

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

**A report on the quality of education in**

**Hawarden C.P. Infants School  
Cross Tree Lane  
Hawarden, Deeside  
Flintshire, CH5 3PY**

**School number: 6642073**

**Date of inspection: 09/11/09**

**by**

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## Introduction

Hawarden C.P. Infants 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 Hawarden C.P. Infants took place between 09/11/09 and 11/11/09. An independent team of inspectors, led by Merfyn Lloyd Jones, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key Question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
<b>School's response to the inspection</b>	21
<b>Appendices</b>	22
1 Basic information about the school	22
2 School data and indicators	22
3 National Curriculum assessments results	23
4 Evidence base of the inspection	24
5 Composition and responsibilities of the inspection team	25

## Context

### The nature of the provider

- 1 Hawarden Infants' School occupies a pleasant, elevated position close to the centre of Hawarden. The city of Chester is some six miles to the east and the county town of Mold approximately the same distance to the west. The school is administered by Flintshire Local Authority.
- 2 The school provides education for pupils between 3 and 7 years of age who live primarily in the village. According to the school the pupils are from a catchment where there is little deprivation. Four per cent of pupils receive free school meals, a low figure in comparison with the national average for Wales.
- 3 During the period of the inspection, there were 173 full time pupils on the register and 40 pupils attending the nursery class on a part time basis. The number of pupils is approximately the same as at the time of the last inspection.
- 4 The pupils are accepted into the nursery class on a part time basis during the September following their third birthday, leading to their full time attendance when they are four years of age.
- 5 The pupils represent the full range of abilities. There is only one pupil for whom a statement of special educational needs has been made but a further 21 pupils are on the schools' Special Educational Needs register (SEN) for additional support. The pupils are organised into seven single age classes.
- 6 English is the predominant language spoken at home by nearly all the pupils.
- 7 The current head teacher has been in post since September 2002. The school was last inspected during 2004.

### The school's priorities and targets

- 8 The school lists the following as their main aims during 2009-10:
  - raise standards in maths by extending small group practical maths teaching;
  - raise standards in investigative work and information writing in year 1 and 2;
  - develop children's understanding of the history and geography of their community;
  - develop children's understanding of the natural environment of the school and issues of sustainability;
  - further develop key skills in literacy and problem solving.

## Summary

- 9 Hawarden C.P. Infants is a very good and caring school with many outstanding features where standards have been maintained or improved since the last inspection. It provides a good quality education in a lively learning environment where enjoyment is evident. All pupils make good progress and attain their agreed learning goals. The school succeeds very well in promoting its objectives practically. The school has a warm and friendly atmosphere which provides a happy and safe environment where pupils are keen to learn. The head teacher and all members of staff are committed and hard working.

### Table of grades awarded

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

- 10 The inspection team agrees with the judgement of the school in six out of the seven key questions. The inspection team awarded the higher grade 1 for key question four.
- 11 Children under-five achieve good standards in all areas of learning. The quality of provision for the under-fives is appropriate to their needs and all pupils make good progress towards the Foundation Phase outcomes. Analysis of the school's performance data over a number of years indicates a very positive measure of added value in relation to baseline assessments.
- 12 All pupils make excellent progress at key stage 1 with some pupils regularly producing some outstanding work.
- 13 In end of key stage 1 teacher assessment in 2009, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science is well above the Local Authority (LA) and national average for Wales. When compared with similar schools across Wales based on the number of pupils receiving free school meals (FSM), the school is in the bottom 50 per cent of schools for each core subject. When using the school family indicators, the

school was only slightly below the average for English, mathematics and science. This was a predicted dip based on the pupil cohort for this year.

- 14 Standards for the past three years in all core subjects have been consistently above the LA and national averages and with the exception of 2009 results better than the school family average. Records clearly show that the number of pupils achieving level 2 or above for the past ten years have been significantly higher than the LA and national average. This shows outstanding consistency.
- 15 The school sets realistic targets for all pupils. They are based on a sound recognition of the ability of individual pupils. They are always challenging and consistently achieved. Some of the more able pupils produce some outstanding work.
- 16 All pupils with Additional Learning Needs (ALN) make good and consistent progress and cope successfully with work matched to their individual needs.
- 17 Standards of achievement in the key skill of communication are outstanding across the school. Pupils' speaking skills develop very well so that older pupils' confidence in expressing their views is exemplary. All pupils make outstanding progress in developing their reading skills and achieve very high standards in writing. When using their information and communications technology ( ICT) and numeracy skills in a range of curriculum areas pupils achieve good standards. Pupils' knowledge of Welsh culture and heritage, Y Cwricwlwm Cymreig, is also good.
- 18 Most pupils achieve well in collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions, and explore ideas creatively in a number of media.
- 19 Many pupils are beginning to make good progress in their bilingual competence. They speak well and are acquiring good vocabulary. However, they have yet to acquire the necessary confidence to move with ease between the two languages.
- 20 All pupils make outstanding progress in developing their personal, social, moral and cultural skills and many make good progress in developing spiritual understanding. The behaviour of all pupils in lessons, around the school, and outside at play is exemplary. They are very polite and friendly and courteous towards visitors.
- 21 Most pupils' ability to concentrate is an outstanding feature throughout the school. They work diligently with a high degree of independence. They take responsibility for their own learning and understand what they have to do to improve their work.
- 22 Average attendance over the three terms prior to inspection was nursery 93%, reception 94% and 96% for the rest of the school. These statistics are outstanding for pupils in these age groups.

- 23 The school is very successful in preparing pupils to take an active role in the life and work of the local community. This begins to prepare them well in understanding the world of work and what it means to be a responsible citizen and complements and parallels the high standards achieved in other areas of the school's work.

### **The quality of education and training**

- 24 Teaching throughout the school is always good or outstanding. All teachers show good subject knowledge and familiarity with recent developments in their field. All staff are fully committed to equal opportunities, regardless of gender, ability or race. Consequently, all pupils are treated fairly and with respect. They have high expectations of behaviour.
- 25 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	40%	0%	0%	0%

- 26 These percentages are significantly higher than the average percentages for the whole of Wales, as reported by His Majesty's Chief Inspector's (HMCI) in his Annual Report for 2007-08, with the quality of teaching being good or better (grade 1 and grade 2) in 83% of lessons, and outstanding (grade 1) in 16% of lessons.
- 27 The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, are good with outstanding features. The school's assessment procedures play a strong role in enabling pupils to achieve high standards. Teachers accurately assess pupils' work against levels of the National Curriculum. The school meets its statutory requirements for assessing and reporting on National Curriculum subjects.
- 28 The level of pupil's involvement in planning and setting their own targets is an outstanding feature.
- 29 Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide a good level of detail on pupils' achievements in all areas of the curriculum, and in their personal and social education.
- 30 The quality and range of the learning experiences that all pupils receive is outstanding. Exceptionally detailed planning ensures that all pupils have access to a rich, broad and balanced curriculum. Outstanding use is made of the facilities available within the school grounds and in the local community.
- 31 The school's planning for key and basic skills is good with outstanding features. Sustainable development and global citizenship are both outstanding features of school life. The range of extra-curricular activities is good.

- 32 The school's partnership with parents, the community and other institutions is good with outstanding features. The school has excellent and positive links with parents which support pupils' learning well.
- 33 The school meets all legal requirements, including those for providing religious education, daily acts of Collective Worship and personal and social education. All statutory policies are in place.
- 34 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. They experience this in a very secure, happy and motivational environment where every pupil is valued and included.
- 35 The school council comprises democratically elected members from each class. Council members are fully involved in developments within the school.
- 36 The monitoring of attendance and punctuality is rigorous. The school sets high targets for attendance and parents are very supportive in ensuring their children attend school regularly.
- 37 The school's provision for the healthy development, safety and well-being of all pupils is outstanding. The school has been involved in the Healthy Schools initiative for five years and many of the principles are now firmly embedded in school life.
- 38 The provision for pupils with ALN is good with outstanding features. The school's policy is comprehensive and complies with the revised code of practice and the framework for inclusive education.

### **Leadership and Management**

- 39 The quality of leadership provided by the head teacher is outstanding. Her management is purposeful and knowledgeable. Her vision, shared by all members of staff and governors is clear.
- 40 The school has a clear mission statement and strong values which ensures that the school operates in an environment of equal opportunity, mutual trust and understanding. The general organisation of the school is excellent and it functions daily as an orderly and well-organised community.
- 41 There is good team work amongst all staff with effective management structures in place. Subject leaders have a very clear view of strengths and shortcomings in their areas of responsibility.
- 42 The governing body is very supportive and is regularly provided with good quality information about the school's performance and activities. They understand their roles very well. Governors discharge their legal responsibilities fully.

- 43 The school's self-evaluation procedures are highly effective. The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development.
- 44 Priorities in the school development plan (SDP) clearly focus on maintaining high standards. This is outstanding practice.
- 45 The school has maintained the excellent standards achieved at the time of the last inspection and has continually built upon the very sound foundations that were identified. All the key issues have been very well addressed.
- 46 The level and quality of staffing is an outstanding feature. Teachers are well qualified, experienced, enthusiastic and committed. Classroom support assistants complement the school's provision and work in close and effective partnership with teachers. They are an essential, integral part of the school.
- 47 The quality of learning resources is at least good for all curriculum areas. In a number of areas, for example music, outdoor activities and English, resources are outstanding.
- 48 Overall, the accommodation is good with outstanding features. Vibrant displays in all areas of the school help to create an environment which is conducive to learning.
- 49 The governing body and senior managers are exceptionally efficient at using resources. The budget is managed very effectively by the head teacher and governing body with support from the LA.
- 50 The school gives outstanding value for money.

## **Recommendations**

- 51 In order to improve the school in the areas inspected, the staff and governing body need to:
  - R1 maintain the high standards and continue to strive for excellence;
  - R2 continue to improve pupils' bilingual competence.

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 1: Good with outstanding features

- 52 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 53 Children under-five achieve good standards in all areas of learning. The quality of provision for the under-fives is appropriate to their needs and all pupils make good progress towards the Foundation Phase outcomes. Analysis of the school's performance data over a number of years indicates a very positive measure of added value in relation to baseline assessments.
- 54 All pupils make excellent progress at key stage 1 with some pupils regularly producing some outstanding work.
- 55 In end of key stage 1 teacher assessment in 2009, the percentage of pupils achieving level 2 or better in the core subjects of English, mathematics and science is well above the LA and national average for Wales. When compared with similar schools across Wales based on the number of pupils receiving free school meals (FSM), the school is in the bottom 50 per cent of schools for each core subject. When using the school family indicators, the school was only slightly below the average for English, mathematics and science. This was a predicted dip based on the pupil cohort for this year.
- 56 Standards for the past three years in all core subjects have been consistently above the LA and national averages and with the exception of 2009 results better than the school family average. Records clearly show that the number of pupils achieving level 2 or above for the past ten years have been significantly higher than the LA and national average. This shows outstanding consistency.
- 57 The school sets realistic targets for all pupils. They are based on a sound recognition of the ability of individual pupils. They are always challenging and consistently achieved. Some of the more able pupils produce some outstanding work. There are no differences in standards of achievement of pupils in terms of social background, language or race. Boys usually perform less well than the girls.
- 58 All pupils with ALN make good and consistent progress and cope successfully with work matched to their individual needs. Pupils have individual targets which they understand and they make good progress towards achieving these. The majority achieve level 2 or better by the end of year 2.
- 59 Standards of achievement in the key skill of communication are outstanding across the school. Pupils' speaking skills develop very well so that older pupils' confidence in expressing their views is exemplary. Nearly all pupils listen very well to their teachers and to their peers, considering the views of others with maturity. All pupils make exceptionally good progress in developing their reading

skills and achieve very high standards in writing. When using their ICT and numeracy skills in a range of curriculum areas pupils achieve good standards. Pupils' knowledge of Welsh culture and heritage, Y Cwricwlwm Cymreig, is also good.

- 60 Most pupils achieve well in collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions, and explore ideas creatively in a number of media.
- 61 Many pupils are beginning to make good progress in their bilingual competence. They speak well and are acquiring good vocabulary. However, they have yet to acquire the necessary confidence to move with ease between two languages.
- 62 All pupils make outstanding progress in developing their personal, social, moral and cultural skills and many make good progress in developing spiritual understanding. The behaviour of all pupils in lessons, around the school, and outside at play is exemplary. They are very polite and friendly and courteous towards visitors. They are happy to talk to visitors and take a very keen interest in what they have to say. Pupils' relationships with each other are very good. This enables pupils to become secure and confident in their learning. They are sensitive to the needs of others and demonstrate this by looking out for each other in and around the school. Most pupils have an excellent awareness of equal opportunity and show respect for the diversity of beliefs and cultural traditions to be found in society. Many understand the importance of the need to keep healthy.
- 63 Most pupils' ability to concentrate is an outstanding feature throughout the school. They work diligently with a high degree of independence. They take responsibility for their own learning and understand what they have to do to improve their work. They are happy to ask questions in the knowledge that their effort will be appreciated. They support each other and understand and carry out their role within a team. 'Learning how to learn' is a particular strength across the school.
- 64 Average attendance over the three terms prior to inspection was nursery 93%, reception 94% and 96% for the rest of the school. The nursery figures include the addition of early entitlement pupils in the spring and summer terms. These statistics are outstanding for pupils in these age groups. They reflect the encouragement of staff in the importance of good attendance and the support of parents in achieving the school's high targets. Punctuality is good.
- 65 The school is very successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are highly committed in this regard and the school supports many community initiatives. Members of staff take full advantage of all that the community has to offer to broaden and extend the learning experiences of pupils. This begins to prepare them well in understanding the world of work and what it means to be a responsible citizen and complements and parallels the high standards achieved in other areas of the school's work.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

- 66 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 67 Teaching throughout the school is always good or outstanding. All teachers show good subject knowledge and familiarity with recent developments in their field. All staff are fully committed to equal opportunities, regardless of gender, ability or race. Consequently, all pupils are treated fairly and with respect. They have high expectations of behaviour.
- 68 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	40%	0%	0%	0%

- 69 These percentages are significantly higher than the average percentages for the whole of Wales, as reported by His Majesty's Chief Inspector's (HMCI) in his Annual Report for 2007-08, with the quality of teaching being good or better (grade 1 and grade 2) in 83% of lessons, and outstanding (grade 1) in 16% of lessons.
- 70 The good and outstanding features in teaching include:
- clear learning objectives that are understood by pupils at the start of lessons;
  - lively and energetic delivery, which motivates and excites pupils;
  - high teacher expectations that values pupils' initiative and encourages extended responses to questions;
  - the use of a wide range of teaching techniques and class organisation that promote effective and collaborative learning;
  - work set at the right level for pupils of all ages and abilities and very good support given in lessons;
  - good questioning techniques which challenge and stimulate pupils;
  - very effective support by classroom assistants;
  - good relationships helping to create an ethos where learning is nurtured;
  - frequent use of praise to encourage all pupils to do their best;
  - vibrant and stimulating learning experiences and the use of a range of quality resources including ICT, that ensure pupils are fully engaged and highly motivated in the tasks they are doing;
  - good provision for creative and investigative work which helps pupils to find things out for themselves and promoting life long learning;
  - very effective use of the outdoor environment as an extension to the classroom.

- 71 Teachers make good efforts to develop pupils' bilingual competency by using Welsh words and phrases during lessons; this is particularly good in the reception classes.
- 72 The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, are good with outstanding features. The school's assessment procedures play a strong role in enabling pupils to achieve high standards.
- 73 In the Foundation Phase, assessments undertaken at the start of each academic year are supplemented by a wide range of on-going assessments across all areas of learning. Information is compiled into pupil profiles which are an outstanding feature. Assessments are very closely linked to planning for pupils' next steps in learning and are used systematically to identify pupils' additional needs.
- 74 The school has a comprehensive system in place for the assessment of all subjects for pupils in key stage 1. Assessment information is used very effectively to track pupil progress, set targets for improvement and identify pupils with SEN and more able and talented pupils. The comprehensive nature of the records maintained for all pupils and the use made of them to plan for the next steps in pupils' learning are outstanding.
- 75 The school meets its statutory requirements for assessing and reporting on National Curriculum subjects. Teachers accurately assess pupils' work against levels of the National Curriculum. They are well supported by planned arrangements for standardization within the school and work with staff from neighbouring schools. Good use is made of portfolios containing examples of pupils' work which indicate the levels that pupils can achieve.
- 76 The level of pupil's involvement in planning and setting their own targets is an outstanding feature. Pupils are very well informed through careful marking of their work, with on-going discussion of their progress and the targets that have been set for them. The involvement of pupils enables them to understand very clearly what they need to do in order to improve.
- 77 Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide a good level of detail on pupils' achievements in all areas of the curriculum, and in their personal and social education. Targets are included for the next steps in pupils' learning. All parents and pupils are given the opportunity to comment on the reports and appropriate opportunities are arranged for parents to discuss their child's progress.

**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**

- 78 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 79 The quality and range of the learning experiences that all pupils receive is outstanding. Exceptionally detailed planning ensures that all pupils have access to a rich, broad and balanced curriculum which fully meets their needs and interests. Long-term planning is based on whole-school topics which provide coherence and progression, building on pupils' skills as they move through the school. Opportunities are planned to allow pupils to contribute their own ideas to the planning process. Rigorous planning of the learning experiences ensures that the school meets the needs of all pupils, including the less able and those who are more able and talented.
- 80 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes. A well-balanced range of experiences and learning opportunities both inside and outside the classroom are provided which match children's stage of development and learning needs very well. The curriculum planned for children in reception takes full account of the locally agreed syllabus for Religious Education.
- 81 The school's planning for key and basic skills is good with outstanding features. Provision across the curriculum is co-ordinated well with opportunities for the development of communication, mathematical and ICT skills in individual sessions clearly identified in the planning of lessons. Planning for the development of thinking and creative skills is outstanding. The school has achieved the Basic Skills Quality Mark in recognition of work in this area.
- 82 The range of extra-curricular activities is good, with pupils benefiting from clubs such as French and football. Visits from local theatre groups and musicians effectively broaden pupils' experiences. Educational visits to places such as Erddig Hall significantly enrich the quality of pupils' learning.
- 83 In planning the curriculum outstanding use is made of the facilities available within the school grounds and in the local community. A Village Trail is well established and carefully embedded in the curriculum, allowing pupils to build systematically on their knowledge of the area as they move through the school. The use of the forest area and school garden makes a significant contribution to the standards pupils achieve in their personal and social development.
- 84 A structured programme to support the development of personal and social education is very effectively across the school. A variety of regular experiences promotes pupils' spiritual, moral and social development well. Daily acts of worship meet statutory requirements and make a positive contribution to pupils'

spiritual development. They are taught right from wrong with good opportunities planned to develop the values of honesty, kindness and fairness.

- 85 Provision for cultural development is outstanding. Opportunities pupils have to provide for those less fortunate in other parts of the world, for example 'Seeds for Africa', along with well established links with Nepal and a carefully planned annual 'Our World Week'. These successfully promote pupils' understanding of different cultures.
- 86 The school's partnership with parents, the community and other institutions is good with outstanding features. The school has excellent and positive links with parents which support pupils' learning well. Parents corroborated this in the parents' pre-inspection meeting where they were keen to stress that they were extremely happy with the quality of provision. A high percentage of parents support the open evenings and show an active interest in the children's education. Regular information evenings are held and good quality information booklets ensure that parents are well informed concerning ways in which they can support their child's learning, particularly in the development of literacy skills. The school's ability to engage parents in projects such as Welsh for Parents is outstanding.
- 87 The school's work with its partners in the local community and beyond is outstanding and enriches pupils' education both within and outside the school. The school is an established part of the community. Visits to the community contribute greatly in extending the learning opportunities of pupils and visitors from the local community impact effectively on pupils' learning, providing a range of valuable experiences from the outside world.
- 88 The school meets all legal requirements, including those for providing religious education, daily acts of Collective Worship and personal and social education. All statutory policies are in place.
- 89 Work-related education is good and well established throughout the school. Role play is an important part of helping pupils understand about the world of work. Visits to the local post office, visitors such as the community police officer, school nurse and many others contribute to their knowledge and understanding.
- 90 The promotion of pupils' bilingual skills is good for children in the Foundation Phase. However opportunities for pupils in key stage 1 to improve their confidence in using the Welsh language is an area for development. Good provision is in place to develop pupils' knowledge of Welsh culture and heritage and 'Y Cwricwlwm Cymreig'.
- 91 The learning experiences provided for pupils promote equality of access well. Irrespective of their social background, gender or disability all pupils are positively encouraged and included in all appropriate school activities. Staff make every effort to tackle any social disadvantage or stereotyping.

- 92 Sustainable development and global citizenship are both outstanding features of school life. It is an established eco school and has achieved Green Flag status. There is a purpose built, wooden eco classroom situated in the environmental area of the school grounds. A dedicated forest area has been very successfully developed and all pupils are timetabled for blocks every term to use the area. A winter habitat for frogs and newts (hibernacula) is a recent addition to the forest. All classes have their own raised planting beds. Global citizenship is firmly established in school life. Every year the school holds an 'Our World Week' where each class chooses a country and looks at its culture, music, food, customs etc. At the end of the week classes feed back to each other, sharing what they have learnt. There are also direct, ongoing links with Australia and Nepal. The school council have opportunities to develop their local citizenship skills.
- 93 The school successfully promotes pupils' entrepreneurial and problem-solving skills. Opportunities to develop these skills include the involvement of pupils in real issues which arise within the school, for example the purchasing of playground equipment. The systematic development of pupils' problem-solving skills is an on-going feature in all year groups. The school council is also involved in some decision-making and entrepreneurial opportunities.
- 94 From the nursery class onwards, the school sets firm foundations for the types of skills needed in the world of lifelong learning. All pupils are encouraged to communicate effectively, work independently and collaboratively, make decisions and live healthy lifestyles. The active involvement with the local community, businesses and international links all contribute to their preparation to become responsible citizens.

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

##### **Grade 1: Good with outstanding features**

- 95 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. It is the view of the team that there are a number of outstanding features in the way the school supports guides and cares for its pupils.
- 96 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. They experience this in a very secure, happy and motivational environment where every pupil is valued and included. Pupils' well-being is a high priority for the whole school. This is an outstanding feature. Support services are used extremely productively to provide high quality care and support for pupils and families who require additional help.
- 97 The school works in close partnership with parents and takes full account of their views in caring for pupils. Regular newsletters are an effective way in which the school communicates with parents. The school prospectus includes all the relevant information. Parents state that their children are very happy in school and they appreciate the welcoming, homely atmosphere that permeates

the school. The partnership with parents is underpinned by well-established routines which are an outstanding feature. For example, any minor concerns or issues raised by parents at the start of the day are meticulously noted and shared with appropriate staff.

- 98 The school council comprises democratically elected members from each class. Council members are fully involved in developments within the school. They undertake their responsibilities with maturity. All pupils are aware of their class members and are kept fully informed and involved effectively in council matters.
- 99 Induction arrangements to help new pupils to settle into school are outstanding. Early entitlement pupils are invited to spend some time in the nursery class prior to starting. Pupils starting in the reception class who have not attended previously are offered a week of familiarisation sessions in the summer term prior to starting in the September. Those pupils transferring to the feeder junior school are involved in a number of activities including being buddied with year three pupils. There are also strong established links with the local high school. Sixth form pupils work with year two pupils on transition activities. Year two pupils also visit the high school for a number of activities throughout the year.
- 100 The quality of personal support and guidance provided for pupils is good with outstanding features. All pupils work and play in a happy, supportive environment where they are secure and valued by staff. The quality of relationships throughout the school is outstanding. Staff know their pupils well and are extremely sensitive to their needs.
- 101 The monitoring of attendance and punctuality is rigorous. The school sets high targets for attendance and parents are very supportive in ensuring their children attend school regularly. The importance of good attendance and punctuality is stressed in the prospectus and parents are strongly discouraged from taking holidays in term time. The school makes good use of the electronic registration system to track and monitor absences. The majority of absences are for medical reasons.
- 102 The school's provision for the healthy development, safety and well-being of all pupils is outstanding. The school has been involved in the Healthy Schools initiative for five years and many of the principles are now firmly embedded in school life. The playground is divided into three zones, one of which is a 'heart trail' fitness zone. The school council recently decided they would like a larger fitness zone and are working on what additional activities could be included. There is also an adventure playground with a variety of apparatus to help with healthy development. Water is available throughout the day and healthy snacks are provided at break times. Pupils with particular medical or dietary requirements have a specially laminated placemat with their name, allergies and special requirements written on them. They use them at lunchtimes so that dining staff are alert to their needs. There are three nominated first aiders and all other staff have received emergency first aid training. Staff have also received epi-pen and epilepsy awareness training. Appropriate security measures are in place.

- 103 The head teacher is the nominated person with responsibility for child protection and together with the teacher governor is trained to the appropriate level. All other staff have received the necessary training. All staff and volunteers are checked by the Criminal Records Bureau. All information involving child protection issues is held securely.
- 104 The provision for pupils with ALN is good with outstanding features. The school's policy is comprehensive and complies with the revised code of practice and the framework for inclusive education. Teachers and support staff work closely together as a knowledgeable, dedicated and caring team to provide an excellent level of support to meet the additional needs of pupils. Teachers and teaching assistants work very closely together to identify pupils with additional needs at a very early stage. The additional needs co-ordinator is very efficient and works effectively with class teachers and support staff. Parents are consulted regarding their child's additional needs and they can speak to the class teacher or additional needs co-ordinator at any time.
- 105 The relationships with, and support for, pupils with ALN within the classroom or in small withdrawn groups is outstanding. The individual educational plans are good, with targets stated in observable, measurable terms which are monitored closely and reviewed on a regular basis. Exceptional use is made of a wide range of agencies in assessing pupils' additional needs and in planning the support required.
- 106 Exceptionally good support is provided for pupils who have behavioural difficulties. A very small number of pupils occasionally exhibit challenging behaviour. Staff are exceedingly skilful in dealing with these situations, showing great sensitivity for pupils who need support, whilst ensuring that there is no disruption to the learning of others.
- 107 The quality of provision for equal opportunities and the fairness by which staff treat all pupils are all strong elements in the school. The support and guidance provided for pupils takes full account of the diversity of pupils' backgrounds. Staff use their knowledge of individual pupils well to ensure that all groups of pupils are treated equally and receive appropriate support.
- 108 The school's organisation ensures that there is no discrimination against anyone in its community. The equal opportunities policy emphasises every pupil's right to access all aspects of school life and work. The policy is fully and consistently implemented. The school recognises its responsibilities to promote gender equality. This is reflected successfully in the ethos of the school.
- 109 Good race-relations are promoted successfully and the school and pupils recognise and respect the diversity of our society. The policy for Equality and Diversity is acted upon on a day-to-day basis – particularly the mantra – 'we are all different we are all special'. Contacts from Nepal have visited and talked to pupils about their work and lives. Multicultural puppets and books are used throughout the school. Artefacts and displays reflect the importance placed on equal opportunities.

- 110 The school succeeds in creating a climate for good behaviour and works closely with pupils to eliminate inappropriate behaviour, including bullying. Reported incidents are addressed immediately so that action can be taken to ensure that no similar incidents are repeated.
- 111 The school takes all reasonable steps to ensure equal treatment of disabled learners. Each September a parental questionnaire is sent out and parents are asked to contact the school if they have any difficulties with access or with language. There is a Disability Equality Scheme and action plan drawn up with the help of individuals with particular needs.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 112 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 113 The quality of leadership provided by the head teacher is outstanding. Her management is purposeful and knowledgeable. Her vision, shared by all members of staff and governors is clear. She has a considerable positive effect on the work of the school and has been a clear factor in bringing about the high standards of pupils' achievement and school improvement. She is very well supported by the governing body.
- 114 The school has a clear mission statement and strong values which ensures that the school operates in an environment of equal opportunity, mutual trust and understanding and the school's policies and procedures provide clear guidance for promoting every aspect of school life. They are implemented effectively and the school's success in this regard is one of its outstanding features. There is a real sense of ownership by staff, governors and pupils alike in achieving the best. The general organisation of the school is excellent and it functions daily as an orderly and well-organised community.
- 115 There is good team work amongst all staff with effective management structures in place. All members of staff are wholly dedicated to their respective roles and responsibilities. Subject leaders have a very clear view of strengths and shortcomings in their areas of responsibility. Policies and documentation are of a very high quality and reflect the high expectations set by the school.
- 116 Clear emphasis is placed on national and local priorities. Teachers follow national guidelines in promoting pupils' awareness of healthy eating, sustainable development and global citizenship. The school's response to implementing the Foundation Phase and developing 'thinking skills' and assessment for learning are very successful. Awards include, Investors in People, Healthy Schools

phase 4, Eco Schools, Quality Mark and the, Dyslexia Friendly Schools. The school works closely with other local schools, often exchanging and developing new initiatives.

- 117 The school sets challenging and realistic targets and appropriate goals are met. Targets provide a very clear educational direction to all the work of the school. This is an outstanding and well established practice.
- 118 The school shows a strong commitment to developing the expertise of all staff. Effective performance management arrangements have been established to meet the needs of all members of staff and for improving their skills and expertise. This results in each member of staff having agreed targets which focus appropriately on pupil progress, curriculum areas and their own professional development needs. These arrangements are very well managed.
- 119 The governing body is very supportive and is regularly provided with good quality information about the school's performance and activities. They understand their roles very well. They meet regularly and have a well-established and effective committee structure. Individual governors have link roles with specific teaching staff and act very effectively as critical friends. They contribute significantly to the setting of the strategic direction of the school and to monitoring the quality of provision and the standards that pupils achieve. Their involvement in every aspect of the school's life is outstanding.
- 120 Governors discharge their legal responsibilities fully.

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

**Grade 1: Good with outstanding features**

- 121 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 122 The school's self-evaluation procedures are highly effective. All subject leaders are involved in systematic discussion and evaluation of the subjects which they are responsible for. Successful monitoring activities include, lesson observations, looking at pupils' work and talking to pupils. Useful subject portfolios have been produced to moderate activities that ensure that standards are understood across the school and across the curriculum. These are used to good effect in supporting existing and new members of staff. There is very good awareness of performance in county and national contexts. This has ensured that high standards have been maintained over long periods of time. This is an outstanding feature of the school's work.
- 123 The self-evaluation report produced for the inspection is outstanding. It is very detailed and accurate in its assessment of the school's strengths and areas for development. It matches the judgements made by the inspection team in six out

of the seven key questions. The inspection team awarded a higher grade for key question four.

- 124 Pupils' views are sought and respected by the school and as a result pupils are developing confidence in presenting ideas and reaching decisions. The views of non-teaching staff, parents and governors are all taken into account and a self-critical and supportive culture is well established to improve provision and performance. This is seen as part of on-going good management practice.
- 125 Priorities in the school development plan (SDP) are agreed following careful audits and analysis of available information. The plan is clearly focused on maintaining high standards. This is outstanding practice. The plan is a working document of high quality, which identifies clearly the action required against each priority with appropriate responsibilities, costing, time scales and measurable outcomes. The governing body and head teacher provide good resources to support priorities in teaching and learning. Progress is regularly and effectively monitored and evaluated.
- 126 The school has maintained the excellent standards achieved at the time of the last inspection and has continually built upon the very sound foundations that were identified. All the key issues have been very well addressed.

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

##### **Grade 1: Good with outstanding features**

- 127 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 128 The level and quality of staffing is an outstanding feature. Teachers are well qualified, experienced, enthusiastic and committed. Each member of the teaching staff has skills which ensure that the curriculum is taught extremely effectively. The exceptional level of staffing includes a high number of teaching assistants and a member of teaching staff specifically employed to support small groups of pupils needing additional curriculum support.
- 129 The school has a cohesive and extensive approach to the professional development of all staff. This is firmly and directly linked to the needs and priorities of the school. A good range of training opportunities ensure that the individual training needs of all staff are supported to a high standard. Their experiences are shared effectively with other members of staff and consequently have a positive impact on standards.
- 130 Classroom support assistants complement the school's provision and work in close and effective partnership with teachers. The majority are very well qualified. They are an essential, integral part of the school. Good use is made of additional staffing available in the Foundation Phase. Support staff play a full role in planning activities, supporting learners and assessing their progress. The quality of experience and support they provide is an outstanding feature.

- 131 The school clerical administrator is experienced and knows the school well. She gives exemplary support to the head teacher and staff, ensuring that day-to-day administration is efficient and effective. Lunchtime supervisors and kitchen staff maintain the very good standards of care. The school caretaker and cleaners take pride in their work which ensures that standards of maintenance are high and the school is clean. All staff have detailed job descriptions.
- 132 The quality of learning resources is at least good for all curriculum areas. In a number of areas, for example music, outdoor activities and English, resources are outstanding. The head teacher is particularly effective in acquiring additional grants to support the school budget and significant amounts are raised by the parents each year. These additional funds allow the school to continually improve the quality of resources available to pupils and to develop the accommodation.
- 133 Overall, the accommodation is good with outstanding features. Inside, the classrooms are adequate in terms of space with each classroom having an interactive whiteboard. The outdoor area has been extensively and sensitively developed and is a strength of the school. It includes secure, well-equipped play areas, a garden, forest area and Eco classroom. The library provides an exceptional facility with the quality and quantity of resources outstanding. Vibrant displays in all areas of the school help to create an environment which is conducive to learning.
- 134 The efficient, effective and economic use of all its resources is good with outstanding features.
- 135 Accommodation and classroom resources are used exceedingly well. The use of shared areas including the library, outdoors and creative areas are planned meticulously to ensure continuous use, providing all pupils with the opportunity to work in these areas regularly. This contributes significantly to the high standards which pupils achieve.
- 136 Very careful consideration is given to the deployment of staff to ensure that best use is made of staff's time, expertise and experience. For example, a qualification gained by a member of staff to work in the forest area is carefully planned so that her expertise has had significant benefits for all staff and pupils. The use of teaching assistants to provide support during lunchtime ensures continuity of care for pupils and the maintenance of high standards.
- 137 The arrangements for teacher's planning, preparation and assessment time are well managed and members of staff use the time out of their own classrooms very effectively, particularly to support their work on assessing pupils' progress. These arrangements have a positive impact on pupils' learning and provide a more reasonable work-life balance for teachers. Senior managers are allocated an appropriate amount of management time each week. Good use is made of additional funding to support the workload initiative, which ensures that all statutory requirements are met.

- 138 The governing body and senior managers are exceptionally efficient at using resources. The budget is managed very effectively by the head teacher and governing body with support from the LA. The governing body has well established procedures to ensure the correct financial procedures are followed. The head teacher ensures that budget resources are carefully matched to priorities in the SDP. All large budget areas are monitored in depth with the impact of spending, particularly on standards pupils achieve, an on-going feature.
- 139 The school gives outstanding value for money.

## **School's response to the inspection**

The staff, governors and pupils of Hawarden Infants School wish to thank the inspection team for the thorough and professional way in which they conducted our inspection. We would particularly like to thank them for the sensitive way they talked to and interacted with our children.

We were delighted with the outcome of the inspection which confirms the view that this is a very good and caring school.

We were thrilled that so many aspects of school life were judged to be outstanding.

We are proud of the progress made by all our children and pleased that the quality and range of the learning experiences we offer was judged to be outstanding.

We were delighted that the quality of teaching was good or outstanding in 100% of lessons. This is a credit to our teachers and support staff.

We know our school is a happy and positive place to learn but we were very pleased that the inspectors thought our children were exceptionally well cared for.

We know our school is well managed and resourced but were pleased that the inspectors thought we provided outstanding value for money.

We take pride in being a school community that continuously evaluates and improves its practice. We will continue to improve and develop the experiences we offer our children believing that they deserve the best.

We would like to thank parents and the wider community of the school for all their help and support which has contributed to this very successful inspection report.

It is the aim of the school to continue to maintain the high standards and address the recommendations in the report.

## Appendix 1

### Basic information about the school

Name of school	Hawarden C.P. Infants
School type	Community
Age-range of pupils	3 -7
Address of school	Cross Tree Lane Hawarden Flintshire
Postcode	CH5 3PY
Telephone number	01244 532311
Head teacher	Mrs Lynn Bartlett
Date of appointment	September 2002
Chair of governors / Appropriate authority	Mrs Elizabeth Jones
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	9th – 11th November 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	59	54	60	n/a	n/a	n/a	n/a	193

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	93.3	94.6	96.0
Spring 2009	94.1	94.6	96.3
Summer 2009	91.5	93.2	94.5

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

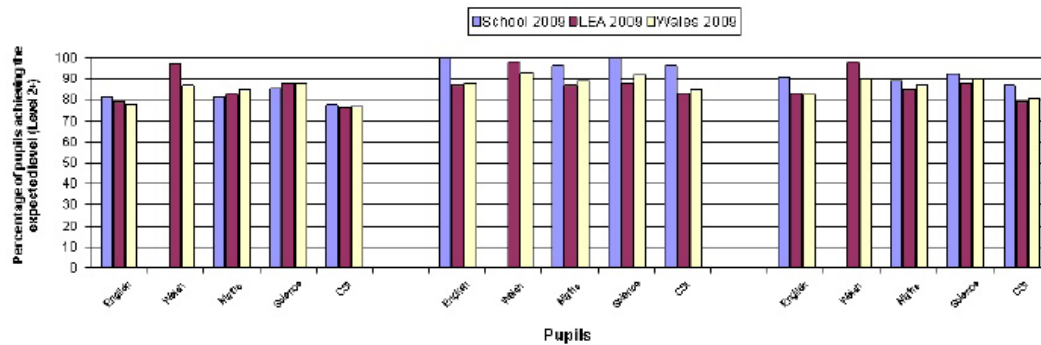
Hawarden Infants  
Flintshire

LEA/School no: 664/2073

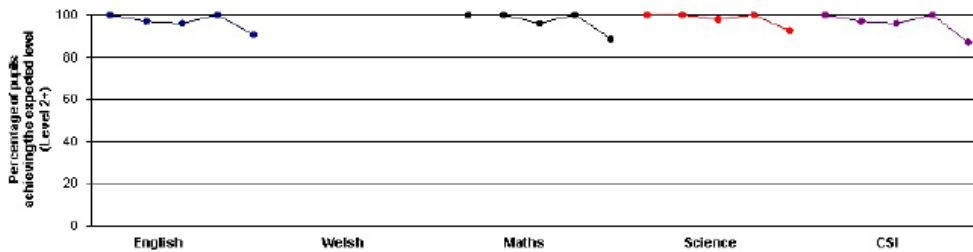
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	81	79	78	100	87	88	91	83	83
Welsh	.	97	87	.	98	93	.	98	90
Maths	81	83	85	96	87	89	89	85	87
Science	85	88	88	100	88	92	93	88	90
CSI	78	76	77	96	83	85	87	79	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86	91	92		100	
Welsh		85		100		100	
Maths		88	89	96		100	
Science		92	93	100		100	
CSI		82	87	90		100	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### **Evidence base of the inspection**

A team of three inspectors and a peer assessor inspected the school over a period of 7 inspector days.

The head teacher was the nominee and she played an extensive role during the inspection.

Twenty lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

Nine parents attended the meeting held prior to the inspection, and the parents' responses (74 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team Members	Responsibilities
Mr Merfyn Lloyd Jones Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5 and 6
Mrs Jane Williams Team Member	Key Question 3, 4 and 7 contributions to Key Questions 1 and 2
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mrs Janet Elizabeth Rowlands Peer Assessor	Contributions to all Key Questions
Mrs Lynn Bartlett Nominee	Nominee

### Acknowledgement

The inspection team would like to thank the governors, the head teacher, the staff, pupils and parents/carers for their co-operation during the inspection.

### The contractor was:

Baker Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF