

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

**Ysgol I D Hooson
Pentredŵr
Rhosllannerchrugog
Wrexham
LL14 1DD**

School Number: 570/2259

Date of Inspection: 3 – 5 May 2005

by

**Mr D.Gwynfor Evans
W00515682**

Date : 8 July 2005

Under Estyn contract number: T/205/04P

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Ysgol I.D. Hooson was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol I.D. Hooson took place between 3 – 5 May 2005. An independent team of inspectors, led by Mr D.Gwynfor Evans 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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.

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Context

The nature of the provider

1. Ysgol I. D. Hooson is a designated bilingual primary school. It serves the village of Rhosllannerchrugog and the nearby areas of Pen-y-cae, Johnstown, Ruabon, Rhostyllen and Ponciau. Although less than one per cent of the pupils are entitled to free school meals, the school considers that the area from where the pupils come is neither prosperous nor economically disadvantaged.
2. There are 201 full-time pupils and 32 part-time, nursery-age pupils on the register. At the time of the last inspection in May 1999, there were 216 full-time pupils and 30 part-time nursery pupils on the school's roll. Four pupils have statements of special educational needs (SEN) and 13 others have additional learning needs.
3. The vast majority come from English-speaking homes and only 15 per cent come from homes where Welsh is the main language. Welsh is used as a medium of instruction at nursery/reception age and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of making the pupils bilingual by the time they transfer to the secondary school at 11 years of age.

The school's priorities and targets

4. The following are amongst the priorities listed in the school development plan (SDP) for 2004-2005:
 - Improve the school's buildings;
 - Further developments in the area of personal and social education;
 - Establish a Breakfast Club and an After-School Club;
 - Extend the provision for pupils with special educational needs;
 - Curricular, extra-curricular, staffing and resource matters;
 - Re-establish the Parents' Association.

Summary

5. Ysgol I. D. Hooson is a good school with outstanding features. The inspection team agreed with the majority of judgements made by the school in the self-evaluation document.

Table of grades awarded

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

6. The general quality of the educational provision for under-fives is appropriate to their needs, and children make very good progress in the six areas of learning towards the Desirable Outcomes for Children's Learning.
7. Across the learning stages, pupils of every ability make consistent progress in their knowledge, their understanding and their skills, and they achieve the learning aims set for them.
8. Pupils with SEN make good progress and they achieve the targets set for them.
9. Under-fives make very good progress in the key skills of listening, speaking, reading, writing and numeracy and good progress in the development of their information and communications technology skills.
10. KS1 and KS2 pupils achieve grade one in language and communications skills. They achieve grade two standards in numeracy. Overall, pupils' ability to use a variety of technology, independently, including interactive whiteboards, to reinforce and extend their knowledge and understanding, is underdeveloped. Standards are grade three.
11. Successful development in bilingual skills is a principal aim and philosophy of the school. Pupils display very good standards in bilingualism throughout the whole school.
12. Pupils display good development in their personal and social skills. They also display good skills in problem-solving and working together. Their creative skills are very good. Standards within some aspects of personal and social

education, such as environmental and vocational aspects and healthy eating are grade three.

13. At the end of KS1, in 2004, pupils' attainments in NC core subjects, according to the core subject indicator were higher than county and Wales results. In 2004, the results were on a par with similar schools across Wales, but over the last three years they were higher than national averages.
14. In Key stage two, in 2004, pupils' attainments in NC core subjects according to the core subject indicator by test were higher than county and national averages. In Welsh, English and mathematics, the results matched the results of similar schools across Wales, and in science, they were higher. On average, over the last three years, the school's results exceed those of similar schools in Wales.
15. There are no significant differences between the performance of boys and girls in both key stages.
16. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate, are good. They are confident and a good number of them work well independently. They have a good understanding of the nature and purpose of their work and what they have to do to improve.
17. Pupils' behaviour in the classrooms and around the school is very good. Pupils are courteous and friendly towards one another, the staff and visitors. They show respect to people and to property and an awareness of the needs of others.
18. Attendance is good. Average attendance for the three terms before the inspection was 95 per cent. The school is taking appropriate steps to deal with unauthorised absences (about 1.5%). The vast majority of pupils arrive at school punctually at the beginning of the school day.
19. Pupils are aware of the importance of moral values such as fairness, respect and sincerity. They display initiative in activities such as raising money for good causes, venture initiatives and community links. By taking part in a wide range of social and educational extra-curricular activities, pupils have an excellent understanding of Welsh culture.

The quality of education and training

20. Good teaching is one of the school's strengths. In the lessons observed, the standard of teaching was adjudged to be as follows:

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

21. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons satisfactory and better and 50 per cent good or better.

22. Where the teaching is good with outstanding features, teachers:
- present work in a manner which inspires pupils' imagination and enthusiasm;
 - have high expectations with regard to pupils' achievements, attitudes and behaviour;
 - encourage pupils to contribute in an extended manner, develop their ideas and express opinions;
 - set differentiated tasks and give appropriate assistance to enable pupils to achieve them successfully;
 - use a range of effective teaching strategies;
 - extend pupils' bilingual skills effectively.
23. Although good attention is paid to a number of key skills, the development of some of them, especially ICT, is not sufficiently consistent and structured.
24. Relationships are good in every class and the character and personality of the teachers are positive elements in the learning and teaching.
25. The teachers promote equal opportunity and equality effectively in every aspect of the school's work. Learners' individual needs are met in a flexible manner. Support staff make a substantial contribution to the progress of pupils who need additional attention.
26. Overall, the standard of assessment is good. The development of under-fives is assessed appropriately and there is an effective system of tracking pupils' progress in the core subjects in KS1 and KS2. There are no similar arrangements for assessing standards in foundation subjects. There are very good assessment and recording procedures for SEN pupils.
27. Although appropriate targets are set in language, this is not done in other learning aspects and pupils do not have sufficient involvement in the steps for setting short-term targets nor in the process for reviewing and assessing them.
28. Pupils' work is marked regularly and, in the best practice, comments are made as to how to improve the work, but the practice is not consistent across the classes. Reports to parents conform to statutory requirements.
29. The school responds very well to pupils' needs and provides equal access to a broad and balanced curriculum. There are clear aims and objectives for the learning and the teaching.
30. The school provides a wide range of extra-curricular activities for pupils which enrich their experiences and expand their horizons. There is a very good variety of clubs, educational visits and visitors to the school.
31. Although basic and key skills receive attention and are noted generally in the planning, they are not sufficiently integrated into the planning and the teaching, especially pupils' ICT skills.
32. The provision for developing pupils' bilingual proficiency is very good and one of the school's strengths.

33. Pupils' spiritual, moral, social and cultural development is very well promoted by means of the wide range of educational and extra-curricular experiences, and the sessions of collective worship provided for pupils within the school, in the local community and beyond.
34. Links with parents are good, and the partnership with the local community is very good. By the same token, relationships with other local primary schools and the secondary school to which pupils transfer, are very good.
35. There is a clear commitment to equal opportunities and a strong emphasis on respect and tolerance.
36. Pupils' safety and welfare is a matter of priority in the school. Detailed risk assessments are made for all activities in the school, including educational visits.
37. An appropriate range of policies and procedures has been formulated with regard to health and safety matters, sex education, discipline, anti-bullying and child protection. They are effectively implemented.
38. Arrangements for learning support and provision for SEN pupils is very good. Pupils with additional learning needs are identified and assessed early, and the co-ordinator, teachers and ancillary staff co-operate very well to ensure they receive effective support.

Leadership and management

39. The headteacher gives the school sound and purposeful leadership and he has a clear vision and high expectations. The deputy headteacher and the senior management team perform their duties effectively. The school operates in an atmosphere which is based on mutual trust and understanding.
40. The school has clear aims and objectives which promote and maintain high standards in every aspect of the school's work. The implementation of the school's language policy, which aims at ensuring that pupils are bilingual by the time they reach eleven years of age, is closely monitored.
41. A self-evaluation culture has been long established at the school and it is central to the means the school plans for improvement. The senior management team and the co-ordinators undertake their self-evaluation role conscientiously. They pay good attention to the quality of the learning and the teaching, pupils' work, schemes of work and resources. Generally, however, they do not evaluate standards sufficiently, especially in foundation subjects.
42. The governing body meets regularly and approves all the policies and development plans in an appropriate manner. They perform all their legal duties. At present, the members do not play a sufficiently prominent role in the strategic planning and in monitoring the quality of the provision especially with regard to educational and curricular matters.
43. The SDP is a purposeful planning document which clearly indicates the school's priorities. It includes all the planning steps for the current school year and effective means of evaluating how successfully they have been implemented.

44. With the exception of the matter appertaining to securing improvements to the buildings, the school has succeeding in dealing successfully with all the key issues noted in the last inspection.
45. The school has an experienced teaching staff to support the number of children on roll. Good use is made of each teacher's subject expertise. The way in which all the staff of the school work together for the benefit of the pupils is a strength of the school.
46. The school has a good supply of resources to support the curriculum and for extra-curricular activities. They are well used and effectively managed.
47. Although some improvements to the external school buildings have been secured since the last inspection, the mobile classrooms are in very poor condition and a cause for concern to staff, governors and parents.
48. The school plans appropriately, and the expenditure on resources and other developments are in line with school priorities in the SDP. The school offers good value for money.

Recommendations

In order to improve, the school needs to do the following:

- R1. maintain the very good standards, and further improve those areas adjudged to be in need of further development;
- R2. within the school's assessment procedures:
- adopt an appropriate means of evaluating standards in the foundation subjects;
 - share the good practice in marking that exists in some classes;
 - involve pupils to a greater extent in the process of setting and reviewing short-term targets;
- R3. extend the good practice that exists when developing pupils' language skills across all key skills especially ICT skills;
- R4. develop the role of governors in strategic planning, and in the work of monitoring the curriculum and evaluating the progress of the school;
- R5. continue with the efforts to ensure improvements to the school's buildings as was recommended in the last report and which is a high priority in the school development plan.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The inspection team's findings correspond with the evaluation made by the school in the self-evaluation report.
50. The general standard of the educational provision made for under-fives is appropriate to their needs, and children make very good progress towards the Desirable Outcomes for Children's Learning in the six areas of learning.
51. Across the learning areas, pupils of every ability make consistent progress in their knowledge, understanding and their skills, and they achieve the learning aims set for them.
52. SEN pupils make good progress and achieve the targets set for them.
53. Children under five make very good progress in the key skills of listening, speaking, reading, writing and numeracy, and good progress in the development of their information and communications technology skills.
54. KS1 and KS2 pupils achieve grade one in language and communications skills. The vast majority consistently listen intently and express themselves clearly and meaningfully. They read correctly with the proficiency and expression which is appropriate for their age and ability. Several of the pupils become confident writers by the time they are 5 and 6 years of age, and in KS2, the best write in an extended manner across the curriculum.
55. Pupils achieve grade two standards in numeracy. A good number of them make rapid progress in the understanding and the application of the rules of number.
56. Overall, pupils' ability to use a variety of technology independently, including interactive whiteboards, to reinforce and extend their knowledge and understanding, is underdeveloped. Standards are grade three in information technology skills across the curriculum.
57. Pupils' standards in bilingual competence show very good progress. Successful development in bilingual skills is a main aim and philosophy of the school. Pupils succeed in transferring from one language to the other in order to complete tasks which call for an understanding of both languages. Pupils' attitudes towards Welsh and bilingualism are positive and they make constant use of Welsh when speaking to peers and adults.
58. Pupils display good development in their personal and social skills. They also display good skills in problem-solving and working together. Their creative skills are very good. Standards within some aspects of personal and social education, such as environmental and vocational aspects and healthy eating, are grade three.
59. At the end of KS1 in 2004, pupils' attainments in NC core subjects, according to the core subject indicator, were higher than county and Wales results. In Welsh and science, results were slightly higher than county and Wales averages, and

- in mathematics, higher than Wales averages, and slightly lower than the county average. In 2004, results compared favourably with similar schools across Wales, but over the last three years, they were higher than national averages.
60. In Key Stage two in 2004, pupils' attainments in NC core subjects according to the core subject indicator by test were higher than county and national averages. In Welsh, English and mathematics, the results matched the results of similar schools across Wales, and in science, they were higher. On average, over the last three years, the school's results exceed those of similar schools in Wales.
 61. There are no significant differences between the performance of boys and girls in both key stages.
 62. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate, are good. They are confident and a good number of them work well independently. They have a good understanding of the nature and purpose of their work and what they have to do to improve.
 63. Pupils' behaviour in the classrooms and around the school is very good. Pupils are courteous and friendly to one another, the staff and visitors. They show respect to people and to property and an awareness of the needs of others.
 64. Attendance is good. Average attendance for the three terms before the inspection was 95 per cent. The school is taking appropriate steps to deal with unauthorised absences (about 1.5%). The vast majority of pupils arrive at school punctually at the beginning of the school day.
 65. Pupils are aware of the importance of moral values such as fairness, respect and sincerity. They display initiative in activities such as raising money for good causes, venture initiatives and community links. By taking part in a wide range of social and educational extra-curricular activities, pupils have an excellent understanding of Welsh culture.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

66. The inspection team's findings correspond with the evaluation made by the school in the self-evaluation report.
67. Good teaching is one of the strengths of the school. In the lessons observed, the quality of teaching was adjudged to be as follows:

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

68. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons satisfactory or better, and 50 per cent good or better.
69. Where the teaching is good with outstanding features, teachers:
- present the work in a manner which fires pupils' imagination and enthusiasm;
 - have high expectations with regard to pupils' achievements, attitudes and behaviour;
 - encourage pupils to contribute in an extended manner, develop their ideas and express opinions;
 - set differentiated tasks and give appropriate assistance to enable pupils to achieve them successfully;
 - use a range of effective teaching strategies.
70. Teachers use a wide range of techniques to extend pupils' bilingual skills, especially speaking skills in early years. Throughout KS1, they present new language carefully, giving appropriate attention to vocabulary and sentence patterns. In KS2, teachers plan for progress by paying attention to listening, speaking, reading and writing activities in Welsh and English.
71. Although good attention is paid to a number of key skills, the development of some of them, especially ICT, is not sufficiently consistent and structured.
72. Relationships are good in every class and the character and personality of the teachers are positive elements in the learning and teaching.
73. The teachers promote equal opportunity and equality effectively in every aspect of the school's work. Learners' individual needs are met in a flexible manner. Support staff make a substantial contribution to the progress of pupils who need additional attention.
74. Overall, the standard of assessment is good. Under-fives are assessed appropriately and detailed records are kept of them. Work in core subjects is regularly assessed; termly at the end of a unit of work, and at the end of a key stage. This ensures that the school has a clear picture of every pupil's achievements. However, there are no similar arrangements for assessing standards in foundation subjects.
75. An analysis of SAT results and scripts, as well as results of standardised tests, are used to identify strengths and weaknesses in core subject work, and to guide priorities in the long-term planning. A pupil-tracking system has been devised which will add useful information about pupil performance during their time at school.
76. There are very good assessment and recording procedures for SEN pupils, and challenging targets are set in pupils' IEPs.
77. Appropriate individual targets are set for pupils in language but this is not done in other learning aspects. Pupils do not have sufficient involvement in the steps for setting short-term targets nor in the process for reviewing and assessing them. Pupils' work is marked regularly and, in the best practice, comments are

made which give further instructions as to how to improve the work, but the practice is not consistent across the classes.

78. Good use is made of pupils' records of achievement files, which include test results, examples of recent work and evidence of their personal and social development. A start has been made in developing subject portfolios.
79. Annual reports to parents conform to statutory requirements and they contain appropriate comments about achievements and the way ahead for pupils. There are good formal and informal arrangements for parents to discuss their children's progress with the class teacher.

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

Grade 1: Good with excellent features
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80. The inspection team's findings correspond with the school's judgement in the self-evaluation report.
81. The under-fives' curriculum successfully promotes the Desirable Outcomes for Children's Learning. In KS1 and KS2, the school offers a broad and balanced curriculum which is relevant to pupils' needs. It meets the needs of all subjects including religious education. Detailed schemes of work are effectively implemented in every subject and this ensures continuity and progress across the school. Teaching and learning have clear aims and objectives.
82. The school provides a wide range of extra-curricular activities for pupils which enrich their experiences and expand their horizons. The very good variety of after-school clubs gives pupils opportunities to improve and extend their talents. Visitors come to school to speak to pupils and to make them aware of community life, business and humanitarian responsibilities. Numerous visits are organised which complement and extend the curriculum and contribute well to the development of the whole child.
83. Although the development of basic and key skills are noted generally in the planning, they are not integrated in sufficient detail into the schemes of work and the teaching to ensure a balanced development across the curriculum. This is especially true of the development of ICT skills.
84. The provision for developing pupils' bilingual proficiency is very good and one of the school's strengths. Pupils have an opportunity to develop their speaking, listening, reading and writing skills in Welsh and English in a range of contexts across the curriculum.
85. The school has responded well to ACCAC guidelines with regard to pupils' personal and social education. Pupils have regular opportunities to discuss matters such as emotions and feelings, the importance of friends and the consequences of bullying.
86. Pupils' spiritual, moral, social and cultural development is very well promoted by means of the wide variety of learning experiences offered to the pupils. Pupils'

spiritual development is nurtured as they take an active part in daily acts of collective worship and the close links with chapels and the local Church. Pupils' moral and social development is very good. Provision for developing initiative and raising awareness of citizenship is highlighted by means of activities such as raising money for good causes and the work of the School Council.

87. Pupils' cultural development is very good. Pupils have a wide range of experiences in the school to develop their Welshness and their awareness of their roots. The Cwricwlwm Cymreig is a notable element of the provision in subjects such as language, history, art and music. Also, Welsh culture is furthered by means of varied activities such as singing, dancing, book quiz and local and national Eisteddfodau. Pupils develop an appropriate awareness of other cultures by means of the appropriate attention given to other religions.
88. Links with parents are good. Parents are generous in their support for school activities and their financial support. There are very good links with the community by means of a wide variety of visits and curricular activities. The school regularly contributes to the community newspaper and pupils take part in services, concerts and eisteddfodau in the community. Relations with local primary schools and the secondary school to which pupils transfer, are very good.
89. There is a clear commitment to equal opportunities for all. The focus on diversity is very pronounced in the curriculum and great emphasis is placed on respect and tolerance. Pupils have a number of learning experiences which enable them to develop a range of skills appertaining to independent aspects and problem-solving. The opportunities for pupils to work together in pairs and groups are an important element of the provision. Homework is regularly set, and the work set is well targeted, and the activities have a positive effect on pupils' standards of achievement.
90. Older pupils gain a good awareness and understanding of business skills by means of campaigns they themselves organise to raise money towards humanitarian charities and good causes.
91. The school makes good efforts to raise pupils' awareness of sustainable development by means of work in geography and the general life of the school. However, the whole-school schemes of work for raising pupils' awareness of matters in areas such as recycling, using energy and healthy eating, have not developed sufficiently.

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

Grade 1: Good with excellent features
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92. The inspection team's findings do not correspond with the grade 2 judgement made by the school in its self-evaluation report.
93. The school is a close community, with a caring and friendly ethos. Teachers and support staff know the pupils well and they receive high quality personal and educational guidance. Pupils' success is celebrated in a number of ways,

- including reward assemblies where they receive individual praise; they take pride in this. Pupils of every ability indicate that they are fully included in the life and work of the school.
94. Parents work closely with teachers to meet their child's needs. All the staff at the school are aware of their responsibilities, and they undertake their duties effectively. Four members of staff have a first aid qualification. Detailed risk assessments are undertaken in respect of the school's main activities, including educational visits.
 95. Procedures for welcoming pupils to school for the first time are very good. Three meetings are held with parents to explain the life and work of the school, and the parents' handbook and the nursery handbook are very useful with regard to information that will be of use in enabling new children to settle down easily at school. Parents appreciate the opportunities they have to express opinions and praise the school's response to questions and suggestions.
 96. The school plans and manages care arrangements well, and the quality of pupils' pastoral care is a notable strength. Pupils are very well supervised during the day, including break-times. There are appropriate arrangements for monitoring pupils' punctuality, attendance and behaviour. The school has established a chosen group of pupils to keep an eye out for pupils who need support and assistance from other pupils. Pupils indicate that they feel confident to discuss any problem with staff. Lately "Golden Time" was established in order to reward pupils' weekly efforts, and to foster good relationships between pupils. The school has a policy and clear procedures appertaining to racism.
 97. By means of the School Council, pupils have good opportunities to establish an awareness of citizenship, the importance of democracy as well as the right to express opinions about a number of aspects of school life.
 98. Pupils with additional learning needs are identified and assessed early and there are good, well developed systems at the school to support their education. The process of establishing individual educational needs is developing well, appropriate tests are used, and records are carefully kept. Also, the school makes effective use of the specialist skills available in a special unit in the area. Every pupil has an equal opportunity to take part in school activities and they receive appropriate support.
 99. Provision for SEN children is very good. Pupils who need assistance are identified early, and the co-ordinator, teachers and support staff work well together to ensure effective support. Pupils make good progress and they achieve the targets set for them. The school ensures that SEN children are fully included in school life. Links with outside agencies are appropriate.
 100. The school has an appropriate range of policies and procedures appertaining to health and safety matters, sex education, discipline and anti-bullying and child protection. The nominated member has received training in child protection matters and procedures, and the whole staff is aware of what to do in an emergency.

Leadership and management

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

Grade 2: Good features and no important shortcomings

101. The inspection team's findings correspond with the judgement made by the school in the self-evaluation report.
102. The school has clear aims and objectives which promote and maintain high standards in every aspect of the school's work. Sound values that promote equality for all and foster a living awareness of the Welsh heritage, the Welsh language and culture, are conveyed to everyone.
103. The headteacher gives the school sound and purposeful leadership. He has a clear vision and high expectations. The deputy headteacher undertakes his duties effectively and conscientiously, and the senior management team establishes appropriate priorities for the school's development.
104. The school operates in an environment which is based on mutual trust and understanding. Good policies and procedures have been formulated to ensure equality for staff and pupils alike.
105. The school considers priorities well. Recent initiatives such as developments in the field of PSE, the School Council, the use of an outdoor centre and the community links help pupils to be more involved in wider aspects of school life.
106. The performance management system is working effectively. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with their colleagues and governors.
107. The school's priorities for the school year 2004/5 are outlined in the SDP. Every development is carefully planned in the light of the school's needs. Realistic targets are set and they are regularly reviewed.
108. The operation of the school's language policy which aims at ensuring that pupils are bilingual by the time they are eleven years of age, is monitored in detail.
109. The governing body meets regularly and approves all the policies and development plans in an appropriate manner. They perform all their legal duties.
110. At present, governors do not play a sufficiently prominent role in the strategic planning and in monitoring the quality of the provision especially with regard to educational and curricular matters.

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

Grade 2: Good features and no important shortcomings

111. The inspection team's findings correspond with the judgement made by the school in the self-evaluation report.
112. The whole school has a clear commitment to improve the quality of the educational provision and pupils' standards of achievement. In some areas, the opinions of pupils and parents are considered.
113. Governors receive regular reports from subject co-ordinators but members are not linked with curricular areas and they do not contribute directly to the process of monitoring standards and quality.
114. A self-evaluation culture has been long established at the school and it is central to the means the school plans for improvement. The senior management team undertake their self-evaluation role conscientiously. They give good attention to the quality of the learning and the teaching, pupils' work, schemes of work and resources. Generally, however, they do not evaluate standards sufficiently, especially in foundation subjects.
115. The SDP is a purposeful planning document which clearly indicates the school's priorities. It includes all the planning steps for the present school year and effective means of evaluating how successfully they have been implemented.
116. The school makes a detailed analysis of pupils' test results, including baseline results in early years, teacher assessments in KS1 and NC tests in KS2. It makes good use of this analysis to improve learning and teaching.
117. The school has formulated a good and orderly self-evaluation report. It gives appropriate attention to the school's strengths as well as the areas where improvements are needed. The inspection team agreed with the judgements made by the school in six out of the seven key questions. Where there was a difference of opinion, the inspection team has adjudged a higher grade.
118. The school has succeeded in dealing successfully with three out of the four key issues noted in the last report. Although some improvements have been secured for outside temporary classrooms, the condition of the majority of them is extremely poor without any developments since the last report.

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

Grade 2: Good features and no important shortcomings

119. The inspection team's findings correspond with the evaluation made by the school in the self-evaluation report.
120. The school has an experienced teaching staff to support the number of children on roll. Teachers have appropriate qualifications, and the plans for delegating

responsibilities are good. Teachers are deployed well and effective use is made of teachers who do not have charge of a class. The practice of exchanging staff to present aspects of the curriculum to different classes has a positive effect upon standards. All the staff of the school work together effectively for the benefit of all the pupils; this is a strength of the school. Assistants work effectively side-by-side with the teachers and they give the pupils good assistance; they contribute effectively to the general activities of the school.

121. The secretary, mid-day supervisors, the caretaker and cleaners perform their duties effectively. The school is kept in an orderly and clean condition.
122. Subject leaders undertake their roles in a conscientious manner and they have a good awareness of their areas of responsibility, and they have regular opportunities to monitor the planning, provision and outcomes in those particular areas.
123. The school has an in-service-training programme and professional development procedures for staff which have been well planned. There are appropriate arrangements for performance management and newly qualified teachers receive effective support.
124. The school has a good supply of resources to support the national curriculum and for extra-curricular activities. Resources are purchased to support school priorities and the investment in resources since the last inspection, especially human resources, play equipment and new Welsh and English books are having a positive effect on the quality of pupils' work.
125. Since the last report, some improvements to school buildings have been secured, such as building new toilets and extending the hard play area around the mobile classrooms. However, the condition of the scattered mobile classrooms remains very poor and a cause of great concern to staff, governors and parents. Moving from the mobile classrooms to the new toilets, during rainy weather is an uncomfortable and inconvenient experience for pupils and staff.
126. The number currently on the school roll, as well as the arrangement to share the hall with a nearby school, causes pressure on hall space for whole school collective worship, physical education lessons and serving dinners.
127. All members of the school staff are resourceful in their efforts to overcome the building's difficulties and they do their best to ensure that the shortcomings do not adversely affect the quality of provision nor standards of achievement. Imaginative use of exhibitions of pupils' work and other learning materials creates a stimulating educational environment.
128. The school makes good use of the local environment, the community and educational institutions such as museums and adventure centres to support pupils' learning.
129. There are good links between spending decisions and school priorities. The headteacher and the governors regularly review and evaluate resources and the use made of them. Financial control is good and the school offers good value for money.

School's response to the inspection

Ysgol I.D.Hooson, Rhosllannerchrugog welcomes this report as one which reflects our current situation.

We appreciated the leadership of the Registered Inspector Mr D Gwynfor Evans along with the the other members of his team and admired their competence and professionalism during their visit.

We will be pleased to respond appropriately and will aspire to a similar standard.

When one considers the poor quality of accommodation at our school for many years, the staff should be congratulated for overcoming this.

We therefore look forward with confidence to the future in accommodation befitting of Welsh Medium Education in our area.

Appendix A

Basic information about the school

Name of School	Ysgol I D Hooson
School type	Community
Age-range of pupils	3-11
Address of school	Pentredŵr Rhosllannerchrugog Wrecsam
Post-Code	LL14 1DD
Telephone Number	01978 844669

Headteacher	Mr Richard E Jones
Date of appointment	September 1976
Chair of Governors/ Appropriate Authority	Mr Aled R Roberts
Registered Inspector	Mr D Gwynfor Evans
Dates of inspection	03-05-05 to 05-05-05

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y 1	Y2	Y3	Y 4	Y5	Y6	Total
Number of pupils	16	24	28	30	25	31	26	37	217

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	11:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	95.9	93.6	96.4	95.3
Autumn 2004	93.6	95.9	97.3	95.6
Spring 2005	96.0	91.5	95.1	94.6

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

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004			Number of pupils in Y2:		24			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	8	58	33	0
		National	1	2	10	63	24	0
Mathematics	Teacher Assessment	School	0	0	13	46	42	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	13	58	29	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83	In Wales	80

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004										Number of pupils in Y6		30	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	3	27	53	17	0	
		National	0	0	0	1	1	6	20	46	25	0	
	Test/Task	School	0	0	0	0	0	3	17	53	27	0	
		National	1	1	3	0	0	5	15	44	30	0	
Welsh	Teacher assessment	School	0	0	0	0	0	0	30	57	13	0	
		National	1	0	0	1	0	4	18	51	25	0	
	Test/Task	School	0	0	0	0	0	0	20	60	13	0	
		National	2	2	1	0	0	3	20	49	23	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	7	20	60	13	0	
		National	0	0	0	0	0	4	19	46	30	0	
	Test/Task	School	0	0	0	0	0	3	13	47	37	0	
		National	1	2	1	0	0	4	16	41	36	0	
Science	Teacher assessment	School	0	0	0	0	0	0	20	63	17	0	
		National	1	0	1	0	0	2	9	50	35	0	
	Test/Task	School	0	0	0	0	0	0	3	67	30	0	
		National	1	1	1	0	0	1	9	51	37	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	67	In the school	80
In Wales	71	In Wales	71

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

Appendix D

Evidence base of the inspection

- The school was inspected by a team of three inspectors over a period of three days.
- The deputy headteacher was the nominee.
- Twenty lessons or parts of lessons were inspected, as well as a selection of pupils' practical and written work.
- Registration activities, collective worship and extra-curricular activities were observed.
- A meeting was held with the School Council.
- Discussions were held with staff and pupils about their work.
- All the documents produced by the school before and during the inspection were analysed.
- Pre-inspection meetings were held with the staff, parents and the governing body.
- 41 parents attended the pre-inspection meeting and 48 questionnaires, completed by parents were analysed.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr D G Evans Rgl	Context Summary and recommendations Key questions 1, 2 (teaching), 5 and 6
Mr O Phillips Team Inspector	Key questions 2 (assessment), 3, 4 and 7
Mr G Morris Lay Inspector	Contributions to questions 1, 3, 4 and 7

Acknowledgement

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

Contractor

Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD

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

**Ysgol I D Hooson
Pentredŵr
Rhosllannerchrugog
Wrexham
LL14 1DD**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 3 – 5 May 2005

by

**Mr D.Gwynfor Evans
W00515682**

Date : 8 July 2005

Under Estyn contract number: T/205/04P

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Ysgol I.D. Hooson was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol I.D. Hooson took place between 3 – 5 May 2005. An independent team of inspectors, led by Mr D.Gwynfor Evans 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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.

Context

The nature of the provider

1. Ysgol I. D. Hooson is a designated bilingual primary school. It serves the village of Rhosllannerchrugog and the nearby areas of Pen-y-cae, Johnstown, Ruabon, Rhostyllen and Ponciau. Although less than one per cent of the pupils are entitled to free school meals, the school considers that the area from where the pupils come is neither prosperous nor economically disadvantaged.
2. There are 201 full-time pupils and 32 part-time, nursery-age pupils on the register. At the time of the last inspection in May 1999, there were 216 full-time pupils and 30 part-time nursery pupils on the school's roll. Four pupils have statements of special educational needs (SEN) and 13 others have additional learning needs.
3. The vast majority come from English-speaking homes and only 15 per cent come from homes where Welsh is the main language. Welsh is used as a medium of instruction at nursery/reception age and in Key Stage (KS) 1; in KS2, pupils are taught through the medium of Welsh and English with the aim of making the pupils bilingual by the time they transfer to the secondary school at 11 years of age.

The school's priorities and targets

4. The following are amongst the priorities listed in the school development plan (SDP) for 2004-2005:
 - Improve the school's buildings;
 - Further developments in the area of personal and social education;
 - Establish a Breakfast Club and an After-School Club;
 - Extend the provision for pupils with special educational needs;
 - Curricular, extra-curricular, staffing and resource matters;
 - Re-establish the Parents' Association.

Summary

5. Ysgol I. D. Hooson is a good school with outstanding features. The inspection team agreed with the majority of judgements made by the school in the self-evaluation document.

Table of grades awarded

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

6. The general quality of the educational provision for under-fives is appropriate to their needs, and children make very good progress in the six areas of learning towards the Desirable Outcomes for Children's Learning.
7. Across the learning stages, pupils of every ability make consistent progress in their knowledge, their understanding and their skills, and they achieve the learning aims set for them.
8. Pupils with SEN make good progress and they achieve the targets set for them.
9. Under-fives make very good progress in the key skills of listening, speaking, reading, writing and numeracy and good progress in the development of their information and communications technology skills.
10. KS1 and KS2 pupils achieve grade one in language and communications skills. They achieve grade two standards in numeracy. Overall, pupils' ability to use a variety of technology, independently, including interactive whiteboards, to reinforce and extend their knowledge and understanding, is underdeveloped. Standards are grade three.
11. Successful development in bilingual skills is a principal aim and philosophy of the school. Pupils display very good standards in bilingualism throughout the whole school.
12. Pupils display good development in their personal and social skills. They also display good skills in problem-solving and working together. Their creative skills are very good. Standards within some aspects of personal and social

education, such as environmental and vocational aspects and healthy eating are grade three.

13. At the end of KS1, in 2004, pupils' attainments in NC core subjects, according to the core subject indicator were higher than county and Wales results. In 2004, the results were on a par with similar schools across Wales, but over the last three years they were higher than national averages.
14. In Key stage two, in 2004, pupils' attainments in NC core subjects according to the core subject indicator by test were higher than county and national averages. In Welsh, English and mathematics, the results matched the results of similar schools across Wales, and in science, they were higher. On average, over the last three years, the school's results exceed those of similar schools in Wales.
15. There are no significant differences between the performance of boys and girls in both key stages.
16. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate, are good. They are confident and a good number of them work well independently. They have a good understanding of the nature and purpose of their work and what they have to do to improve.
17. Pupils' behaviour in the classrooms and around the school is very good. Pupils are courteous and friendly towards one another, the staff and visitors. They show respect to people and to property and an awareness of the needs of others.
18. Attendance is good. Average attendance for the three terms before the inspection was 95 per cent. The school is taking appropriate steps to deal with unauthorised absences (about 1.5%). The vast majority of pupils arrive at school punctually at the beginning of the school day.
19. Pupils are aware of the importance of moral values such as fairness, respect and sincerity. They display initiative in activities such as raising money for good causes, venture initiatives and community links. By taking part in a wide range of social and educational extra-curricular activities, pupils have an excellent understanding of Welsh culture.

The quality of education and training

20. Good teaching is one of the school's strengths. In the lessons observed, the standard of teaching was adjudged to be as follows:

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

21. These percentages are significantly higher than Welsh Assembly Government targets of 95 per cent of lessons satisfactory and better and 50 per cent good or better.

22. Where the teaching is good with outstanding features, teachers:
 - present work in a manner which inspires pupils' imagination and enthusiasm;
 - have high expectations with regard to pupils' achievements, attitudes and behaviour;
 - encourage pupils to contribute in an extended manner, develop their ideas and express opinions;
 - set differentiated tasks and give appropriate assistance to enable pupils to achieve them successfully;
 - use a range of effective teaching strategies;
 - extend pupils' bilingual skills effectively.

23. Although good attention is paid to a number of key skills, the development of some of them, especially ICT, is not sufficiently consistent and structured.
24. Relationships are good in every class and the character and personality of the teachers are positive elements in the learning and teaching.
25. The teachers promote equal opportunity and equality effectively in every aspect of the school's work. Learners' individual needs are met in a flexible manner. Support staff make a substantial contribution to the progress of pupils who need additional attention.
26. Overall, the standard of assessment is good. The development of under-fives is assessed appropriately and there is an effective system of tracking pupils' progress in the core subjects in KS1 and KS2. There are no similar arrangements for assessing standards in foundation subjects. There are very good assessment and recording procedures for SEN pupils.
27. Although appropriate targets are set in language, this is not done in other learning aspects and pupils do not have sufficient involvement in the steps for setting short-term targets nor in the process for reviewing and assessing them.
28. Pupils' work is marked regularly and, in the best practice, comments are made as to how to improve the work, but the practice is not consistent across the classes. Reports to parents conform to statutory requirements.
29. The school responds very well to pupils' needs and provides equal access to a broad and balanced curriculum. There are clear aims and objectives for the learning and the teaching.
30. The school provides a wide range of extra-curricular activities for pupils which enrich their experiences and expand their horizons. There is a very good variety of clubs, educational visits and visitors to the school.
31. Although basic and key skills receive attention and are noted generally in the planning, they are not sufficiently integrated into the planning and the teaching, especially pupils' ICT skills.
32. The provision for developing pupils' bilingual proficiency is very good and one of the school's strengths.

33. Pupils' spiritual, moral, social and cultural development is very well promoted by means of the wide range of educational and extra-curricular experiences, and the sessions of collective worship provided for pupils within the school, in the local community and beyond.
34. Links with parents are good, and the partnership with the local community is very good. By the same token, relationships with other local primary schools and the secondary school to which pupils transfer, are very good.
35. There is a clear commitment to equal opportunities and a strong emphasis on respect and tolerance.
36. Pupils' safety and welfare is a matter of priority in the school. Detailed risk assessments are made for all activities in the school, including educational visits.
37. An appropriate range of policies and procedures has been formulated with regard to health and safety matters, sex education, discipline, anti-bullying and child protection. They are effectively implemented.
38. Arrangements for learning support and provision for SEN pupils is very good. Pupils with additional learning needs are identified and assessed early, and the co-ordinator, teachers and ancillary staff co-operate very well to ensure they receive effective support.

Leadership and management

39. The headteacher gives the school sound and purposeful leadership and he has a clear vision and high expectations. The deputy headteacher and the senior management team perform their duties effectively. The school operates in an atmosphere which is based on mutual trust and understanding.
40. The school has clear aims and objectives which promote and maintain high standards in every aspect of the school's work. The implementation of the school's language policy, which aims at ensuring that pupils are bilingual by the time they reach eleven years of age, is closely monitored.
41. A self-evaluation culture has been long established at the school and it is central to the means the school plans for improvement. The senior management team and the co-ordinators undertake their self-evaluation role conscientiously. They pay good attention to the quality of the learning and the teaching, pupils' work, schemes of work and resources. Generally, however, they do not evaluate standards sufficiently, especially in foundation subjects.
42. The governing body meets regularly and approves all the policies and development plans in an appropriate manner. They perform all their legal duties. At present, the members do not play a sufficiently prominent role in the strategic planning and in monitoring the quality of the provision especially with regard to educational and curricular matters.
43. The SDP is a purposeful planning document which clearly indicates the school's priorities. It includes all the planning steps for the current school year and effective means of evaluating how successfully they have been implemented.

44. With the exception of the matter appertaining to securing improvements to the buildings, the school has succeeded in dealing successfully with all the key issues noted in the last inspection.
45. The school has an experienced teaching staff to support the number of children on roll. Good use is made of each teacher's subject expertise. The way in which all the staff of the school work together for the benefit of the pupils is a strength of the school.
46. The school has a good supply of resources to support the curriculum and for extra-curricular activities. They are well used and effectively managed.
47. Although some improvements to the external school buildings have been secured since the last inspection, the mobile classrooms are in very poor condition and a cause for concern to staff, governors and parents.
48. The school plans appropriately, and the expenditure on resources and other developments are in line with school priorities in the SDP. The school offers good value for money.

Recommendations

In order to improve, the school needs to do the following:

- R1. maintain the very good standards, and further improve those areas adjudged to be in need of further development;
- R2. within the school's assessment procedures:
 - adopt an appropriate means of evaluating standards in the foundation subjects;
 - share the good practice in marking that exists in some classes;
 - involve pupils to a greater extent in the process of setting and reviewing short-term targets;
- R3. extend the good practice that exists when developing pupils' language skills across all key skills especially ICT skills;
- R4. develop the role of governors in strategic planning, and in the work of monitoring the curriculum and evaluating the progress of the school;
- R5. continue with the efforts to ensure improvements to the school's buildings as was recommended in the last report and which is a high priority in the school development plan.

Acknowledgement

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