

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

HAWARDEN INFANTS' SCHOOL

Cross Tree Lane
Hawarden
Flintshire, CH5 3PY

School Number: 664/2073

Date of Inspection: 15th – 18th March, 2004

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REGISTERED INSPECTOR: WO50/17562

28th April, 2004

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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 the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen 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 1 of the National Curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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

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1. CONTEXT

The School and its Priorities

Hawarden Infants' School occupies a pleasant, elevated site close to the centre of Hawarden, with attractive, far-reaching views over the surrounding countryside. It lies a short distance from Hawarden Castle and the world-famous St. Deiniol's Library established by Gladstone in 1889. The city of Chester is some six miles to the east and the county town of Mold approximately the same distance to the west. Following an arson attack, the school was partly rebuilt and completely refurbished in 2000. Accommodation is of a very good standard.

Currently, the school has a total roll of 207 pupils aged three to seven years, including thirty-six nursery children who attend on a part-time basis. Numbers have increased steadily over the past three years.

In general terms, roughly 25% of the area served by the school can be regarded as relatively prosperous and 25% as economically disadvantaged, whilst the remainder is neither disadvantaged nor prosperous. Free school meals are received by some 6% of pupils, a low figure in comparison with the national average for Wales. Twenty-nine pupils have been identified as having some form of special educational need, including three for whom formal statements have been made. The annual intake covers the full ability range.

English is the sole or predominant home language for the vast majority of pupils, with a small number of children coming from families who speak other languages. No pupil comes from a Welsh-speaking home.

The main aims of the school are:

- to create an environment where children are safe, secure and happy;
- to be a caring community where each individual is nurtured and encouraged to be a successful learner;
- to ensure that each child and adult is valued and respected and given equal opportunities to develop their potential;
- to recognise the needs of every individual and to support their development intellectually, physically, emotionally, socially and spiritually;
- to be a learning community which continually evaluates and improves its performance;
- to create a partnership with parents, working together for the benefit of each child;
- to invest in the training and the development of staff in order to maintain

the high quality of the educational experiences provided.

Priorities identified in the school development plan for the next two years include the further development of pupils' research and library skills, greater emphasis on independent learning, increased incidental use of Welsh, and improvements in outdoor play facilities.

No changes have been made to the type or age-range of the school during the past five years. The present headteacher has been in post since 1st September, 2002.

The school was last inspected in the spring term, 1998.

2. MAIN FINDINGS

The Main Findings of the Report

This is a very good school with several outstanding features, particularly in relation to the quality of teaching, learning, management, and the care and welfare of pupils.

Educational Standards Achieved by Pupils

- During the inspection, standards of educational achievement were satisfactory or better in all of the lessons seen, including 58% where they were good and 33% where they were very good.
- Educational provision for children under five years of age is very good and successfully promotes the desirable outcomes for learning. Standards achieved in the six areas of learning are currently the following:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Very Good	Very Good
Physical Development	Good	Good
Creative Development	Very Good	Very Good

- Standards achieved by pupils at Key Stage 1 are shown below:

Subject	KS1
English	Very Good
Mathematics	Very Good
Science	Good
Welsh (as a second language)	Good
Design and Technology	Very Good
Information Technology	Good
History	Good
Geography	Very Good
Art	Very Good
Music	Satisfactory
Physical Education	Good
Religious Education	Good

- Judged against children's levels of attainment on entering the school, progress is good overall and very good in some instances.
- National Curriculum assessment conducted by teachers last year showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above was similar to the national average for Wales in science, significantly above the

average in mathematics, and well above the average in speaking and listening, reading and writing. The percentage achieving the higher grade of Level 3 was slightly above the national average in science, similar to the average in writing, but substantially below the average in speaking and listening, reading and mathematics.

- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.
- In applying their key skills across the curriculum, pupils achieve good standards in number, and information and communications technology, and very good standards in listening, reading and writing.

Ethos of the School

- Very good provision is made for the spiritual, moral, social and cultural development of pupils.
- Standards of behaviour are good throughout the school. Pupils are proud of their school and respect the resources and materials available to them. Most conduct themselves in a responsible manner, showing courtesy and respect for others and displaying a good degree of self-discipline.
- Attitudes to learning are very good in most cases. A few pupils find it difficult to maintain concentration for extended periods but still persevere with their tasks.
- Good rates are achieved for punctuality and attendance.

Quality of Education

- During the inspection, the quality of teaching was satisfactory or better in all of the lessons observed, including 50% where it was good and 37% where it was very good. No unsatisfactory teaching was observed in any class.
- All members of staff have high expectations of pupils, both in relation to behaviour and standards of academic achievement. Learning throughout the school takes place in a calm, orderly environment. Work is well matched to pupils' needs and abilities, and provides appropriate interest and challenge. Extended activities are provided for higher-achieving pupils.
- Homework is set on a regular basis to consolidate and extend work undertaken in school, particularly in the core subjects of English, mathematics and science.
- Very good procedures have been adopted for assessing, recording and reporting on pupils' work and progress.
- The curriculum is broad, balanced and relevant, and fully complies with statutory requirements. Pupils throughout the school receive a wide range of interesting

experiences which are carefully matched to their needs and abilities. Strong emphasis is placed on personal and social education.

- All pupils enjoy all aspects of learning and have equal access to all parts of the curriculum.
- Extracurricular provision includes a range of seasonal sporting activities. A significant number of pupils also benefit from the “Little Rascals” initiative led by outside staff after school hours.
- Very good provision is made for the support, guidance and welfare of pupils. Teachers know their pupils well and are sensitive to the needs. Children readily turn to staff whenever help, support or guidance is needed. Relationships are very good and based on mutual trust and confidence.
- All pupils with special needs are given an individual educational plan which is regularly reviewed and updated. Class work takes careful account of the guidance provided. Provision is very good overall.
- The special-educational-needs co-ordinator provides exemplary support to colleagues and closely monitors work and achievements in this area. Records are meticulously kept. Overall, pupils make good progress commensurate with their abilities.
- A very good partnership has been established with parents, the community, and other schools and institutions. Comments at the pre-inspection meeting and responses to the questionnaire indicate that parents are very pleased with the school and find the staff friendly and approachable. Many talk warmly of the ready access to the headteacher and staff whenever discussion is needed.
- A good partnership has also been formed with industry.

Management

- Very good procedures have been established to enable the school to evaluate its own work and to plan for improvement.
- The present school development plan is a clear, well-written document, with properly-costed targets and timescales. Dates are set for review, together with criteria for measuring success. Good attention is paid to staff development, which is regarded as a key factor in achieving aims and objectives. Governors are appropriately involved and receive regular reports on progress.
- Leadership and efficiency are of a very high standard. The school exudes a warm, caring, industrious environment, in which each pupil is valued and nurtured. The headteacher knows each child well and provides regular, unobtrusive help during group work.
- The very good leadership, management and teaching skills of the headteacher are well complemented by her deputy, who is also a highly competent classroom practitioner and

an able leader and manager.

- Much emphasis has been placed over the last two years on developing the role of subject co-ordinators by arranging school-based in-service training and regular attendance at courses. Subject co-ordinators now play a significant role in monitoring standards of achievement by undertaking corporate planning, examining pupils' books and retaining samples of work. Observation of classroom practice is the next proposed stage of development.
- The governing body has a variety of expertise and experience, including areas such as finance and industry, and conscientiously performs its statutory duties. Increasing knowledge is being acquired of the curriculum. Due care is taken to plan and monitor expenditure and to ensure that good value is obtained for money.
- Relationships at all levels are very good and constitute one of the major strengths of the school.
- Day-to-day administration is very good and well managed by the headteacher and an efficient and conscientious school secretary.
- The headteacher's vision of leading a school where staff are committed to the continual development of expertise and skills, and where learning is exciting, challenging, and well matched to individual needs, is another of the key strengths of the school.
- Aims and objectives are largely achieved.
- Staffing, accommodation and learning resources are very good overall.
- All who work within the school, including the school secretary, caretaker, cleaners, canteen staff and midday supervisors, help to achieve a safe, secure, warm, welcoming environment.
- Considerable improvements have been made to accommodation since the last inspection. All areas are used to maximum advantage.
- Very good use is made of well-mounted, colourful, interesting displays to create an attractive learning environment for pupils.
- Learning resources are well used and are very good in both quantity and quality.

Progress since the Last Inspection

- Very good progress has been made in responding to the key issues identified during the last inspection.

Overall, the school provides very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of educational achievement were satisfactory or better in all of the lessons seen during the inspection, including 58% where they were good and 33% where they were very good.

- Children under five years of age achieve good standards overall in language, literacy and communication skills; mathematical development; and physical development; and very good standards in personal and social development; knowledge and understanding of the world; and creative development.
- At Key Stage 1, standards are satisfactory overall in music; good in science, Welsh, information technology, history, physical education and religious education; and very good in English, mathematics, design and technology, geography and art.
- National Curriculum assessment conducted by teachers last year showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above was similar to the national average for Wales in science, significantly above the average in mathematics, and well above the average in speaking and listening, reading and writing. The percentage achieving the higher grade of Level 3 was slightly above the national average in science, similar to the average in writing, but well below the average in speaking and listening, reading and mathematics.
- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.
- Judged by children's levels of attainment on entering the school, progress is good overall and very good in some instances.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils achieve good standards in number, and information and communications technology, and very good standards in listening, reading and writing.

- Children under five years of age make good progress overall in mastering early literacy skills. Very good foundations are laid at this level.
- Pupils at Key Stage 1 speak confidently and are happy to discuss their work with visitors. Effective use is made of role-play and circle times to help pupils extend their vocabulary and construct full sentences to develop their thoughts.
- Most pupils listen very carefully to their teachers, understand what is required of them, and concentrate well on their tasks.
- Reading skills are applied effectively throughout the curriculum. Very good use is made

of reference books and other material to build up skills in research. Pupils are happy to discuss what they read and show good understanding of text.

- Very good standards are achieved in the application of writing skills, with pupils writing for a range of different purposes and recording their learning appropriately in all areas of the curriculum. Skills in story writing are being particularly well developed.
- Number skills are well used to promote learning in other subjects. Pupils, for example, read scales accurately in science and record data in tally charts, tables, bar charts and Venn diagrams. Effective use is also made of mathematical knowledge to write simple programmes for a robotic toy.
- Skills in information and communication technology are well employed in all areas of the curriculum. Good use is made of computers to promote basic literacy skills and to promote learning in a broad range of subjects. Weather recording in Welsh both extends pupils' knowledge of the language and builds up geographical skills. Pupils make regular use of information technology to record their work and to search for information. Older pupils make effective use of digital cameras to photograph themselves and other people, and to evaluate and improve their work.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Very good provision is made for the spiritual, moral, social and cultural development of pupils.

- The daily act of worship is a happy family occasion where Christian values and beliefs are shared through stories and discussion.
- Pupils show by their reactions that they appreciate the wonders of the world around them. Ample opportunities are provided throughout the curriculum for awe and appreciation. Assemblies include short periods for quiet thought and reflection.
- Values taught during assemblies are well reflected in behaviour and attitudes. Pupils show concern for those less fortunate than themselves and collect funds for various good causes.
- Social development is very good. Pupils conduct themselves responsibly as individuals and collaborate effectively when working in small groups or playing together in the yard. Library tasks, for example, are performed with diligence and care.
- Good use is made of the "buddy" initiative whereby some pupils from the adjacent junior school socialise with pupils during playtimes.
- Pupils throughout the school receive a very good insight into the heritage and culture

of Wales, particularly in subjects such as geography, art and history. Visits to places such as Erddig, Chirk Castle and Powergen greatly enhance pupils' knowledge and understanding.

- Work on African, Chinese, South American, Australian and Russian celebrations helps to give pupils a meaningful introduction to the customs of other countries and cultures. "Our World Week" involves a range of interesting tasks.

4.2 Behaviour and Attitudes

Standards of behaviour are good throughout the school.

- The school has a clear code of conduct which is well reflected in the attitudes of pupils.
- Strong emphasis is placed on discussion and listening carefully to each other's views and ideas.
- Pupils are proud of their school and respect the resources and materials available to them. Most conduct themselves in a responsible manner, showing courtesy and respect for others and displaying a good degree of self-discipline.
- Meals are taken in a calm, pleasant, civilised atmosphere. Pupils are highly conscious of the good manners expected of them and co-operate well with the catering staff and midday supervisors.
- Appropriate procedures are in place to encourage good behaviour and to prevent bullying or any other unacceptable conduct. Consistent use is made of praise and rewards.
- All teaching and support staff serve as good role-models for pupils.
- Most pupils display very good attitudes to learning. A few find it difficult to maintain concentration for extended periods but still persevere with their tasks.

4.3 Attendance

Good rates are achieved for attendance and punctuality.

- The level of attendance has risen slightly since the last inspection and is currently about 95%. Unauthorised absence is comparatively rare.
- Parents offer good co-operation by informing the school as soon as possible when their children are absent. Reasons are duly recorded.
- Clear strategies have been drawn up for achieving further improvements.

- Registration fully complies with the statutory requirements.
- Suitable records are kept of correspondence between home and school.
- Class details are monitored by the headteacher on a weekly basis. Effective use is made of the information to identify trends.
- Punctuality at the start of the school day is good, with only the exceptional late arrival. Lessons start and end on time.
- Registers are kept in the classroom during the day as part of the school's security arrangements.
- Effective support is received from the education welfare officer, who regularly examines registers and makes home visits where necessary.
- Strong emphasis on attendance and punctuality has a significant effect on the overall quality of learning.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory or better in all of the lessons observed, including 50% where it was good and 37% where it was very good. No unsatisfactory teaching was observed in any class.

- Very good relationships have been established between pupils and staff in all classes. Staff provide regular support, care and praise for their pupils.
- Nursery and reception children are given a broad, varied range of activities in a well-ordered, stimulating environment.
- Teachers plan meticulously, make effective use of a suitable range of strategies, and display good knowledge of subjects. Lesson objectives are clearly explained to pupils.
- Strong emphasis is placed on developing language skills. Much time is accorded to role-play, questioning and discussion.
- Good use is made of equipment and resources to support and extend pupils' learning. Regular use of the library promotes literacy activities and helps develop appropriate skills in research.
- Classroom organisation is smooth and efficient, with close team work between teachers and nursery nurses. Groups are of a manageable size, enabling pupils to discuss tasks

meaningfully with each other and good adult support to be provided with practical activities.

- Nursery nurses make an invaluable contribution to the quality of learning.
- All members of staff have high expectations of pupils, both in relation to behaviour and standards of academic achievement. Learning throughout the school takes place in a calm, orderly environment. Work is well matched to pupils' needs and abilities, and provides appropriate interest and challenge. Extended activities are provided for higher-achieving pupils.
- Homework is set on a regular basis to consolidate and extend work undertaken in school, particularly in the core subjects of English, mathematics and science.

5.2 Assessment, Recording and Reporting

Very good procedures have been adopted for assessing, recording and reporting on pupils' work and progress.

- Detailed policy documents take full account of national recommendations and guidance.
- A baseline profile is drawn up of each child's attainments on entry to the nursery and again at the start of the reception year. Good use is made of the information to guide future teaching.
- Progress in the nursery and reception classes is regularly assessed against the baseline profile. Very good records enable teachers to build up an accurate picture of each child's requirements and those of the class as a whole.
- At Key Stage 1, annual tests are administered to pupils to determine attainments in reading, spelling, mathematics, science, and personal and social education. Results are carefully analysed to enable teachers to plan the next steps in learning. Progress is continuously and systematically assessed throughout the key stage.
- Very good procedures are in place to identify special educational needs.
- School portfolios of moderated work in English, mathematics and science serve as good benchmarks for teachers.
- Assessment is accurate and consistent and takes due account of the requirements of the National Curriculum.
- Individual attainment is measured against national levels in English, mathematics and science and recorded on the school's pupil tracking system. Careful analysis of the information assists teachers in predicting levels of achievement at the end of the key stage.

- The standard of marking is particularly good, with teachers giving pupils clear guidance on what they must do to improve the style and quality of their work. Marking of homework during registration periods encourages pupils to benefit from whole-class discussions on what they have completed at home.
- Plenary sessions are supportive of pupils' achievements and assist teachers in their assessment of progress against learning objectives.
- Very good use is made of 'This is Me' books to encourage pupils to undertake self-assessment and reflect on their learning.
- Three meetings are held each year to enable parents to discuss their children's progress with teachers.
- Annual reports comply with statutory requirements and are clear and informative. Appropriate targets are set for future learning.

5.3 Curriculum

Overall, the school provides pupils with a broad, balanced, relevant curriculum that fully complies with statutory requirements.

- Pupils throughout the school receive a broad range of interesting experiences which are carefully matched to their needs and abilities.
- Very good attention is given to the development of key skills across the curriculum.
- Long, medium and short-term planning is very good overall.
- Strong emphasis is placed on personal and social education. "Golden Time" and other celebrations assist pupils to become thoughtful and caring citizens. The school also participates in the "healthy schools" scheme, in which all members of staff have been given appropriate training. Due account is taken of the new framework drawn up by the Qualifications, Curriculum and Assessment Authority for Wales.
- A very good approach is adopted to home-school tasks to ensure that parents can act in close partnership with the school. Homework is carefully planned.
- All pupils enjoy all aspects of learning and have equal access to all parts of the curriculum.
- Extracurricular provision includes a range of seasonal sporting activities. A significant number of pupils also benefit from the "Little Rascals" initiative led by outside staff after school hours.
- Good use is made of visits to places of interest to enhance and extend pupils'

experiences, particularly in science, history, geography and religious education.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- The school provides a safe, happy, secure environment in which strong emphasis is placed on the well-being of pupils.
- Teachers know their pupils well and are sensitive to the needs. Children readily turn to staff whenever help, support or guidance is needed. Relationships are very good and based on mutual trust and confidence.
- The induction of children entering the school is sensitively handled. Good links are maintained with pre-school groups.
- Very good procedures are in place for monitoring and supporting pupils' personal and academic development. Ample time is given for pupils to express their feelings and to discuss their lifestyle and achievements during lessons.
- All pupils are fully included in the life of the school, irrespective of age, gender, attainment or background.
- Arrangements for child protection are very good and aim to ensure the early identification of any child at risk. Full account is taken of guidance from the local education authority.
- Appropriate supervision is provided during lunchtimes and breaks. An effective security system prevents unauthorised access to the building.
- All staff members of staff have received training in first-aid, with some obtaining appropriate qualifications in this area.
- A comprehensive policy has been produced on health and safety. Procedures are well documented and clearly understood by all members of staff. Risks are regularly assessed in consultation with the governing body. Details are properly recorded.
- Vehicles parked near the school gates at the start and end of the school day cause problems with congestion. The headteacher and governing body are aware of the situation and are currently negotiating with the local authority to seek a solution to the problem.

5.5 Provision for Pupils with Special Educational Needs

Overall, very good provision is made for pupils with special educational needs.

- Approximately, 17% of pupils have been identified as having some form of special educational need. Formal statements have been made in three cases.
- Special needs are identified from pupils' baseline profiles on entry to the school. Teachers make every effort to ensure that assessment is accurate and that effective provision is made for each child.
- Classroom support is well matched to individual needs and abilities, including those of higher-achieving children. Very good support is provided in literacy by additional teaching for small groups of pupils.
- All pupils with special needs are given an individual educational plan which is regularly reviewed and updated. Class work takes careful account of the guidance provided.
- Parents are properly consulted and kept informed of the targets set for their children.
- Statements of special educational needs are reviewed on an annual basis.
- Valuable advice and support are received from staff of the local education authority and other external agencies. Programmes drawn up by the speech therapist and other professionals are carefully followed by the school.
- On occasions, a slow response is received to requests for assessment owing to national problems in recruiting educational psychologists.
- All support staff liaise closely with teachers to ensure that additional tuition is very well matched to work in the classroom.
- The special-educational-needs co-ordinator provides exemplary support to colleagues and closely monitors work and achievements in this area. Records are meticulously kept.
- Overall, pupils make good progress commensurate with their abilities.

5.6 Partnership with Parents and Community, Schools and Other Institutions

A very good partnership has been established with parents, the community, and other schools and institutions.

- Comments at the pre-inspection meeting and responses to the questionnaire indicate that parents are very pleased with the school and find the staff friendly and approachable. Many talk warmly of the ready access to the headteacher and staff whenever discussion is needed.
- Very good information is generally provided for parents. The headteacher sends out regular newsletters, which keep parents well informed of events and clearly describe

the aims and objectives of the school. Comprehensive information is also provided about the curriculum for each age-group.

- The school prospectus and the governors' annual report to parents comply with statutory requirements. Further information is posted on the school's own website.
- An active parent-teacher association organises regular fund-raising and social events, which are well supported by families and friends. Good use has been made of monies to purchase extra equipment and materials.
- Very good liaison takes place with the adjacent junior school. A well-planned scheme ensures smooth transfer arrangements at the end of the key stage.
- Pupils are encouraged to participate in community projects and to develop personal awareness of environmental issues. Work in the classroom clearly shows the benefits of such links.
- The school is a focal point in the life of the community. Good support is received for concerts and fund-raising activities. Strong links are maintained with the Church.
- Representatives from the police, fire brigade and nursing services visit the school to discuss safety issues and promote personal, health and environmental awareness.
- Successful partnerships have been formed with Chester College, John Moores University and the North-East Wales Institute which regularly places students at the school. Work experience is also arranged for pupils from Hawarden, Elfed and John Summers high schools.

5.7 Partnership with Industry

A good partnership has been established with industry.

- The school has a sound strategy for developing industrial awareness.
- Links already made with local companies have led to educational visits for pupils and the donation of monies and materials.
- Teachers have visited the local Powergen training establishment to further their professional skills and knowledge and to gain greater insight into manufacturing and marketing aspects.
- A strong link has been developed with a local organisation called Forest Enterprises. A representative regularly visits the school to help pupils make bird feeders for the 'forest' area and to encourage them to have a sense of responsibility for the environment.
- During the inspection, students from a local college made a valuable contribution to

learning in the nursery and reception unit.

- Links to date have increased pupils' economic and industrial awareness, as shown by work in the classroom. A sound foundation has been laid for further development at Key Stage 2.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Very good procedures have been established to enable the school to evaluate its own work and to plan for improvement.

- Shortly after taking up her appointment in 2002, the headteacher undertook a full review of all aspects of the work of the school and drew up a comprehensive three-year plan for further improvement.
- The present school development plan is a clear, well-written document, with properly-costed targets and timescales. Dates are set for review, together with criteria for measuring success. Good attention is paid to staff development, which is regarded as a key factor in achieving aims and objectives.
- Governors are appropriately involved and receive regular reports on progress.
- Very good use is made of the results of National Curriculum assessment and other tests to identify areas for improvement. Targets are clearly defined.
- Strong emphasis is placed on developing pupils' thinking skills and constantly raising standards, particularly in the core subjects of English, mathematics and science.
- Co-ordinators in the core subjects have produced portfolios of work, moderated and annotated according to National Curriculum criteria, to serve as appropriate benchmarks for standards. Samples of work are also retained in other subjects.
- The headteacher undertakes regular observation of classroom practice and intends to involve subject co-ordinators in extending the process.

6.2 Leadership and Efficiency

Leadership and efficiency are of a very high standard.

- The headteacher and staff have a clear sense of purpose and work closely together as a committed and effective team.
- Aims, values and policies are clearly stated and well reflected in the life and work of the

school.

- The school exudes a warm, caring, industrious environment, in which each pupil is valued and nurtured. The headteacher knows each child well and provides regular, unobtrusive help during group work.
- The very good leadership, management and teaching skills of the headteacher are well complemented by her deputy, who is also a highly competent classroom practitioner and an able leader and manager.
- Much emphasis has been placed over the last two years on developing the role of subject co-ordinators by arranging school-based in-service training and regular attendance at courses.
- Subject co-ordinators now play a significant role in monitoring standards of achievement by undertaking corporate planning, examining pupils' books and retaining samples of work. Observation of classroom practice is the next proposed stage of development.
- The governing body has a variety of expertise and experience, including areas such as finance and industry, and conscientiously performs its statutory duties. Increasing knowledge is being acquired of the curriculum. Due care is taken to plan and monitor expenditure and to ensure that good value is obtained for money.
- Relationships at all levels are very good and constitute one of the major strengths of the school.
- Day-to-day administration is very good and well managed by the headteacher and an efficient and conscientious school secretary.
- The headteacher's vision of leading a school where staff are committed to the continual development of expertise and skills, and where learning is exciting, challenging, and well matched to individual needs, is another of the key strengths of the school.
- Aims and objectives are largely achieved.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are very good overall.

- The school is well staffed for the present number of pupils on roll.
- Teachers are enthusiastic, dedicated and motivated. Professional development is given high priority by the school.
- Performance management is well established.
- Support staff hold appropriate qualifications and make a considerable contribution to

learning.

- All who work within the school, including the school secretary, caretaker, cleaners, canteen staff and midday supervisors, help to achieve a safe, secure, warm, welcoming environment.
- Considerable improvements have been made to accommodation since the last inspection. All areas are used to maximum advantage.
- A well-stocked library greatly facilitates investigation and research.
- Very good use is made of well-mounted, colourful, interesting displays to create an attractive learning environment for pupils.
- The school hall provides appropriate space for assemblies, physical education, concerts and extracurricular activities such as a daily after-school club.
- Learning resources are well used and are very good in both quantity and quality.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Educational provision for children under five years of age successfully promotes the desirable outcomes for learning and is of very good quality.

Standards of achievement are either good or very good in all six areas of learning.

i. Language, Literacy and Communication Skills

Good standards are achieved in the development of language, literacy and communication skills.

Good Features

- Language skills are developing well, with good progress between the nursery and reception classes.
- Nursery children display a good measure of confidence in talking about their work and willingly discuss their tasks with visitors. All enjoy listening to stories and participate eagerly in rhymes and songs.
- Reception children give clear answers to questions and generally make use of full

sentences during whole-class sessions. Ample opportunities are provided for the development of speech through role-play, group work and circle times. Good listening skills enable tasks to be completed successfully.

- Nursery children are beginning to appreciate books and handle them with care.
- Reception children recognise characters in books, make good use of picture clues and show the ability to retell stories. Well-structured teaching enables good and, in some cases, very good progress to be made.
- From the time they enter the school, children engage in a wide range of mark-making activities to build up good hand-eye co-ordination. Role-play is well used to foster early writing skills.
- Good use is made of appropriate exercises to encourage correct letter formation. Reception children can write their names and make good progress in moving from under-writing to copying to writing for themselves.
- Very good foundations are laid in Welsh.

Shortcomings

- No significant shortcomings were observed.

ii. Personal and Social Development

Standards in personal and social development are very good at both nursery and reception level.

Good Features

- Good emphasis is placed on establishing sound routines from the outset. Nursery children work and play amicably together, and take turns to use toys and equipment. Very good co-operation is shown in sharing resources.
- Children in both year-groups concentrate well. Reception children listen carefully to each other. Good use is made of circle times and plenary sessions to strengthen relationships and build up thinking skills.
- Younger children are given ample opportunities to help each other and to become self-sufficient in their learning. Confidence building is one of the major strengths of the school.

Shortcomings

- No significant shortcomings were observed.

iii. Mathematical Development

Good standards are achieved in mathematical development.

Good Features

- Nursery children are beginning to recognise basic shapes and are able to match objects according to colour and size. Good use is made of number songs and rhymes to enable children to count regularly to five.
- Reception children can count to fifty or beyond and add and subtract numbers to ten. Work is neatly recorded.
- All children at this level display a sound knowledge of two-dimensional and some three-dimensional shapes, and can recognise shapes in different contexts.
- Effective use is made of role-play, tabletop activities, and sand and water play to enable nursery children to absorb basic mathematical concepts. Good progress is made in this area.
- Older children are able to recognise and use coins in role-play situations.
- Reception children are developing good measuring skills and are introduced to appropriate mathematical language.

Shortcomings

- No significant shortcomings were observed.

iv. Knowledge and Understanding of the World

Very good standards are achieved in developing knowledge and understanding of the world.

Good Features

- Children are aware of changes brought about by the seasons, the different routines of the day, and their own growth and development from babyhood.
- Good understanding is shown of the senses and their importance in increasing awareness of the environment.
- Due attention is given to the development of observational skills by watching plants grow from seeds and by regular opportunities for drawing.
- Effective use is made of role-play to promote knowledge of the community, with children dressing up as doctors, firemen, police officers and nurses, and acting out different roles and situations.

- Strong emphasis is placed on developing language skills and thinking processes, particularly in science activities such as floating and sinking. Children are able to conduct simple experiments, hypothesise, and clearly express their thoughts and ideas.
- Knowledge of the wider world is developed by relevant, exciting activities such as “Our World Week”, when children participate in the customs and celebrations of different countries.
- Good use is made of visits to Hawarden Park and environmental work in the school grounds to help children appreciate the need to care for the world around them.

Shortcomings

- No significant shortcomings were observed.

v. Physical Development

Good standards are attained in physical development.

Good Features

- Children in both age-groups make effective use of constructions kits and building blocks to produce some good, imaginative work.
- Scissor skills are well promoted by regular cutting, sticking and pasting activities.
- Children in both age-groups hop, skip and jump, and use large outdoor toys with increasing control and confidence.

Shortcomings

- No significant shortcomings were observed.

vi. Creative Development

Very good standards are achieved in creative development.

Good Features

- Children in both age-groups mix colours and paint with confidence. Pictures are generally bold and colourful.
- Good use is made of a colour table at nursery level to encourage children to think about different shades and hues.
- Activities such as printing and blow-painting encourage children to experiment with

different techniques.

- Regular use is made of malleable materials. During the inspection, reception children produced some particularly good work when making brooches for Mother's Day. Very good care and concentration were shown.
- Nursery nurses make a significant contribution to children's standards of achievement in this area.
- Due emphasis is placed on the development of musical skills. Children in both age-groups enjoy singing and show a developing sense of rhythm and pitch. Regular opportunities are provided for exploring different instruments and experimenting with sound.

Shortcomings

- No significant shortcomings were observed.

English

Standards of achievement in English are very good overall.

i. Speaking and Listening

Very good standards are achieved in speaking and listening.

Good Features

- Most pupils are clear and confident in their speech and make good use of extended sentences in discussing their work.
- Numerous opportunities are provided for developing vocabulary, particularly through role-play, circle times, group work and plenary sessions.
- Listening skills are very well developed and make a major contribution to pupils' standards of achievement. Pupils listen intently to their teachers and pay good attention to each other's contributions during plenary sessions.
- Tasks are clearly understood, conscientiously pursued and properly completed.

Shortcomings

- No significant shortcomings were observed.

ii. Reading

Steady progress is made in reading throughout the key stage, with good and, in some cases, very good standards by the end of Year 2.

Good Features

- All pupils enjoy books and readily talk about their favourite stories and authors. Reading is well supported by a wide range of material in both the library and classrooms.
- Pupils benefit considerably from well-structured teaching, including a sound grounding in phonics to enable them to tackle new words.
- Good use is made of “Big Books” to encourage fluency, confidence and understanding. Pupils pay sound attention to speech marks and read with expression.
- All pupils in Year 2 make good use of their reading skills to search for information.
- Parents provide good support by regularly hearing their children read at home. Effective use is made of attractive home-school books to record progress and comments.

Shortcomings

- No significant shortcomings were observed.

iii. Writing

Good progress is made in the development of writing skills, with examples of very good work in all classes. Standards in this area are very good and represent another major strength of the school.

Good Features

- Writing is purposeful and varied. Skills are well applied across the curriculum.
- Good attention is paid to handwriting and correct letter formation. Work is neatly presented.
- Pupils generally spell words correctly and make appropriate use of dictionaries.
- Sound emphasis is placed on the progressive extension of vocabulary.
- By the end of the key stage, pupils are able to write interesting, well-organised stories showing good use of grammar and simple punctuation.
- Good use is made of information and communications technology to develop and extend skills in this area.

Shortcomings

- No significant shortcomings were observed.

Mathematics

Standards in mathematics are very good overall.

Good Features

- Pupils can order the days of the week and construct simple daily timetables.
- They develop a range of calculation strategies appropriate to their age and apply their knowledge well to solve mental problems. They recognise and make sound use of number patterns and can identify multiples of two, five and ten in their work.
- Very good recall is shown of number facts, with the youngest pupils knowing addition facts for pairs of numbers to 20 and older pupils understanding the relationship between doubling and halving and between addition and subtraction.
- Pupils throughout the key stage can identify odd and even numbers and explain clearly why a number is odd or even.
- Knowledge of place value is very good in all classes, with pupils showing the ability to group tens and units in different ways and accurately record their value. Many understand values in three digit numbers.
- Very good use is made of everyday language to describe two and three-dimensional shapes and to identify each from its description.
- Pupils recognise right angles and appreciate that they are angles of turn. Good understanding is shown of reflective symmetry.
- The oldest and more able pupils have a good understanding of multiplication and division and can complete division calculations involving a remainder. Very good understanding is shown of fractions, with pupils recognising symbols such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{5}$.
- Pupils can solve simple money problems and give change from 20p, 50p and £1.00. They explain their work clearly and know that different strategies can be used to complete a calculation.
- Presentation of work is very good.

Shortcomings

- No significant shortcomings were observed.

Science

Standards of achievement in science are good throughout the school.

Good Features

- Due attention is paid to all aspects of the National Curriculum in the subject. Pupils carry out investigations regularly and make good use of planning sheets to guide their work.
- Pupils investigate electrical circuits. They have good understanding of circuits and, through investigation, learn how to insert a switch to create a circuit break.
- When planning investigations, older pupils make sensible predictions and work carefully with apparatus to set up their tests. Good use is made of scientific language during whole-class discussions.
- Work in books is well presented. An investigation into plant growth, for example, provides clear evidence that pupils show good understanding when drawing conclusions from their findings.
- By the end of the key stage, most pupils show a growing understanding of the concept of fair testing. They are able to talk about the investigations they have undertaken and indicate what they hoped to discover.
- Good classification skills are shown in sorting materials into different categories and mini-beasts into specified groups.
- Recording methods are developing appropriately and include diagrams, observational drawings, tables and block charts.
- Key skills in English, mathematics, and information and communications technology are well supported by daily work in the subject.
- Good use is made of the school grounds to develop a woodland area for science studies. Very good support for the initiative has been received from the environmental ranger.
- Pupils have a growing awareness of air resistance and turbulence, and have made kites in a cross-curricular project with design and technology. Good industrial links have provided valuable support in this area.

Shortcomings

- No significant shortcomings were observed.

Welsh

Standards of achievement in Welsh are good in all classes.

Good Features

- Very good steps have been taken to create a Welsh ethos throughout the school.
- The solid foundations laid at nursery and reception stage are well developed in Years 1 and 2. Steady progress is made throughout the school.
- Pupils listen intently and respond well during lessons. Many are able to use well-learnt sentences to hold brief conversations and to ask and answer simple questions.
- Pronunciation is generally correct and clear.
- Pupils show good recall of vocabulary in areas such as the weather, clothing, colours, food and counting.
- Older pupils can count to fifty and show good confidence when participating in simple dialogues.
- Oral work is well reinforced by a range of suitable written exercises. Pupils compose their own reading books, which they illustrate beautifully. Clear enjoyment is obtained from reading back work such as “*Yn y Cafî Penarlag*”.
- Good incidental use is made of the language throughout the school day, with novel methods to promote speech in different parts of the school.

Shortcomings

- Although pupils have a good facility for reading and the school has a wide range of attractive books both in the library and classrooms, full use is not always made of the material to ensure that maximum progress is made.

Design and Technology

Standards in design and technology are very good overall.

Good Features

- Pupils acquire appropriate skills with a widening range of materials and components. Steady progression is shown as they move through the school.
- Good attention is paid to all aspects of the subject.
- Pupils have constructed three-dimensional models such as houses from recyclable

materials. Good use is made of finishing techniques.

- Suitable attention is given to construction. Pupils make lever-operated models and use good strengthening techniques to ensure that products are fit for their purpose.
- Sound emphasis is placed on planning and design. Pupils draw diagrams and pictures of what they propose to make and produce written accounts of the processes involved.
- Pupils make simple evaluations of their work during plenary sessions and show a growing awareness of the importance of quality and improvement.
- Good attention is given to food technology and investigation. During the inspection, younger pupils followed a recipe to make spicy biscuits, which they then decorated with their own individual designs.
- Due account is taken of health and safety when handling food.
- Good links are made with science. For example, when making biscuits, pupils were able to offer sensible explanations for physical changes in materials.
- During the inspection, two pupils from the local secondary school provided very good support for groups of pupils by using simple microelectronics to make light-up pictures. Pupils showed good understanding of the system and produced work of very good quality.
- Pupils have undertaken an environmental project with the headteacher to site benches in the grounds of the school. Good use was made of mathematics to ensure that costs were properly calculated and remained within a set budget.

Shortcomings

- No significant shortcomings were observed.

Information Technology

Standards in information technology are good throughout the school.

Good Features

- Pupils are developing appropriate skills in using the mouse and keyboard to operate computers.
- From an early age, pupils are encouraged to use the computer for word processing and games to reinforce skills in literacy and number.
- Most pupils open programmes for themselves and select an area of work. By the end of Year 2, they are able to save and print out their work.

- Listening centres are well used in each class to promote good aural skills.
- Teachers and pupils use the digital camera confidently to record investigations and work.
- Pupils are able to combine clipart into text from an early age. They select tools, change colours and fonts, and produce brightly-coloured freehand drawings demonstrating the use of different tools.
- Good use is made of an interactive whiteboard to promote learning across the curriculum.
- Computers are used effectively for research and recording data from surveys.
- Skills in control technology are developing well. Pupils are able to programme a robotic toy and construct light-up pictures through a link with science.

Shortcomings

- No significant shortcomings were observed.

History

Standards in history are good overall.

Good Features

- Pupils listen attentively and contribute enthusiastically to lessons.
- Most are aware of differences between the present and past and are learning to understand the concept of change over time.
- Visits to places such as Erddig have provided pupils with a valuable range of first-hand experiences, including household routines in Victorian times.
- Good use is made of artefacts to help pupils acquire a sense of chronology. Pupils can form a time-line by arranging toys in order of age.
- Pupils display good recall of previous work and can talk knowledgeably about the achievements of famous inventors such as Stephenson, Eddison and the Wright brothers.
- Learning is reinforced and extended by a suitable range of recorded work.
- Older pupils are developing good research skills through well-structured library periods and are able to acquire relevant information for topic work.

Shortcomings

- Whilst suitable attention is given to the *cwricwlwm Cymreig*, pupils' knowledge of famous Welsh personalities is relatively limited.

Geography

Standards in geography are very good overall.

Good Features

- Pupils make good use of appropriate geographical vocabulary and are able to describe the main features of the area.
- Regular use is made of the local environment as a tool for learning. Much benefit has been gained from well-planned visits to places such as the library and church.
- Pupils can clearly express their likes and dislikes about the locality and understand the importance of caring for the environment. Most show appropriate knowledge of the causes and effects of pollution.
- Mapping skills are developing well, with pupils tracing their routes to and from school and drawing plans of the building. Good understanding is shown of the purpose of symbols and keys.
- Pupils know that Hawarden is in north Wales and can locate the town and places they have visited on a map of the country. Most also know the names of the countries which make up the British Isles.
- Visits to places further afield such as Chirk and Loggerheads provide good opportunities for pupils to undertake fieldwork and to make comparisons with an area outside their own.
- Very good knowledge is being acquired of the wider world. Pupils make confident use of globes and atlases, recognise continents such as Africa, and learn about countries such as Thailand, Brazil and Australia during "Our World Week", including climate, clothing, habitats and foods. Work is both practical and interesting.
- Effective links are made with other areas of the curriculum, particularly history and English.

Shortcomings

- No significant shortcomings were observed.

Art

Very good standards are achieved in art.

Good Features

- Pupils are afforded a wide range of creative experiences on a regular basis, including collage, printing, drawing, modelling and painting.
- Work is colourful and imaginative, and encompasses a broad variety of media. Very good use is made of crayons, pastels, and different fabrics and materials. Large collage pictures display interesting designs, such as the Willow Tree pattern and the story of Handa's Surprise.
- Drawing skills and techniques are developing well, with pupils paying careful attention to detail when drawing or painting from direct observation, and skilfully choosing the most appropriate pencils and brushes. Some particularly good work has been produced on flowers and plants.
- Recent work on self-portraits shows effective use of mirrors, keen observation, and very good attention to shape and form. Work, in some instances, is of an exceptionally high standard.
- Confident use is made of malleable materials.
- Good attention is paid to the Welsh dimension and the work of local artists such as Barbara Howell. Pupils have produced some well-illustrated Welsh story books and created attractive collages based on the Legend of Bala Lake.
- Regular studies are made of the work of famous artists to help pupils appreciate different styles and approaches. Much benefit has been gained from work in this area, with some interesting paintings in the style of Kandinsky and Matisse.
- Art enhances work in all areas of the curriculum and is well used in studies of other cultures and customs.
- Regular use is made of computer paint programmes to produce images of everyday life.
- Good concentration and attention to detail make a considerable contribution to pupils' standards of achievement in the subject.

Shortcomings

- No significant shortcomings were observed.

Music

Standards in music are satisfactory overall.

Good Features

- Pupils sing tunefully and display clear diction in both English and Welsh.
- Listening skills are very good. Pupils listen intently to music and generally respond well to the mood of individual pieces.
- Most pupils display a good sense of rhythm and can maintain a steady beat when clapping or using an instrument.
- Pupils respond well to signals and appreciate the difference between soft and loud, and long and short sounds.
- Good efforts are made to introduce pupils to a variety of styles and to composers such as Vivaldi and Handel. Music is played each day as pupils enter the hall for assembly.
- Growing acquaintance is being acquired of music from other countries and cultures.
- Satisfactory attention is paid to composition, with pupils regularly recording their work.

Shortcomings

- Lessons tend to be slow in pace. Time is lost while pupils wait to use instruments.
- Too few opportunities are provided for pupils to participate in the composition of tunes and to use instruments to experiment with sounds.
- Scope exists for further improvement in singing techniques. Not all pupils, for example, take a full part in singing during assemblies. Too little emphasis is placed on combined singing to piano accompaniment.
- Sufficient space is not always provided for pupils to sit comfortably during lessons and to participate fully without distractions from their surroundings.

Physical Education

Standards in physical education are good overall.

Good Features

- Pupils make good use of space and move around in a variety of ways placing their weight on different parts of the body. Most have good spatial awareness and respond quickly to teachers' instructions.
- Good skills are shown in travelling in curved and straight pathways on the floor and over apparatus. Pupils move with good self-control, and make choices and decisions in developing a sequence of movements, which they perform with enthusiasm.
- Most display a sound understanding of the effect of exercise on the body.
- Pupils work effectively in groups and patiently wait to take turns.
- During evaluation time, pupils make sensitive suggestions about each other's work and try hard to improve their performance.
- Most pupils move in time to music and successfully combine a sequence of movements in dance. They interpret music sensitively to illustrate plant growth in spring, making good use of star and tuck jumps, twists, rolls and hops.
- Pupils are encouraged to demonstrate their work and listen carefully to each other's evaluations. In the main, they make every effort to improve their movement and gain much pleasure from the success they achieve.
- Due care is taken in moving apparatus and equipment.
- Speaking and listening skills are generally well applied when evaluating performance. The majority of pupils listen attentively, both to their teachers and each other.

Shortcomings

- No significant shortcomings were observed.

Religious Education

Standards in religious education are good overall.

Good Features

- Pupils learn about Christianity, Judaism and festivals in other religions. They appreciate that, in many religions, there are similar festivals and celebrations of special events in people's lives.

- Pupils have visited the local church and can talk about the different areas of the building. They understand that a church is a place of worship and acquire appropriate knowledge about ceremonies such as baptisms and weddings.
- They have a good understanding of baptism and its significance to Christians as a welcoming ceremony for a new baby or adult into the Church.
- Pupils recognise the significance of the Bible as a sacred text and have good recall of a large number of Bible stories, especially from the New Testament. They relate these well to everyday life and recognise that Jesus' ministry was one of love and care.
- Good use is made of artefacts to help pupils understand the significance of religious worship and practices.
- Pupils understand that all communities need rules to function and learn respect for each other from the Golden Rules of the school.
- Good understanding is shown of the main features of other cultures, including China and Japan.
- Effective links are made with subjects such as English and art. Pupils write detailed accounts about the lives of the saints, including St. David and St. Valentine. Pupils have written about the Willow Pattern and compiled a wall display of very high quality. Key skills in English are well promoted through the retelling and writing of stories.

Shortcomings

- No significant shortcomings were observed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

Overall, very good progress has been made in responding to the key issues identified during the last inspection.

- The last inspection report, published on 31st March, 1998, identified five key areas for action. The school was advised that, in order to enhance even further the very good quality of education provided, it needed to:
 - i. raise the overall standard of achievement in music;
 - ii. implement a system of teacher appraisal;
 - iii. improve and update resources for information technology and establish a

- iv. reference section in the school library;
continue to work towards the establishment of effective communication with the receiving junior school with a view to improving continuity across the key stages;
 - v. maintain its efforts to improve and extend the existing accommodation in order to meet more appropriately the educational and welfare needs of pupils and staff.
- Progress since that time has been the following.

Key Issue 1

Steps have been taken to raise standards in music, although there is still scope for further development in the subject.

A new scheme of work has been introduced to promote continuity and progression in the three stands of performing, composing and appraising music. New instruments have been purchased for composition work, although strategies are still needed to ensure that all pupils are able to use instruments on a regular basis.

Singing techniques are relatively limited and still require further improvement.

Pupils are now introduced to a wide range of recorded music and enjoy listening to different composers.

The headteacher has initiated an improvement programme at nursery and reception level which is to be developed progressively throughout the school.

Key Issue 2

Performance management is now well established, with regular discussion and planning for improvement in standards of teaching and learning.

Key Issue 3

Resources for information technology have been improved and updated. The school also now has a very good, attractive library which is well stocked with books of all kinds.

Key Issue 4

Since the appointment of the present headteacher, very good progress has been made in forging an effective partnership with the adjacent junior school. Co-ordinators now meet to discuss the curriculum and organise joint projects.

Key Issue 5

Accommodation has been considerably improved following fire damage to the building.

8.2 Key Issues for Action

The school now needs to:

- continue to raise standards in music;
- maintain the high standards identified throughout the report and make further improvements where possible.

The inspection team would like to express their warm appreciation of the welcome, co-operation and assistance they received from the headteacher, staff, governors, parents and pupils of the school.

APPENDIX A

Basic Information about the School

Name of School	Hawarden Infants' School
School Type	Community
Age-Range of Pupils	3 – 7 years
Address of School	Cross Tree Lane Hawarden Flintshire
Post Code	CH5 3PY
Telephone Number	01244 532311

Headteacher	Mrs. Lynn Bartlett
Date of Appointment	1st September, 2002
Chairman of Governors	Mrs. Elizabeth Jones
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	15th – 18th March, 2004

APPENDIX B

School Data and Indicators

Number of Pupils in Each Year Group									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of Pupils	18	52	59	60					189

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	7	3	8.5

Staffing Information	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	26.3 : 1
Pupil : Adult Ratio in Nursery Class	6 : 1
Average Class Size (excluding nursery)	28.5
Teacher (fte) : Class Ratio	1.06 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	92.13	93.22	91.98	-	92.60
Term 2	91.64	94.90	92.73	-	93.82
Term 3	92.75	95.38	95.30	-	95.34

Number of Pupils Excluded during Twelve Months prior to Inspection	1
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APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2 55					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	8	88	4	0
		National	0	4	13	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	6	88	6	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	0	6	86	8	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	8	84	8	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	0	6	86	8	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	11	65	21	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	92%	In Wales:	79%

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who were absent from the tests/tasks
 W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

APPENDIX D

The Evidence Base of Inspection

The inspection was carried out by a team of three inspectors over a period of 3½ days.

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

APPENDIX E

Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Welsh (as a second language) History Geography Art Music	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Teaching Support, Guidance and Pupils' Welfare Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. Valerie Howells	Mathematics Science Design and Technology Information Technology Physical Education Religious Education	Main Findings Assessment, Recording and Reporting Curriculum Special Educational Needs Self-Evaluation and Planning for Improvement Staffing, Accommodation and Learning Resources Key Issues for Action
Mr. S. Roberts		Main Findings Behaviour and Attitudes Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Key Issues for Action