and complies with the revised Code of Practice. The pupils make good progress and have full access to the school's curriculum. There are no pupils who have a statement of SEN.
- The partnership with parents and community, schools and other institutions is good. However, the governors' Annual Report to Parents does not comply fully with statutory requirements.
- Parents are very supportive of the school and are active in raising substantial amounts of money, which are used to supplement resources. The school has very strong links with the community.
- The partnership with industry is satisfactory. The school does not have a policy on links with industry or with Education and Learning Wales (ELWa).

Management

- The quality of self-evaluation and planning for improvement is good. The headteacher, staff and governing body have a strong commitment to further developing this area in order to raise standards in all areas of school life. A self-critical culture is apparent within the school.
- The quality of leadership and management of the school is good. The governing body is very supportive of the school. It effectively fulfils its statutory obligations, other than in respect of the content of the Annual Report to Parents.
- The school has experienced considerable upheaval during the past year and a half due to the major building work and refurbishment. The headteacher, staff and governing body have shown very good management of the process. They have also instigated and implemented many educational initiatives during the past year.
- The headteacher has a clear vision for the long-term future of the school and gives very good leadership.

- The role of the curriculum co-ordinators has developed greatly during the past year and has had an impact on the standards of pupils' work. The school has identified the need to further develop and formalise this role.
- The support staff, school secretary, caretaker and school meals' staff make a very valuable contribution to the smooth running of the school.
- The school makes good use of all available resources to achieve its good educational outcomes. The headteacher and the governing body budget systematically, ensuring good value for money.
- The quality of staffing, accommodation and learning resources is good overall. Staff are appropriately qualified and the number of teaching staff is adequate for the size of the school. The quality of accommodation is very good.
- Learning resources are good overall. The areas of information technology (IT) and geography, however, are not as well provided for.
- The school has made very good progress overall, particularly during the past year, in the implementation of the action plan which addresses the key issues from the previous inspection report. These include improved standards of achievement, curricular provision and school management.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Standards of achievement of children under five are very good. They make very good progress in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and physical and creative development. By the age of five, most children exceed the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry to school is average for most children.
- Of the lessons observed in KS1, pupils' standards of achievement were very good in 14 per cent, good in 72 per cent and satisfactory in the remaining 14 per cent. Of the lessons observed in KS2, pupils' standards of achievement were very good in 17 per cent and good in 83 per cent.
- In English, pupils in both key stages make good progress in their speaking, and writing skills. They make very good progress in their listening and reading skills. Pupils benefit from the structured literacy sessions and the study of quality texts.
- Standards in mathematics are good in both key stages. The use of numeracy strategies and a revised programme of work are having a beneficial effect on pupils' achievement. Standards in science are good in KS1 and KS2.

- In KS1, standards are good in Welsh second language, design and technology, history, geography, art, music and physical education. They are satisfactory in information technology.
- In KS2, standards are very good in history. They are good in Welsh second language, design and technology, art and music and physical education. They are satisfactory in information technology and unsatisfactory in geography.
- The 2001 NC KS1 assessments in English show that 100 per cent of pupils achieved level 2; no pupils achieved level 3, compared to the national average of 17 per cent. Results in mathematics show that 100 per cent of pupils achieved level 2 and above; 29 per cent achieved level 3, compared to the national figure of 40 per cent. Results from teacher assessments in science show 100 per cent of pupils achieved level 2; none achieved level 3, compared to the national average of 21 per cent.
- In KS2, the 2001 NC assessment results in English show 67 per cent of pupils achieved level 4 and above; figures for level 5 were approximately in line with the national average. Results in mathematics show that 50 per cent of pupils achieved level 4 or above; the percentage achieving level 5 was half the national average. In science, 67 per cent of pupils achieved level 4 or above, in line with the national average. Fifty per cent of pupils achieved level 5, compared to the national average of 31 per cent.
- Results in KS1 compare very well with those from similar schools and with national figures. Results in KS2 compare less favourably than those from similar schools and national figures.
- Given that there were only five pupils taking NC assessments in Y2 and six in Y6, caution has to be exercised in any analysis and comparison of the results.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the assessment by the school of pupils' achievements as well as the results of NC assessments. Pupils with SEN make good progress towards the targets set in their IEPs.

3.2 Standards achieved in the Key Skills across the curriculum

- The standards and progress made by children in the early years are very good. In KS1 and KS2, overall standards across the curriculum are very good in listening and reading. They are good in speaking, writing and the use of information and communication technology (ICT).
- The under-fives have good opportunities to apply and improve their developing skills of early literacy, early numeracy and the use of ICT within and across the six areas of learning. All pupils achieve very good standards in line with their stage of development.

- In KS1 and KS2, pupils make purposeful oral contributions to classroom learning and effectively use a range of technical terms. In both key stages, pupils speak clearly and confidently about their work and experiences at school.
- Standards in listening in both key stages are very good. Pupils listen attentively to staff and peers alike, and respond appropriately. They reflect well on contributions made to classroom and group discussions.
- Standards in reading are very good overall, contributing significantly to the pace of pupils' learning across the curriculum. They use a wide range of texts and ICT very competently to support their investigation and study. They value reading as a source of information.
- Standards in writing are good. In both key stages, pupils write for a range of purposes across the curriculum. Most pupils organise their work tidily and show an increasing awareness of conventions regarding the effective presentation of work.
- Standards in numeracy are good in KS1 and KS2. Pupils effectively apply their knowledge in many curricular areas, including design technology, art and science. They handle numbers confidently in oral and written tasks.
- Standards in the use of ICT are good overall in both key stages. Pupils of all ages very confidently use various CD-ROM's linked to topic work to carry out research, contributing effectively to their learning across the curriculum. Graphs are used to record results in science and mathematics; computer programs are used to create artwork and to help understand symmetry; images and text are used to present imaginative writing in English. Older pupils access the Internet, supporting very effectively their investigative work in history and science.
- Pupils make good use of video programmes to promote their achievements in subjects such as Welsh and history. Listening centres are used effectively to support language work. Pupils make good use of equipment to record, appraise and refine their musical compositions.
- In line with their IEPs and relative to their age and ability, pupils with SEN achieve very good standards in listening across the curriculum; standards are good in speaking, reading, writing and the use of ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' response to the provision is very good.

- The school meets its statutory obligations in providing religious education and a daily act of collective worship.

- The school successfully fosters a positive, calm and supportive atmosphere where the contribution of each individual is appreciated and recognised. Pupils contribute effectively to the caring ethos of the school. The strong bonds that exist between them result in an evident feeling of fellowship in all aspects of school life.
- Pupils develop a lively sense of curiosity. They sensitively reflect on their own lives and those of others and on their environment during their studies in subjects such as science and history.
- Pupils collaborate well in lessons and develop very good social skills. They approach their responsibilities as “Helpwyr Heddiw” (Today’s Helpers) conscientiously and consistently.
- Pupils raise funds for charitable purposes, such as Comic Relief, Blue Peter Appeals and Guide Dogs for the Blind. They take part in these events enthusiastically and are aware of the benefits to others less fortunate than themselves.
- The school has a clear set of rules and responsibilities for all pupils, and these are applied consistently. Pupils have a clear understanding of right and wrong; they show respect towards each other and all adults within the school community.
- Pupils show a genuine interest in each other’s lives and experiences and interact maturely with visitors to the school, ensuring a courteous and welcoming environment.
- The development of pupils’ cultural awareness is good. They understand the characteristics of a range of other cultures through subjects such as music and religious education. Pupils’ understanding of the uniqueness of Wales’ culture and traditions is promoted effectively by the curriculum. Opportunities for pupils to base their learning across the curriculum within a Welsh context are identified clearly by staff in their planning.
- School-based celebrations, such as the annual school Eisteddfod, visits to the Urdd camp at Glan Llyn and the International Eisteddfod at Llangollen give pupils an opportunity to contribute and take part in aspects of Welsh life.
- Pupils are aware and proud of Hanmer’s significance in Welsh history. A recently-produced pageant, involving both pupils and members of the community, re-enacted events in the village’s history.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour and attitudes is very good.

- Appropriate and effective policies are provided on discipline and behaviour. Pupils are involved in formulating school and class rules, which are displayed at

various locations throughout the school. Pupils' response to these directives is very good.

- An aim of the school is to promote an environment where everyone feels happy, safe and secure. Parents and governors commend the pupils' standards of behaviour both within and outside school boundaries.
- Pupils are courteous and the care shown by older pupils towards the younger ones is apparent in all aspects of school life. They are well mannered and relate effectively to each other, to staff and visitors to the school. This has a direct impact on pupils' standards of achievement and the quality of life in the school.
- The school has established effective systems to promote good behaviour and acknowledge success. As well as congratulating pupils for good work, teachers give house points for good deeds and nominate pupils from each year group to be mentioned during acts of collective worship. Certificates marking pupils' achievements within and outside school are included in personal Records of Achievement.
- Pupils show interest in their work, perform duties willingly and also work sensibly in groups and in pairs. They listen attentively and the majority concentrate for extended periods during all sessions.
- There are appropriate policies and procedures on anti bullying, equal opportunities and racial equality. No instances of bullying were observed during the inspection and no pupils have been excluded in recent years.

4.3 Attendance

Pupils' attendance rates are good.

- The school's overall rate of attendance fell below its target of 96 per cent due to intermittent bouts of chicken pox over the past year.
- The registers are marked regularly according to the school policy and are completed in compliance with statutory requirements.
- Parents understand the procedures for reporting absences. Consequently, there are no unauthorised absences.
- Pupils arrive in school on time and punctuality throughout the day is good.
- A small number of families arrange holidays during term time. Parents are reminded of the detrimental effect this has on their children's education.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching was very good in 6 per cent, good in 74 per cent and satisfactory in 20 per cent.

- The quality of teaching of children under five is very good and enables them to make very good progress in all areas of learning.
- The Early Years teacher and support staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning. They set very high expectations in order to develop children’s skills, knowledge and understanding.
- The standard of teaching was observed in nineteen lessons or part lessons during the inspection. In KS1, the quality of teaching was good in 72 per cent of lessons observed; it was satisfactory in the remaining 28 per cent. In KS2, the quality of teaching was very good in 12 per cent of lessons, good in 76 per cent, and satisfactory in 12 per cent of the lessons observed.
- In the best lessons, pupils are given opportunities to show initiative in employing their skills, knowledge and understanding.
- The shortcomings in the satisfactory lessons are mainly due to the lack of maintaining a good pace throughout the lessons, particularly towards their end.
- Teachers’ knowledge and understanding of the subjects they teach is good. Lessons form part of a well-structured sequence. They have clear aims and intended learning outcomes, which are shared with pupils.
- Teachers know their pupils very well and work is effectively differentiated to the needs of individuals or groups. Pupils, including those having SEN, are provided with good support.
- The quality of the relationships between teachers and pupils is very good and promotes pupils’ achievements. Expectations in terms of discipline and standards of work are high; pupils’ response is very good. Regular oral feedback supports pupils’ work.
- Teaching methods are suitably varied and reflect the needs of the subject as well as the pupils.
- The teaching provides pupils with a range of opportunities to develop and apply their knowledge and understanding of their culture and heritage relating to the “Curriculum Cymreig”.
- Support staff work closely with teachers and make a very valuable contribution to the pupils’ education.

5.2 Assessment, Recording and Reporting

The quality of assessment is good; recording and reporting to parents are satisfactory. The assessment and recording procedures for pupils with SEN are good.

- A baseline assessment scheme is used appropriately in the Reception class. The information provides a sound start for the recording of individual pupil progress.
- Assessment of pupils' achievements is linked to the NC programme of study requirements and level descriptions.
- Teachers know their pupils very well and liaise regularly with each other on the progress being made by individuals within the classes and across the key stages. This, together with the development of the role of the curriculum co-ordinator over the past year, has had a direct impact on pupils' learning. Class activities are well planned to accommodate the needs of individuals and groups of pupils; it is a feature of the programme of learning.
- Both long-term and short-term planning documents in all curricular areas produced by each class teacher consistently identify assessment opportunities in relation to the stated lesson objectives.
- The recently introduced structure for qualitative and quantitative target setting provides an effective mechanism for informing pupils and parents of the small steps needed to take to improve the quality of work.
- Pupils increasingly assess the standards of their own work and that of their peers across the curriculum.
- In KS1 and KS2, teachers keep samples of pupils' work in the core subjects; these are levelled against NC standards. It is school policy that samples should be annotated and dated. Standardised tests are used to aid assessment in English.
- Pupils' progress in the foundation subjects is assessed informally and teachers are very aware of the standards being achieved by individual pupils. There are no whole-school portfolios, exemplifying NC levels as agreed by staff, in these subjects.
- Quantitative targets are set for pupils in the core subjects at the end of each year. End of key stage NC assessment results and teacher assessments bear a good correlation. Information gained from curriculum assessment is analysed effectively and potential issues, such as gender differences, are looked for.
- Pupils' work is marked regularly and the feedback given to pupils makes clear to them what they have to do in order to raise their standards of achievement. Written comments, however, often do not offer enough guidance on how to improve the standard of their work.

- Assessment arrangements have regard to the SEN Code of Practice.
- The arrangements for recording pupils' achievements are satisfactory; they are not sufficiently concise in giving an overview of the pupils' achievements.
- Teachers' day to day personal records of pupils' achievements and areas for development are useful and inform planning. Changes in the recording of pupils' progress against NC level descriptions are developing by means of the newly introduced tracking sheets.
- Records containing details of pupils' personal achievement and progress have been introduced recently.
- The annual reports to parents provide a detailed account of pupils' attainment, but offer little opportunity for staff to comment on the steps necessary for improvement.
- The school has already identified the need to review and evaluate its procedures for assessment, recording and reporting. It has a stated aim to establish a more cohesive and focused structure that will help to both measure and direct pupils' progress in an effective and efficient manner.

5.3 Curriculum

The curriculum provided by the school is good; it is broad and balanced overall and complies with legal requirements. The quality of the curriculum for the under-fives is very good.

- The curriculum contributes to the good standards achieved by pupils. The provision is socially inclusive and ensures equality of access and opportunity to all pupils, taking into account factors such as racial equality and provision for disabled pupils.
- During the current academic year, all subject policies and schemes of work for the NC subjects have been revised. These now provide for continuity and progression in pupils' learning between and across the key stages. The schemes of work will be reviewed at the end of the academic year and revised in light of teachers' ongoing evaluations of their effectiveness.
- The planning for the apportionment of time for each subject is appropriate; discretionary time is used to reinforce pupils' learning in the core subjects. Insufficient time, however, has been given to the teaching of geography in KS2 throughout the year, and this has had an adverse effect on standards.
- The revised schemes of work and short-term planning identify opportunities for the development of key skills across the curriculum. The implementation and effectiveness of the planning for these skills has been monitored by the headteacher and will be reviewed at the end of the current academic year.

- Homework, based on work in the classroom, is set regularly and followed up effectively. The home school task books form an effective link between the school and parents.
- Of the 23 parental questionnaires returned, 22 per cent expressed dissatisfaction with the work that their children were expected to do at home.
- The school's provision for extra-curricular activities is satisfactory; it includes sporting and musical activities. Regular educational visits and visitors to the school enrich the curriculum. The very close links between the school and the community further enhance the curriculum.
- The arrangements for PSE are good. Opportunities for its development are included in the whole-school planning sheets across the curriculum. When these are completed over the two-year cycle, they will form a scheme of work. The discrete development of PSE also takes place during occasions such as circle time.
- Opportunities for the development of the pupils' knowledge and understanding of Welsh culture and traditions through the "Curriculum Cymreig" are a feature of the programme of study.

5.4 Support, Guidance and Pupils' Welfare

The school's provision for support, guidance and pupils' welfare is very good.

- Pastoral care procedures are well established and all members of staff are aware of their roles and responsibilities in relation to these procedures.
- The procedures are co-ordinated by the headteacher who approaches her responsibilities in a conscientious manner. Regular training is received from the local education authority (LEA) and information is distributed to all members of staff.
- The school has appropriate policies for sex education and PSE. They offer good guidance as to how these aspects are provided for in a cross-curricular approach. Aspects relating to healthy eating and hygiene are incorporated effectively into the school's curricular provision in both key stages.
- The school has a Racial Equality policy and has an appropriate statement referring to the equality of opportunity for disabled pupils in the Equal Opportunities policy.
- All members of the school's staff and regular visitors are mindful of pupils' safety and personal welfare. The school has well-established procedures for ensuring that pupils are supervised during break and lunch times.
- The quality of relationships throughout the school is very good. The headteacher and staff know their pupils very well and the pupils feel confident in turning to them for advice, both academic and personal.

- The school has particularly well-developed guidelines for regard to health and safety issues during design and technology lessons. These contribute to the good pace of learning.
- Theatre groups visit the school to raise pupils' awareness regarding drugs and road safety issues.
- During the inspection period, a number of Y6 pupils successfully completed their Cycling Proficiency Test under the guidance of a special constable.
- Areas where pupils play during break and lunch times are barely adequate; this problem should be alleviated when the recently donated playing field becomes useable.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good. They make good progress and have full access to the school's curriculum. There are no pupils who have a statement of SEN.

- Teachers know their pupils very well and their needs are identified from an early age. The special educational needs co-ordinator (SENCO), who was appointed in September, provides good support for small groups of pupils on one afternoon a week.
- The class teachers and the SENCO draw up individual educational plans. They contain clear learning targets and set achievable, yet challenging, goals for the pupils. Parents and KS2 pupils are invited to sign these.
- The IEPs are reviewed half termly and new targets set. Within the class lessons, teachers short-term planning effectively provides differentiated tasks, which are appropriate to the ability of pupils with SEN.
- Thorough planning for withdrawal group and individual work ensures progression and continuity and appropriateness to pupils' needs. Assessment is ongoing and the teachers' comments on the IEPs provide an overview of the next steps in learning. Records of pupils' progress are detailed and useful.
- The school does not consider that there are any gifted pupils at present, but there are pupils who achieve high standards in some areas of the curriculum. Appropriate opportunities are planned and provided for these pupils.
- The school meets its statutory requirements for SEN in full and has made good progress in the implementation of the revised SEN Code of Practice.
- The governor with responsibility for SEN is well informed and meets with the SENCO on a regular basis.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents and community, schools and other institutions is good.

- The school has established effective systems to keep parents informed of its activities and of their children's progress. These include newsletters, annual reports on pupils, regular meetings with parents and the Governors' Annual Report. However, the latter does not comply fully with statutory requirements.
- The school's home-school agreement is of good quality. Almost all parents have signed.
- Parents are very active in raising substantial amounts of money, which are used to supplement resources. Activities include the Bonus Ball club and a catalogue commission scheme. The parents made a contribution of £5,000 towards the cost of the school's remodelling work.
- Parents are very supportive of the school; helping with mathematics, reading, IT and games activities. Examples of parents who visit the school to talk about their work include a health visitor, a veterinary surgeon and a taxi owner.
- The school has very strong links with the community. Pupils take part in religious services, attend local fairs, support local charities and were involved in the local Millennium Pageant.
- Visitors to the school include religious leaders, LEA officers, police officers, fire officers, Mothers' Union members and various theatre groups. Local residents attend occasions such as school concerts and Open Day.
- Good links have been established with the secondary school to which the pupils transfer. These include visits by staff, pupils and parents and a mathematics-bridging scheme for all feeder primary schools. The feeder schools' consortium arranges inter-schools sports and swimming tournaments, together with in-service training. There are useful links with the Playgroup and the Mothers and Toddlers group, which meet in the school.
- The school provides placements for students from a teacher training college and for nursery nurse and childcare training students from a further education institution. Work placements are afforded to pupils from the local secondary school.
- Other links include diocesan workshops, Dragon Sports, local artists, an Urdd residential centre and places of historical interest.

5.7 Partnership with industry

The partnership with industry is satisfactory.

- Pupils have made visits to a bakery, Manchester Airport, farms, a candle factory and a manufacturer of rocking horses. These visits have enhanced the pupils' appreciation of the world of work.
- Visitors to the school, including a veterinary surgeon, train driver, fire officer, taxi owner and an estate manager, have a positive effect on pupils' standards of achievement and improve curricular development.
- A gardening association assisted in the design and formation of the school grounds. A local institute sponsored two members of staff attendance at an IT training course. These experiences have improved the professional development of the staff.
- The school does not have a policy on links with industry or with ELWa.

6. MANAGEMENT

6.1 Quality of Self-Evaluation

The quality of self-evaluation and planning for improvement is good.

- The headteacher, staff and governing body have a strong commitment to further developing this aspect in order to raise standards in all areas of school life. A self-critical culture is apparent within the school.
- There is a strong ethos of teamwork and pride in the school. Values and norms about learning, behaviour, relationships and equality of opportunity are shared amongst the staff and governing body.
- Members of staff and the governing body have contributed to the process of self-evaluation by means of the School Based Review. This very useful document addresses the key areas of school life and considers the school's current situation together with planned improvement. It is realistic and provides an overview of the school's strengths and areas for development.
- These planned improvements are incorporated into the School Development Plan (SDP), which contains a three-year overview. Priorities are set for each term together with the actions to be taken. Staff and governors are committed to taking action based on the review through the SDP.
- The SDP is a useful strategic document, which has had a positive impact on standards during the current year. The priorities are specific, achievable, realistic and, where possible, measurable in terms of outcomes and costing. Members of staff responsible for the action to be taken are also identified.
- Staff are valued and encouraged by the headteacher and the governing body to take responsibility for their part in the development of the school. The small

number of teaching staff allows for constant informal monitoring of each other's teaching and the standards of pupils' achievements.

- National and local data are used to compare aspects of the school's performance against that of other schools. Issues such as equal opportunities and relative performance of boys and girls have been considered.
- During the past year, all pupils have had termly personal learning targets for literacy and numeracy. These are known to the pupils and their parents.
- The school sets quantitative targets for pupils in the core subjects at the end of each year. End of key stage test results and teacher assessments bear a good correlation. The school has established a system for the effective use of data in order to raise the standards of pupils' achievement.
- The role of the curriculum co-ordinator has developed greatly over a relatively short period of time. Teachers have taken on subject responsibilities over the past year. Policy documents and schemes of work have been thoroughly revised, ensuring continuity and progression across and between key stages. This has had a positive impact on pupils' standards of achievement. The school has identified the need to further develop and formalise this role.
- Monitoring of subjects is developing in the core and some of the foundation subjects. A recent initiative involves the class teacher making written evaluations of a range of areas within a subject. These are then commented and acted upon by the co-ordinator. This process is having a beneficial effect on teaching and learning.
- There are link governors for all of the NC subjects. Most of the governors have visited the school during the past year to observe their subject being taught. They have reported back on an informal basis to the class teacher, the headteacher and the governing body. The school has already begun to formalise this process.
- Identified issues prioritised for the current year include the need to: provide accommodation to support the provision of quality education; ensure the professional development of the NQT; raise the standards of pupils' performance by monitoring and the compilation of effective policies and schemes of work.
- The SDP has been reviewed by staff and governors and is closely monitored each term with regard to progress against time. Targets for action are allocated to the appropriate sub-committees, who prepare detailed action plans, monitor progress and report to the governing body.
- In the monitoring and setting of targets, the school takes account of different groups of pupils in terms of ability, gender and linguistic and social background.
- Teachers analyse the NC assessments results in the core subjects and set quantitative and qualitative targets for future improvement. These are presented to the governing body.

6.2 Leadership and Efficiency

The quality of leadership and management of the school is good. The governing body is very supportive of the school. It effectively fulfils its statutory obligations, other than in respect of the Annual Report to Parents.

- The school has experienced considerable upheaval during the past year and a half due to the major building work and refurbishment. The headteacher, staff and governing body have shown very good management of the process. They have also instigated and implemented many educational initiatives during the past year.
- The governing body works closely with the headteacher to provide leadership, which gives a clear direction to the school's work. They have a shared sense of purpose that promotes and sustains improvements.
- The headteacher, who has a 0.9 teaching commitment, took up the post in September 2001. She has a clear vision for the long-term future of the school and gives very good leadership.
- Over the past academic year, policies and schemes of work for all the NC subjects have been revised and developed. All policies and schemes of work have been presented to the education sub-committee and the governing body.
- Policies for many other aspects of school life have also been developed and revised.
- The school takes account of, and has appropriate measures for eliminating oppressive behaviour and harassment, including all forms of bullying, sexism and racism. Principles and procedures for these areas are embodied in documents such as the Racial Equality Policy.
- Members of the governing body are regular visitors to the school, on both a formal and informal basis. The majority have monitored the teaching and learning of their link NC subject. Governors are increasingly attending LEA training.
- The school makes effective use of available resources to achieve its good educational outcomes. The finance sub-committee meets regularly and manages the fund available to implement the priorities identified in the SDP. The LEA finance officer provides good support at these meetings. A member of the finance sub-committee attends the budget setting meetings of the headteacher with the LEA officer.
- The outcomes of spending are regularly evaluated by assessing the benefits to the school of its expenditure on staffing, premises and learning resources. The governing body also ensures that it can account for the expenditure to which it has committed itself, ensuring good value for money.
- Since the previous inspection, the school has made very good progress overall, particularly during the past year, in meeting the targets set in the action plan,

which addresses the key issues from the previous inspection report. These include improved standards of achievement, curricular provision and school management.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good overall.

- Staff are appropriately qualified and the number of teaching staff is adequate for the size of the school. An additional part time teacher (0.5) has been appointed and will take up her post at the beginning of the next academic year. An effective induction structure is in place for NQTs.
- Staff development needs are identified systematically through procedures such as the School Based Review. As a result, teachers have undertaken a wide range of in-service training. There is no formal system of staff appraisal.
- The contribution of support staff is of very good quality. They understand the requirements of the curriculum and the purpose and intended outcomes of activities. Their relationships with pupils are very good.
- The school secretary, caretaker and school meals' staff makes a very valuable contribution to the smooth running of the school.
- The quality of accommodation is very good. The recently refurbished accommodation is clean and well cared for. All classrooms provide a stimulating and organised learning environment. The quality of display is good and makes a significant contribution to pupils' learning and attitudes.
- The refurbishment of the school has successfully ensured that the accommodation has regard for its long and rich history, while at the same time providing a firm educational basis for the present and immediate future.
- Learning resources are good overall. The areas of IT and geography, however, are not as well provided for.
- Areas for pupils to play during break times are barely adequate, though this problem should be alleviated when the recently donated playing field becomes useable.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

The educational programme for under fives.

The educational provision for the under fives is appropriate and promotes the Desirable Outcomes for Children's Learning. Children are admitted to the nursery class on a part-time basis in the September after they reach the age of three.

Good links with the Mother and Toddler Playgroup, which meets in the school, ensure children's smooth transition to the nursery class.

The standards achieved by both age groups are very good in language, social and personal development, literacy and communication skills, knowledge and understanding of the world, physical and creative development. By the age of five, most children exceed the Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills

Good features

- The children in the nursery class make a very good start to developing their skills in language, literacy and communication. They listen attentively and respond appropriately to adults. Children speak clearly and confidently in situations such as role-play in the 'veterinary surgery' corner and when sharing their news.
- They enjoy listening to stories, such as those in the class 'big book' and respond well. The children select their own books, handle them carefully and enjoy sharing the contents with others. Children respond very well to the Welsh lessons.
- Writing skills develop well and children write their news using a word bank. Letters are well formed.
- Children in the reception class speak clearly and confidently, using a good range of technical vocabulary. They readily take part in class oral sessions and discussions, giving reasons for their opinions.
- Reception class children listen attentively to adults and their peers, taking account of what they say and asking sensible questions to clarify a situation. The children make good use of the listening centres during Welsh sessions. They listen to stories and have a good understanding of what has been read and are beginning to predict events of the story.
- Reading skills develop very well; children understand terms such as 'illustrator' and 'author'. The children understand the difference between fiction and non-fiction books.
- Reception class children write their own books, based on a model provided by the teacher. Their handwriting develops well, letters are correctly formed and spelling is good. They are familiar with basic Welsh language patterns and respond very well to oral activities.

Personal and Social Development

Good features

- Nursery children make very good progress in their personal and social development. They show confidence and establish effective relationships with

other children and adults. Children show care, respect and affection for other children and adults.

- They seek help from adults when it is needed. Attitudes to activities are very positive; they show very good levels of concentration and perseverance.
- Reception class are very confident learners. Their behaviour is good and they have very positive attitudes to their work. They take turns to speak and wait patiently for their turn in practical activities.
- Children work increasingly independently and as part of a group, persevering in their learning and seeking help when needed. They sensibly select appropriate activities and resources.

Mathematical Development

Good features

- Nursery class children sort, match, sequence and count objects up to ten. They recall numeracy rhymes and songs, some in Welsh, and enjoy working on simple counting games.
- They understand the basic mathematical concepts, such as “less”, “more” and “pairs”, using appropriate vocabulary to talk about their work. Children make good use of number lines.
- Reception class children count confidently to 20 in English and Welsh. They make good use of number lines to “jump” forwards and backwards. Some pupils use mental mathematics to calculate the two times table.
- Reception class children understand and use a wide range of mathematical concepts such as “add”, “take away”, “heavy”, “light” and “double”.
- Children are beginning to understand time and volume through a range of activities and gain understanding of basic weighing and measuring when cooking.
- Reception children give directions using a simple “Logo” program.

Knowledge and Understanding of the World

Good features

- Nursery class children demonstrate their knowledge and understanding of the world when talking about their families and where they live.
- They have a developing knowledge of the environment and understand the life cycle of a frog. The children recognise a range of minibeasts and breeds of dogs.
- Nursery children know the days of the week and seasons. They discuss and record the weather during Welsh activities.

- They are beginning to understand their emotions and why they feel as they do.
- Following a visit to Whitchurch, Reception class children understand and identify the differences in the features of the town and their village. They sequence photographs of themselves and use their increasing knowledge of the world of nature when creating books showing the life cycle of a butterfly.
- All children have a good understanding and knowledge of the roles of adults who work in the school and in the community. Following a visit to Manchester Airport, they show a good understanding of the reasons for, and different ways of travelling.
- Children increasingly make simple deductions and observations and ask sensible questions.

Physical Development

Good features

- Nursery class pupils move confidently and show good control and coordination when handling cooking utensils and using large play equipment on the yard. They have a good awareness of space.
- Reception class children show very good control when tracing and cutting shapes. Their spatial awareness is very good.

Creative Development

Good features

- Nursery children make very good progress in creative work by exploring colour, texture, shape, form and space through a range of media. They keep a steady beat during singing games.
- Reception class children work independently and cooperatively when producing a large-scale collage. They apply paint and other materials with care and express their ideas and feelings through art. The children comment sensibly on their own work and that of others, suggesting improvements.
- Reception class children show very good skills and save their work when using the computer.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in speaking, reading and writing are good in KS1 and KS2. They are very good in listening and reading in both key stages.

Good features

- Speaking skills develop well across the key stages. Pupils speak clearly with increasing confidence and accuracy, such as when they read their work to the class during plenary sessions. They communicate information accurately and give and respond to instructions appropriately. Pupils in both stages take part confidently in role-play situations and “hot seating” exercises when they take on the role of a fictitious character from a novel.
- Pupils’ listening skills are very good. From the beginning of KS1, they listen very attentively, sometimes for long periods of time, in response to a wide range of stimuli and situations. Listening centres are used well. Pupils recall accurately what has been said or read to them, and respond appropriately.
- Reading skills develop very well across the key stages. Pupils use a range of strategies to help them to become very good readers at the end of the key stages. They have a firm understanding of what they have read and discuss characters and critical incidents within a story. From the earliest ages, pupils read with expression.
- Key Stage 1 pupils are beginning to understand implicit meanings within texts. They have an increasing awareness of the different genres of texts. Older pupils make sensible inferences and predict events in the plot of the class big book. They write their own endings to stories.
- Writing across a range of genres, such as report writing and letter writing, pupils make good progress. They are aware of the needs of the audience and adapt their writing accordingly, such as when older pupils produce “The Hammer Herald”.
- In KS2, extended writing is developing appropriately. Work is regularly revised and redrafted. Key Stage 1 pupils are beginning to explain and evaluate what they have written. This skill develops well across KS2.
- Pupils’ spelling and punctuation show good progress across the key stages.

Shortcomings

- Due to the remodelling of the school building, there has been no central library for a year and a half. As a result, pupils’ library and reference finding skills are underdeveloped.
- Standards in pupils’ handwriting are not consistent within and across the key stages.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils have a sound understanding of early mathematical concepts. They undertake simple addition, subtraction, multiplication and division confidently and accurately. Pupils use mathematical vocabulary and symbols appropriately to discuss and present their work. By the end of the key stage, they explain their thinking and demonstrate a good level of accuracy when estimating units of measurement.
- Key Stage 1 pupils have a good understanding of time and the units used to measure it. They know the months of the year, their order and their properties and are able to relate these to significant dates in their lives, such as birthdays and other celebrations. Pupils recognise and name halves and quarters in the context of shape, time and numbers.
- Towards the end of KS1, pupils name and recognise a variety of two-dimensional shapes and describe their properties. They also relate these properties when undertaking investigative work involving tessellation.
- In KS2, pupils have a good understanding of the four arithmetical operations and of the concept of place value in whole and decimal numbers. They approach oral and mental mathematics with confidence and most pupils have a quick recall of multiplication tables. They have good reasoning skills and make accurate use of mathematical vocabulary, especially during mental mathematics sessions at the beginning of lessons.
- Pupils estimate and measure angles with accuracy and identify different types of angles correctly. Across the key stage, pupils make good progress in collecting, interpreting and representing data in a variety of forms. They are confident in using this information to test hypotheses made at the start of investigative work.
- Pupils in KS2 have a good understanding of the properties relating to two-dimensional shapes and use a range of measuring equipment with accuracy. They compute areas and perimeters using the correct units of measurement and relate this knowledge to real life problems.

Shortcomings

- Pupils' ability to use personal methods of dealing with mathematical tasks is underdeveloped.
- In both key stages, pupils' knowledge of the properties of three-dimensional shapes is underdeveloped.

Science

Standards of achievement are good in KS1 and KS2. Pupils in both key stages have a good knowledge and understanding of all aspects required by the NC.

Good features

- In KS1, pupils have a sound knowledge of aspects of the natural world. They recognise habitats and name the animals most likely to be found in them. They plan and make a range of habitats for the class collection of minibeasts and record their behaviour. Pupils recognise a range of common and unusual animals and sort them according to bodily characteristics.
- Upper KS2 pupils use previous knowledge of plants and animals to construct a food chain. They assess the validity of their work and reach conclusions about the impact of the absence of some elements within the chain. Pupils then construct a triangular diagram to show the relative distribution of the various elements within the chain.
- Pupils use scientific terms accurately in their descriptions and accounts when, in KS1 they write about making an electrical circuit with a switch or, in KS2 work on the senses.
- Pupils in both key stages make field visits to the locality, following woodland trails and pond dipping. The visits encourage pupils to ask questions and investigate to find answers.
- Pupils' ability to plan a systematic enquiry develops well across the key stages. Lower KS2 pupils plan an investigation based on a range of characteristics of animals, such as size, weight and whether they leave trails. They list what they need to find out, the resources required and make predictions about the outcomes.
- Pupils' understanding of fair testing and its importance develop well across the key stages. Key Stage 1 pupils explain the way in which they carried out the investigation and what made it a fair test.
- Pupils use a range of resources to support their investigations, including reference books, CD-ROMs and the Internet. Key Stage 2 pupils write to specialist commercial providers of specimens to seek advice.
- Across the key stages, information is communicated increasingly effectively through drawings, graphs, and diagrams in writing.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good in speaking, listening and writing in KS1 and KS2. They are satisfactory in reading.

Good features

- Speaking and listening are good in both key stages. They listen attentively to adults and each other. Pupils understand and respond confidently to stories on listening centres and video programmes such as “Pobol Bach”, suitable to their age groups. They make appropriate observations.
- Pupils show increasing confidence in using Welsh as a second language to ask questions of each other, in responding and producing spontaneous dialogue based on class activities, such as the use of ‘big book’. Their pronunciation is generally good.
- In KS1, pupils learn quickly and enjoy opportunities to participate in role-play situations. They use an increasing vocabulary of words and phrases.
- In KS2, pupils respond to questions using negative and affirmative forms with increasing accuracy and independence. They hold sustained conversations showing a developing grasp of intonation. Pupils express their opinions well and occasionally use dialect forms befitting North East Wales.
- Key Stage 1 pupils read together from the class “big book”, predicting events. They also read flash cards of new words and phrases. Key Stage 2 pupils read independently from the class ‘big book’. In both key stages, pupils read their own written work and the text from a video programme.
- Across the key stages, pupils increasingly write in a greater range of styles, such as speech bubbles, dialogue and report writing. Key Stage 2 pupils cooperate to produce work by means of shared writing. They use dictionaries to support their writing.
- Good use is made of incidental Welsh during the school day and pupils always respond appropriately and often enthusiastically. During a visit to the Urdd outdoor pursuit centre at Glan Llyn, KS2 pupils use and develop their linguistic skills in a practical and enjoyable context.

Shortcomings

- Pupils’ independent reading skills using a range of texts are underdeveloped.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages demonstrate good skills in completed projects. They use a range of materials and components, including wood, food, textiles, construction kits and mechanical components.
- Pupils plan and organise their projects with increasing detail and understanding. They make prototypes and undertake limited market research in relation to the products made.
- They observe and research the use and development of certain devices relevant to the module of work being undertaken. In KS2, pupils observe and record how a bicycle works.
- Pupils in KS1 use the “Valiant Roamer” to program a procedure directing the controllable toy.
- Pupils work independently, using tools and equipment safely, with due regard for health and safety factors.
- Key Stage 1 pupils sensibly discuss the appropriateness of joining and assembling methods and finishes to product usage.
- In KS2, pupils model ideas with construction kits and effectively evaluate the outcomes of their products. They identify what works well and what needs to be improved. Pupils record their assignments in an organised way.

Shortcomings

- Pupils do not formulate and develop ideas sufficiently, as work is frequently teacher directed.
- Pupils’ use of computer control hardware in KS2 is underdeveloped.

Information Technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in both key stages use word processing and graphic programs to present and enhance their work, as exemplified in the brochures on Llandudno prepared by KS2 pupils. Key Stage 1 pupils use a graphic package to draw accurate representations of minibeasts.
- Pupils in both key stages are developing an increasing ability in the basic principles of disk management when they save and retrieve data.

- Pupils in both key stages have an understanding of text modification and select fonts and change text size and colour.
- Pupils of all ages very confidently use various CD-ROM's linked to topic work to carry out research, contributing effectively to their learning across the curriculum.
- Pupils in both key stages access the Internet and search increasingly effectively for information; skills are very good at the end of KS2.
- All KS2 pupils have e-mail access, which they use to communicate with each other.

Shortcomings

- The limitations of the resources available have an effect on the standards achieved by pupils.
- Pupils' ability to draw tables and experiment with page layout is limited as is their use of spreadsheets and simulation programs.

History

Standards of achievement are very good in KS2. No history lessons were observed in KS1, but discussion with pupils and other evidence suggest that standards are good.

Good features

- Pupils' chronological awareness develops well across the key stages. Key Stage 1 pupils create a timeline to show changes in transport from the sedan chair. Older pupils place the periods of history, which they have studied, in chronological order. Vocabulary relating to the passage of time shows good progress.
- Pupils in KS1 recall a range of stories and events about the lives of people living in Wales in the past. They are beginning to understand why people acted as they did and that those actions had consequences. Pupils identify differences in ways of life in the past, such as the lack of electricity. Older pupils understand how living in town and country were different in Victorian times and the ways in which it affected daily life.
- Key Stage 1 pupils understand that they can find out about the past from a range of sources. Key Stage 2 pupils recognise the significance of archaeological evidence and its shortcomings. They know that versions of the past can be different for genuine reasons.
- In both key stages, pupils also use a wide range of sources of evidence, such as web sites, to support their learning and investigations.

- The ability to ask historical questions is very well developed in KS2. Pupils write what they already know about the Iron Age Celts, ask their own questions and research to find the answers. They carry out their investigations independently.
- They understand that it is not always possible to find enough evidence to answer a question and that further research may be needed. Pupils compare different interpretations and their initial “facts” in light of new evidence, recognising that further research and interpretation is needed.
- Pupils in both key stages organise their findings appropriately and use a variety of methods to communicate their knowledge and understanding.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in geography are good in KS1.

No lessons were observed in KS2 during the inspection, but discussion with pupils and other evidence suggest that standards are unsatisfactory.

Good features

- Across the key stages, pupils have knowledge and understanding of the location, features and character of places. KS1 pupils identify what sort of place Hanmer is and which of its features they prefer. They carry out a traffic survey on the road outside the school. Geographical vocabulary develops appropriately in KS1.
- Key Stage 1 pupils compare Hanmer with Whitchurch, identifying facilities in both locations. They reach conclusions about in which environment they would prefer to live, giving reasons for their decisions.
- In KS2 pupils recognise the characteristic features of Hanmer and where it is in relation to a range of other towns. They identify land use in the locality in terms of human features and physical features and consider the effect of building flats alongside the mere.
- Pupils in KS2 compare Hanmer with Llandudno, understanding the characteristic features of both. They have a good understanding of why the latter developed as a tourist resort.
- Mapping skills develop appropriately across KS1. Pupils draw simple story maps, treasure maps, using two figure co-ordinates, and trace a route on a plan of the school. Pupils in KS2 use maps of two different scales when studying Llandudno in order to identify its location and features within the town.
- Geographical skills are consolidated and developed in KS1 through field studies of the locality.

- In both key stages, pupils have a knowledge and understanding of the character and identity of Wales.
- Pupils communicate their findings in a variety of ways. Key Stage 2 pupils use their information technology skills to produce attractive tourist brochures of Llandudno.

Shortcomings

- Older pupils' geographical knowledge is lacking in breadth and depth; they do not adequately develop their skills and understanding as they move through KS2.
- The limitations of available resources hinder pupils' acquisition of geographical knowledge, skills and understanding, particularly in KS2.

Art

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils talk about their own work and describe the processes they have used to produce various pieces of artwork.
- Pupils in both key stages develop their skills and understanding by studying the work of local artists and artists who live and work in Wales, such as William Brown. The work produced by KS1 pupils, influenced by William Brown's animal representations, is of a good quality.
- Pupils in both key stages show good skills in two-dimensional techniques, such as watercolour painting, printing, collage and textured paintings. They have a good understanding of various art techniques and use pastels well to create effects that are visually pleasing and showing an appreciation of line and tone.
- In their work based on a study of Van Gogh's "Sunflowers", pupils in KS2 show good understanding of colour, shape and texture.
- Key Stage 1 pupils produce a series of computer graphic pictures based on the work undertaken in science. The insect pictures show a good understanding of the possible effects and options offered by an IT art package.
- In their study of local architecture, pupils in KS2 show an appreciation of depth and distance in their work.
- Through their three-dimensional work on castles, KS2 pupils show an accurate grasp of observational skills. In KS1, pupils produce clay models to represent school dinners.

Shortcomings

- Pupils' use of sketchbooks to refine and develop their skills and to allow them to use art related vocabulary accurately in relation to their own work is underdeveloped.

Music

Standards of achievement are good in KS1. No lessons were observed in KS2 during the inspection, but discussion with pupils and other evidence suggest that standards are good.

Good Features

- Pupils in both key stages sing tunefully and rhythmically, giving appropriate attention to dynamics and full value to phrases. They sing confidently and with expression as individuals during acts of collective worship.
- Key Stage 1 pupils tap out a steady beat during a musical game. They use pitched percussion instruments to play a simple accompaniment to recorded music during class singing. Pupils understand that larger percussion instruments make the deeper sounds.
- Pupils explore a range of sound sources from which they select, combine and arrange sounds effectively and imaginatively. Key Stage 1 pupils create compositions in response to group stories they have written.
- During an act of collective worship, KS2 pupils perform their composition based on a storm, to accompany the story of Jonah and the Whale. They show good control of a range of tuned instruments, responding to the leadership of one of their peers. Dynamics are used very effectively to portray the rising and dying away of the storm.
- Appraisal of their own compositions and those of other groups takes place at an appropriate level. Key Stage 2 pupils use the appraisal and evaluation to review and revise their compositions based on the story of "Cantre'r Gwaelod". They explain how and why they have changed elements of their work.
- Key Stage 2 pupils appraise a range of music played by the county music advisory staff, using appropriate vocabulary.
- Pupils respond effectively to a range of music from different cultures, such as those of India and China.
- Three pupils receive school-based violin lessons and eight receive woodwind tuition. They make good progress. The school's Recorder Club, which meets during the lunch hour, together with opportunities to attend music workshops and festivals within the diocese, further enhance pupils' standards of achievement.

Shortcomings

- There are no significant shortcomings.

Physical Education

No physical education lessons were observed during the period of the inspection. Scrutiny of documentation and video evidence coupled with an observation of an extra-curricular athletics session (Dragon Sports) suggests that standards of achievement in all aspects of the NC requirements are good.

Physical education has a high profile at the school, embodied in a comprehensive programme for both key stages. It is planned and evaluated effectively and fully meets the requirements of the NC. However, the recent building programme has somewhat curtailed the school's ability to provide gymnastics and dance activities. Recent seeding of the school's new playing field has also meant that pupils have yet to benefit from its use.

Good features

- In both key stages, pupils show confident ball control skills. They are agile and have a good awareness of space. Pupils are enthusiastic and energetic during warm-up sessions. Using the gymnasium at a neighbouring secondary school, KS2 pupils devise a sequence of purposeful floor movements.
- Pupils in both key stages have weekly swimming lessons and make good progress.
- Good use is made of support from Wrexham Football Club and the area Rugby Development Officer to raise standards of pupils' achievement. KS2 pupils are developing good skills and understanding of a range of ball games, including hockey, rugby, football and netball. They listen attentively to instructions, work well in teams and support each other effectively.
- Pupils demonstrate good ability in ball skills such as passing, kicking and catching. A series of lessons at the local tennis courts highlight good control and hand and eye co-ordination skills of KS2 pupils.
- The school's involvement with Dragon Sports makes a valuable contribution to pupils' standards in athletic activities.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made very good progress overall, particularly over the past year, in the implementation of the action plan which addresses the key issues from the previous inspection report.

Key Issue 1

The current SDP does not outline priorities and targets in sufficient detail. It does not specify costs, time limits, and criteria by which success may be judged or the staff who are responsible.

- The SDP for the 2001/2003 academic years is a useful strategic document which has had a positive impact on standards during the current year.
- The priorities are specific, achievable, realistic and where possible, measurable in terms of outcomes and costing.
- Members of staff responsible for the action to be taken are identified.
- The SDP is monitored on a termly basis.

Key Issue 2

Current accommodation is not used to maximum effect.

- The school building has undergone major remodelling.
- The accommodation is now used to very good effect.

Key Issue 3

The arrangements for teaching nursery pupils are unsatisfactory.

- A nursery and reception unit was established two years ago.
- The children are taught in a purpose built unit.
- Provision for the Early Years is now very good.

Key Issue 4

A significant number of KS2 pupils are not always given work appropriate to their needs.

- Work is now well matched to the needs of individual pupils.

Key Issue 5

Curriculum policies and schemes of work do not ensure progression in pupils' learning, particularly in science art, geography and information technology.

- All policies and schemes of work have been revised during the current academic year, ensuring progression across and within the key stages.

8.2 Key Issues for Action

To maintain and build on the good standards achieved by pupils and to improve aspects of the provision the school needs to:

1. address the shortcomings in the subject reports and ensure that the allotted time is given to geography in KS2;
2. continue to develop and formalise assessment, recording and reporting procedures, including the constructive marking of pupils' work;
3. continue to develop and formalise the role of the curriculum co-ordinator, particularly in the foundation subjects;
4. ensure that the governors' Annual Report to Parents complies fully with statutory requirements.

appendix

A. Basic Information About the School

| | |
|---------------------|------------------------------------|
| Name of School | Saint Chad's Church in Wales |
| School type | Voluntary Aided |
| Age-range of pupils | 3-11 |
| Address of school | Hanmer Whitchurch Shropshire |
| Post-Code | SY13 3DG |
| Telephone Number | 01948 830238 |

| | |
|----------------------|--------------------------|
| Headteacher | Mrs Jane Edge |
| Date of appointment | September 2001 |
| Chair of Governors | Sir John Hanmer |
| Registered Inspector | Mrs Jennifer Davies |
| Dates of inspection | 24. 06.2002 – 26.06.2002 |

B. School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | | |
|--|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 5 | 11 | 5 | 12 | 7 | 9 | 8 | 8 | 65 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 3 | 1 | 3.2 |

| <i>Staffing information</i> | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 20:1 |
| Pupil: adult (fte) ratio in nursery classes | 7:1 |
| Average class size, excluding nursery and special classes | 24 |
| Teacher (fte): class ratio | 1:1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | |
|---|------|------|------|--------------|
| Term | R | KS1 | KS2 | Whole school |
| 1 | 93.8 | 96.1 | 95.3 | 95.0 |
| 2 | 94.2 | 97.5 | 94 | 95.2 |
| 3 | 91.2 | 97.7 | 94.7 | 94.5 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2001

| Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment | | | |
|--|-----|-----------|----|
| In the school: | 100 | In Wales: | 80 |

END OF KEY STAGE 2: 2001

| Percentage of pupils attaining at least level 4 in mathematics, science and English | | | |
|--|----|----------------|----|
| by teacher assessment | | by test | |
| In the school: | 50 | In the school: | 50 |
| In Wales: | 63 | In Wales: | 63 |

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector days in the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; eleven parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 23 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons observed was based on 19 lessons or part lessons across the age groups;
- other observations included assemblies and registration and extra-curricular activities;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school;
- inspectors listened to representative samples of pupils reading;
- there was scrutiny of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and Responsibilities of the Inspection Team

This inspection team did not inspect provision or standards in religious education and the provision of collective worship. Under Section 23 of the Schools' Inspection Act 1966, a separate report is issued by a representative of the Church in Wales.

| Inspector | Subject Responsibilities | Aspect Responsibilities |
|--------------------------------------|--|---|
| Mrs J Davies Registered Inspector | English Science History Geography Music Provision for the under-fives | Context Main finding Standards of achievement in subjects and areas of learning Quality of teaching SEN Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues |
| Mr A M Evans Team Inspector | Mathematics Welsh second language Design Technology Information Technology Art Physical Education | Standards in the key skills across the curriculum Pupils' spiritual, moral social and cultural development Assessment, recording and reporting Curriculum Support, guidance and pupils' welfare Staffing, accommodation and learning resources |
| Mr M K Lewis Lay inspector | | Behaviour and attitudes Attendance Partnership with parents and community, school and other institutions Partnership with industry |

The visiting inspectors wish to thank the governors, the headteacher and all the staff of Saint Chad's Church in Wales school for their courtesy, hospitality and co-operation throughout the inspection.