

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

A Report on the Quality of Education in

**Johnstown Infants School
Melyd Avenue,
Johnstown,
Wrexham
LL14 2SW**

School Number: 6652222

Date of Inspection: 04/02/08

by

**Eifion R Morgan
Registered Inspector (16248)**

Date of Publication: 09/04/08

Under Estyn contract number: 1110107

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Johnstown Infants School took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Eifion R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	23
Under 5s	23
English	27
Welsh second language	28
Mathematics	28
Science	29
Information technology	30
Design technology	31
History	31
Geography	32
Art	33
Music	34
Physical education	35
Religious education	35
School's response to the inspection	37

Appendices

1	Basic information about the school	38
2	School data and indicators	38
3	National Curriculum assessments results	39
4	Evidence base of the inspection	40
5	Composition and responsibilities of the inspection team	41

Context

The nature of the provider

1. The school is located in a modern housing development in the small town of Johnstown, some 4 miles to the south west of Wrexham. It lies within the county borough of Wrexham. The school was opened in 1976 but has recently been modernised and currently provides its pupils with an attractive, spacious learning environment. Examples of pupils' work and other displays substantially enhance classrooms and hallways and the school is well provided with outside facilities. There is a spacious yard and a designated area for the Early Years children, including a large soft play area. Internally there is a multi-use hall, a library area, classrooms and administrative rooms. The school is well maintained.
2. The number of children on roll has remained relatively constant over the last four years. There are currently 144 pupils aged three to seven years on roll, of whom 34 nursery aged children attend on a part-time (mornings only) basis. The children are drawn largely from Johnstown with a small number from Rhosllannerchrugog and Ruabon.
3. The area served by the school is very varied. The immediate vicinity of the school is relatively prosperous with a substantial number of owner occupied houses built within the last 30 years. However, within the school's catchment is an area that is described as economically disadvantaged by Wrexham County Borough. This area, in recent years, has also experienced considerable European Union immigration, significantly from Portugal and Poland, necessitating the school to provide English as an additional language (EAL), for some pupils.
4. In all, nearly 15% of pupils are registered as being entitled to receive free school meals, although the school recognises that up to another 10% of families fall into this category. English is the predominant language spoken at home by 92% of the pupils, the other 8% speaking a range of other languages at home. None come from Welsh speaking homes. Currently seven pupils receive support teaching in English as an additional language. Two pupils have a statement of special educational needs, one of whose statement includes a modification of the National Curriculum. In all, 12% of pupils are identified as having additional learning needs.
5. The school's aims are encompassed in its mission statement, "We play, learn and grow together". The school was last inspected in January 2002. Since then it has made good progress in implementing the key issues for improvement. No substantial changes have taken place at the school since the last inspection.

The school's priorities and targets

6. The school's priorities and targets are outlined in the school's Improvement plan and are:
- to help all pupils develop to their full potential, with lively, enquiring minds.
 - to foster a warm and friendly atmosphere within a caring school community in which self esteem and respect for others can develop.
 - to provide a broad, balanced curriculum and training opportunities.
 - to help all pupils to acquire knowledge and skills, encouraging them to take pride in their achievements.
 - to promote the need for good conduct and discipline.
 - to promote respect for religious and moral values, and tolerance of other races, religions and ways of life.
 - to help all pupils to understand the world in which they live.
 - to provide all pupils with equal opportunities, responsibilities and rights.
 - to recognise and promote the partnership between pupils, parents and school.
 - to recognise and promote the role of the school within the community, and to encourage all to care about, and take responsibility for our environment both locally and globally.

Summary

7. Johnstown Infants School is a good school and has improved significantly since the last inspection. Relationships within the school are very good and the good quality of teaching enables pupils to achieve well. Classroom learning assistants make an outstanding contribution to pupils' learning. Leadership and management of all aspects of the school are good and all resources well used to provide good and effective value for money.
8. The school's self-evaluation document is based on the seven key questions (KQ) identified by Estyn. The inspection team fully support the school's judgement in six of the seven KQ and in the other KQ (KQ4) the school did not take sufficient account of the weightings in the Estyn framework. Overall there is a very close correlation between the inspection team's judgement and the school's own self-evaluation.
9. In summary, the inspection team judged the work of the school in the seven KQ as follows:

Table of grades awarded

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

Standards

10. Pupils' standards of achievement in lessons and sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

11. This is well above the Welsh Assembly Government targets for the quality of learning to be Grade 3 or better in 98% of classes in 2010.

12. The overall quality of education provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

13. Children's attainment on entry is very varied and some are still at an early stage of learning for children of this age. However, all children make good and often very good progress. Overall, standards of achievement in the six areas of learning are as follows:

Subjects and/or areas of learning for under-fives

Desirable Outcomes	Standards of achievement
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

14. Pupils' standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

Grades for standards in subjects inspected

Subjects	Key Stage 1
English	Grade 2
Welsh (second language)	Grade 2
Mathematics	Grade 3
Science	Grade 2
Information Technology	Grade 3
Design Technology	Grade 2
History	Grade 2
Geography	Grade 2
Music	Grade 2
Art	Grade 2
Physical Education	Grade 2
Religious Education	Grade 2

15. Pupils make good progress overall and achieve the targets set for them in nearly all subjects. There are some shortcomings in pupils' standards of achievement in mathematics and information technology. Pupils identified as having additional learning needs make outstanding progress. There is no significant difference in the achievement of boys and girls. Overall, this is a significant improvement since the last inspection.
16. The attainment of pupils by the end of KS1 (2007) was below National and local averages and in the third quartile* when compared with similar schools. However, this group had a high proportion of pupils identified by the school as having special educational needs and a number of pupils learning English as an additional language. Previous year's (2006) results placed the school in the second quartile. *
17. Pupils in the nursery and reception classes make good progress in acquiring their key skills and make outstanding progress in their personal and social development.

* For comparative purposes schools in Wales are placed in one of four quartiles, based on the number of children registered to receive free school meals.

18. Pupils in KS1 continue to make good progress generally in acquiring their key skills. Most pupils listen well but there are a few individuals in each year group who have a tendency to interrupt their teacher and this disturbs the teaching and learning. Pupils generally speak well and read competently, relative to their age and ability. In some instances pupils' writing and presentation skills are underdeveloped. Pupils' mathematical skills are insufficiently used across the curriculum to fully develop their numeracy skills. Pupils use their information and communication technology skills well in classroom activities. Pupils have good creative and problem solving skills.
19. Pupils' bilingual skills and knowledge and understanding of Y Cwricwlwm Cymreig is good with outstanding features. The Welsh language is used purposefully in lessons and in other school activities, such as registration.
20. Pupils' attendance over the last three terms has been satisfactory. Punctuality is good and lessons start promptly. School procedures comply fully with requirements.
21. Pupils' spiritual, moral, social and cultural development is good with no important shortcomings. Shared values and consideration for others is a strong feature of the school. The school has a caring ethos and inter-personal relationships are good. Pupils show initiative and seek opportunities to take responsibilities.
22. Pupils acquire skills, knowledge and understanding at a good rate and make good progress towards their next stage of learning. Learners are less sure, however, as to how well they are doing and what they need to do to improve. This is recognised by the school as an area for development.

The quality of education and training

23. The quality of teaching is good with no important shortcomings (Grade 2) in 96% of lessons and in the remaining 4% of lessons the quality of teaching has good features that outweigh some shortcomings (Grade 3). This compares well with the National picture as reported by Her Majesty's Chief Inspector in her annual report (2005-06) where the quality of teaching was good or better (Grade 1 & 2) in 79% of lessons.
24. The quality of teaching in the Early Years classes is consistently good and based on very good planning, well resourced activities that allow children good choices of activities and excellent support provided by classroom teaching assistants.
25. The quality of teaching in KS1 is good in nearly all lessons and is nearly always well focused on pupils' needs and curricular requirements. An outstanding feature of the teaching is the emphasis given to developing pupils' bilingual skills. Classroom learning assistants provide very good support and make a very effective contribution to pupils' learning, particularly those pupils identified as having additional learning needs (ALN).

26. Where there are shortcomings in the teaching it is because the work is not sufficiently differentiated and the more able pupils are not sufficiently challenged to achieve excellence.
27. The school's assessment procedures and their uses in planning and improving learning are good with no important shortcomings. All pupils, including those with ALN, are closely monitored and the school reviews its assessment procedures regularly. Assessment includes both formal and informal procedures and pupils' work is marked regularly. However, pupils do not always understand the purpose of assessment and they are not sufficiently involved in planning the next stage in their learning.
28. The school provides interesting learning opportunities for all pupils through a relevant, well-balanced curriculum that fully meets requirements. The curriculum includes good provision for pupils' spiritual, moral, social and cultural development.
29. The provision for the personal and social development of children is very good and is an outstanding feature in the Early Years classes. Overall, the school makes very good provision to ensure the well-being of pupils, whatever their needs.
30. The school has given appropriate attention to developing National priorities for life long learning. It is involved in the Healthy Schools initiative and, whilst not statutory for infant schools, it has established a School Council, hence enabling pupils to be involved in decision-making. The provision of opportunities for pupils to understand the importance of sustainable development and global citizenship is at an early stage of development. This is noted in the School Development Plan (SDP) as an aspect to be developed.
31. The quality of care, support and guidance offered to pupils, together with the arrangements for ensuring their welfare, is good with no important shortcomings. Appropriate child protection procedures are in place and all members of staff are aware of the school policy for child protection.
32. The provision for pupils with ALN is good with outstanding features. An outstanding feature of the provision is the rigorous and careful tracking and monitoring of pupils' progress. Support staff are appropriately trained and deployed to provide support of an exceptionally high quality for all pupils with ALN.
33. The quality of provision for the promotion of equal opportunities, race equality and the elimination of all forms of bullying, is good with no important shortcomings.

Leadership and management

34. The quality of the leadership provided by the headteacher is good with no important shortcomings. She effectively co-ordinates the work of the teachers, support staff and the governing body, and gives a clear strategic direction to the

work of the school and its development. Agreed aims and values are well reflected in the work and ethos of the school. The delegation of roles and responsibilities of the senior management team is appropriate.

35. Effective management systems are well established in all aspects of the work of the school. The headteacher and staff work well together in order to promote and sustain developments. All members of staff have appropriate responsibilities and monitor and evaluate standards. The role of curriculum leaders across the key stages is well developed and effective. Equality for all is promoted and all members of staff are encouraged to contribute actively to the life and work of the school.
36. A culture of self-evaluation is well established with positive and effective links between the process of self-evaluation and planning for improvement. Good use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
37. The quality of the self-evaluation report produced by the school prior to inspection is good and provides a useful overview of the school's current provision, identifying areas that are a strength within the school and areas for improvement.
38. The school is staffed by well-qualified and experienced teachers and classroom learning assistants. The day-to-day running of the school is smooth and effective with very good support provided by the school secretary.
39. Governors are fully supportive of the school and are actively involved in setting a strategic direction for the development of the school. Governors are also well informed about standards within the school.
40. Financial management is systematic and methodical. The school manages its expenditure prudently within its delegated budget and has been successful in securing grants and sponsorship. Overall, the school provides good value for money.

Recommendations

41. The school needs to:
 - R1 improve standards in mathematics and to provide greater challenge for the more able pupils.
 - R2 further develop pupils' information technology by ensuring that the necessary knowledge, skills and understanding are taught progressively throughout the school.
 - R3 develop pupils' understanding of assessment and involve them in planning their own progress by identifying the next steps in their learning.

R4 continue to develop pupils' understanding of sustainable development and global citizenship.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

42. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
43. Pupils' standards of achievement in lessons and sessions observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

44. Standards of achievement are good with no important shortcomings (i.e. Estyn Grade 2) in 96% of lessons observed. In the remaining 4% of lessons, good features outweigh shortcomings (Estyn Grade 3). This is well above the targets set by the Welsh Assembly Government targets for the quality of learning to be Grade 3 or better in 98% of classes in 2010.
45. Children's attainment on entry is very variable and some of them are still at an early stage of learning for children of this age. However, they settle into the school quickly and make good and often very good progress, particularly in their personal and social development.
46. The overall quality of the educational provision for the under fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
47. The standards of achievement of children in the nursery and reception classes are good with no important shortcomings in four of the six areas of the Desirable Outcomes for Children's Learning. Standards are good with outstanding features in their personal and social development and in their knowledge and understanding of the world. In summary, standards are as follows.

Desirable Outcomes	Early Years
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 2
Physical development	Grade 2

48. Pupils' standards of achievement in the National Curriculum (NC) subjects and Religious Education are as follows.

Subjects	Key Stage 1
English	Grade 2
Welsh (second language)	Grade 2
Mathematics	Grade 3
Science	Grade 2
Information Technology	Grade 3
Design Technology	Grade 2
History	Grade 2
Geography	Grade 2
Music	Grade 2
Art	Grade 2
Physical Education	Grade 2
Religious Education	Grade 2

49. Pupils make good progress and achieve the targets set for them in nearly all subjects. There are some shortcomings in pupils' standards of achievement in mathematics and information technology. Pupils identified as having additional educational needs (ALN) make outstanding progress and overall pupils succeed well, regardless of their social, ethnic or linguistic background. There are no significant differences in the relative achievement of boys and girls. Overall, this is a significant improvement since the last inspection.
50. The attainment of pupils by the end of Key Stage 1 (KS1) as ascertained by teacher assessment in the NC subjects of English, mathematics and science was below National and local averages. The core subject indicator (CSI) was also below National and local averages. The results were also in the third quartile overall when compared with similar schools based on the number of children in receipt of free school meals (FSM)*. However, there were strong extenuating circumstances. Whilst the percentage of pupils receiving free school meals is near the top of the band (8-16% FSM) the school has identified a number of pupils from families that would qualify for FSM and this alone would place the school in a different band for FSM comparison and subsequently place the school in the second quartile for English and science. Performance in mathematics however is below that in English and science. In addition last year's cohort had a higher than average number of pupils recognised as having special educational needs (SEN) and a high proportion of pupils learning English as an additional language (EAL). Another five pupils had only recently joined the school and most had learning difficulties. A high proportion of children entering the nursery also have a lower than expected level of attainment. Results in the previous year (2006) placed the school in the second quartile* when compared with similar schools.

* For comparative purposes schools in Wales are placed in one of four quartiles, based on the number of children registered to receive free school meals.

51. Children in the nursery and reception classes make good progress in acquiring key skills and make outstanding progress in their personal and social development. Most of these children display increasing ability to make choices and to work independently for sustained periods of time. Their developing personal and social skills are an outstanding feature. Relationships between adults and children are very good and this successfully develops children's self-confidence and the ability to co-operate and work in small groups. Reception children have excellent problem solving skills and this is another outstanding feature.
52. Pupils in KS1 make good progress overall in acquiring key skills. Most pupils have good listening skills, however there are a few pupils in each year group that have a tendency to interrupt their teacher and other pupils. Most pupils have good speaking skills and the more able speak clearly and at length, expressing themselves well. Reading and writing skills are also well developed in most instances. An outstanding feature is pupils' bilingual skills and their knowledge and understanding of the Cwricwlwm Cymreig. Most pupils have a well-developed Welsh vocabulary and use the language purposefully in many classroom activities.
53. Pupils' numeracy skills have some shortcomings in that pupils do not use them systematically across the curriculum. Pupils' information technology skills, their problem-solving skills and their creative skills are in the main are generally good.
54. Pupils' attendance is satisfactory and has averaged approximately 92% over the last three terms, despite a dip last summer term due to an outbreak of chickenpox. The attendance rate overall is in line with National and local averages. Punctuality is good and lessons start promptly both morning and afternoon. The school has good procedures to follow up absences and complies fully with the requirements of the NAW circular 3/99.
55. Pupils' spiritual, moral, social and cultural development is good with no important shortcomings. Shared values and consideration for others is a strong feature of the school. The school has a caring ethos and inter-personal relationships are good. Pupils show initiative and seek opportunities to take responsibilities, such as when helping their teacher.
56. Pupils acquire knowledge, skills and understanding at a good rate and make good progress towards fulfilling their potential and moving on to the next stage of learning. Learners are less sure however as to how well they are doing and what they need to do to improve. This is recognised by the school as an area for development.
57. The development of pupils' personal, social and learning skills are generally good. Most pupils are well motivated, work productively and make effective use of their time. With few exceptions in each year group learners behave responsibly and all pupils show respect for others. Most pupils show a developing capacity to work independently and to work co-operatively in small

groups when required. Pupils show a very good understanding of equal opportunities and a respect for all in the school community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

58. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
59. The quality of teaching in the subjects and areas of learning inspected was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

60. The quality of teaching is good with no important shortcomings (i.e. Estyn Grade 2) in 96% of lessons. In the remaining 4% of lessons, the quality of teaching has good features that outweigh shortcomings. This compares well with the National picture reported by Her Majesty's Chief Inspector in her annual report (2005-06) where the quality of teaching is good or better (Grade 1 & 2) in 79% of lessons.
61. The quality of teaching in the Early Years classes is consistently good and based on very good planning, well resourced activities that allow children good choices of activities and excellent support provided by classroom teaching assistants. In these classes the very good working relationship established develops children's self-confidence, stimulates and challenges learners to achieve excellence through their active engagement in classroom activities. Overall these features are highly successful in children's personal and social development and are outstanding features.
62. The quality of teaching in KS1 is good in nearly all the lessons observed and is nearly always well focused on pupils' needs and curricular requirements. An outstanding feature of the teaching is the emphasis given to development pupils' bilingual skills. Pupils' Welsh vocabulary is well developed as a result of teachers' purposeful use of the language during classroom activities. At best, teachers do not provide simultaneous translation, hence making it imperative for pupils to understand what has been said in the Welsh language.
63. Lessons are well-planned indicating teachers' good knowledge and understanding of the subject and where the quality of teaching is good learners are challenged to achieve excellence. These lessons have clear objectives and are supported by a good range of resources. There is equality of opportunity and good relationships foster good learning opportunities.

64. Pupils have opportunities to work in small groups on a good range of practical tasks, such as in science where pupils undertake investigative work, discussing their tasks and recording their results.
65. Classroom learning assistants provide very good support. They know the pupils well and overall make a very effective contribution to pupils' learning, particularly those pupils identified as having additional learning needs (ALN). Lessons incorporate a focus on key skills and these generally are well developed across the curriculum. However there is less emphasis on developing pupils' numeracy skills and their knowledge, skills and understanding of information technology. The quality of the teaching and particularly pupils' learning, is sometimes marred by a few pupils' antisocial behaviour that detracts from what otherwise would be very good lessons.
66. Where there are shortcomings in the teaching, it is because the work was insufficiently differentiated and the more able pupils were insufficiently challenged to achieve excellence. Overall, however, teachers are vigilant in monitoring pupils' progress and maintaining the very good school ethos. All staff work diligently to ensure equality of opportunity for all pupils, irrespective of their ability, gender, race or any disability.
67. The school's assessment procedures and its use in planning and improving learning are good with no important shortcomings. Children's achievement and progress in the nursery and reception classes are effectively monitored, both formally and informally. Children are assessed on entry and this enables the school to provide early support where necessary for those children with additional learning needs. The results of assessment are well used in planning activities that are well matched to children's ability and prior attainment.
68. Assessment procedures in KS1 have received a great deal of attention recently and overall are well designed to provide an accurate picture of pupils' achievements and progress. This includes assessing pupils in both the core subjects of English, mathematics and science and in the foundation subjects. The school is also evaluative in that assessment procedures are regularly evaluated and adapted where necessary. Currently the school is reviewing its procedures of assessing pupils' achievement and progress in mathematics. Otherwise assessment results are well used in teachers' planning so as to maximise learning opportunities. Portfolios of pupils' work are used effectively as assessment tools to illustrate standards and as a record of achievement. These also improve teachers' assessment skills.
69. Pupils with ALN are closely monitored and their specific learning needs identified on their individual educational plans (IEPs). The IEPs are regularly reviewed and adapted to the needs of the learner.
70. The school fully meets statutory requirements in reporting to parents. Reports of pupils' progress is individualised and clearly indicates achievement. Pupils' work is marked regularly and positively and this helps pupils improve. However, learners do not always understanding the purpose of assessment and

are insufficiently involved in planning the next stage in their learning. This is recognised by the school as an area for development.

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

Grade 2 : Good features and no important shortcomings.

71. The findings of the inspection team match the judgement of the school in its self-evaluation report.
72. The school provides interesting learning opportunities for all pupils through a curriculum that is relevant, balanced and which meets the needs and aspirations of all pupils including those with additional and special educational needs. The curriculum fully meets all legal requirement including the provision for pupils' personal, social, health and religious education.
73. The curriculum for children under-five is appropriate to their needs. It is very well planned, coherent and provides children with a wide range of interesting and stimulating experiences. Class teachers are very aware and are planning for the imminent introduction of the Foundation Phase.
74. The overall quality and range of learning experiences for pupils throughout KS1 has good features and no important shortcomings. Planning ensures progression through a variety of experiences that are accessible to all and meet the needs of all learners, including those with SEN, and those with English as an additional language (EAL). Talented pupils in year 2 are benefiting from the challenges provided by activities such as chess or bell ringing.
75. The school has received the Basic Skills Agency Quality Mark for the third time. The provision for the development of pupils' basic and key skills has been carefully co-ordinated to ensure progression in pupils' development. Good opportunities are provided for nurturing pupils' bi-lingual, literacy, personal and social skills. These opportunities are identified in all schemes of work and short-term plans and are implemented effectively.
76. The provision for off-site and extra-curricular activities is good. These include educational visits to the local church, Techniquet and Wrexham Museum. Visits to the school by the local vicar, the author Rob Lewis, members of theatre and music groups and after school clubs enrich and extend pupils' experiences and contribute to the raising of standards in all aspects of the curriculum
77. The overall provision for pupils' spiritual, moral, social and cultural development is good and has been effectively integrated into the daily life of the school. The school promotes spiritual development through collective worship, assemblies which are often led by the local vicar, and the shared values of care, consideration for others and the importance of being a good friend. These values are reinforced during lessons and in the shared daily assemblies. Limited opportunities are provided for pupils' personal reflection on themes being considered during acts of daily worship.

78. Good provision is made for pupils' moral, personal and social education. The school has a caring ethos and inter - personal relationships are good. Staff provide good role models to ensure that pupils are aware of the difference between what is acceptable and unacceptable. The provision for personal and social education is carefully incorporated into the curriculum and opportunities are provided during lessons and circle time for pupils to discuss sensitive issues in a structured way. Classroom and school Golden Rules are displayed prominently and the school has effective systems for rewarding pupils in order to promote good behaviour and positive attitudes towards learning. Pupils' social awareness is further developed by initiatives to raise money for good causes both locally and internationally. Their visits and activities in the community provide a good range of opportunities for pupils' social interaction. Opportunities are provided for pupils to show initiative and to take responsibility for aspects of school life through membership of the school council.
79. The provision for the personal and social development of children generally in the school is very good and an outstanding feature in the Early Years. The many and varied activities provided for all learners ensure that they acquire new knowledge and skills which enables them to increasingly develop the capacity to make choices and to work independently. The very good relationships evident in the school and the caring attitudes of all adults who work in the school in their different capacities, ensure the well-being of all pupils whatever their need.
80. The provision for the promotion of pupils' awareness of the culture of Wales is good. The school celebrates Saint David's day and provides visits to places of cultural interest. Pupils' awareness of other cultures is promoted through subjects such as religious education and geography and visits by competitors during the Llangollen International Eisteddfod.
81. The curriculum is enriched by good and effective partnerships with parents, the local community, other schools and colleges. Parents make a supportive and positive contribution to the school and they raise money to support pupils' learning. Newsletters and outlines of planned work ensure that parents are kept well informed about school activities. Parents respond well to the home/school agreement, and their responses in the pre-inspection questionnaires reflect their positive view of the school.
82. Visitors from the community, such as from police officers, who support the school's personal and social programme, enrich pupils' learning experiences. The school provides good training facilities for student teachers and other students undertaking vocational qualifications.
83. There are effective transition arrangements with the local feeder playgroup and the partner junior school. Curriculum bridging units such as the *Stryt Las* project, visits, by both staff and pupils, support the transition to the junior school and enable pupils to confidently look forward to the next stage in their education.
84. Provision for work related education has good features that outweigh shortcomings. Pupils benefit from a programme of visits and visitors that

enhance their awareness of the world of work both past and present. They interview people such as a nurse, pharmacy assistant and vicar about the jobs they do. This contributes to their understanding of the world of work. Pupils have the opportunity to visit local supermarkets and shops where they handle money and purchase a variety of products.

85. The school's promotion of pupils' bilingual skills is an outstanding feature of the school. It provides excellent opportunities for the use of incidental Welsh throughout the day, and makes a notable contribution towards pupils' enthusiastic bilingual competence across all areas of the curriculum. Schemes of work identify opportunities for *Y Cwricwlwm Cymreig* to be an integral part of the curriculum. Pupils' awareness and appreciation of the culture and heritage of Wales is enhanced very effectively through visits to local places of historical interest, *Jamboree* activities, the study of Welsh artists such as Catrin Jones and the celebration of Saint David's Day.
86. Staff are consistent in their positive promotion of equality of access and opportunity for all pupils. Pupils from different ethnic and cultural backgrounds are integrated smoothly and successfully into the school community. Pupils with English as an additional language (EAL) are well supported within the school and through the use of external expertise. Such support helps to build pupils' self-confidence and self-esteem, and supports their integration into the school.
87. The provision of opportunities for pupils to understand the importance of sustainable development and global citizenship is at an early stage of development. Pupils have recently begun to recycle some materials, and a visit to Wrexham Recycling Plant developed their awareness of the importance of sustainability. Areas of the curriculum such as geography, religious education and Personal and Social Education programme, together with planned celebrations such as "Global Harvest" provide pupils with some awareness of the importance of global citizenship. The school notes in its School Improvement Plan that these aspects are to be developed further.
88. The opportunities provided for pupils to develop entrepreneurial and other skills required to support economic development have good features that outweigh shortcomings. The school has links with some local businesses and banks. Christmas cards, made and designed by pupils, were sponsored for publishing by a local ceramics company. These were then sold by pupils for the benefit of the school. Representatives from all classes on the School Council develop team building and negotiating skills and a developing understanding of the value for money.
89. Appropriate attention is given by the school to National priorities for lifelong learning and community regeneration. It is involved in the Healthy Schools initiative and supports and participates in community activities. Pupils value the decision-making opportunities available to them through membership of the School Council.

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

Grade 2: Good features and no important shortcomings.

90. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report. The inspection team recognised the many good features in the school's provision and outstanding provision made for learners with ALN. However the inspection team did not identify sufficient outstanding features in the other aspects covered by this KQ to support the school's judgement.
91. The quality of care, support and guidance offered to pupils, together with the arrangements for ensuring their welfare, is good. The school works hard to ensure a positive ethos and is a close community where every one is valued in a supportive, happy environment.
92. The school has good partnership with parents and carers and fully takes account of their views to ensure that pupils make good progress. There is good daily informal contact between teachers and parents. Regular newsletters and other communications keep parents very well informed about school life. Members of the local community, including those who help develop pupils' reading and sporting skills, are highly valued. Links with other outside agencies are equally supportive. A close partnership has been established with welfare agencies to support pupils with personal or special needs. The school responds promptly to advice and guidelines in respect of pupils' welfare.
93. An effective structured induction programme is in place to ensure a close working relationship between the school, the local playgroup and junior school. These good induction arrangements ensure children settle quickly into school life. Induction arrangements are supported by regular visits to school before starting by both parents and children and the sharing of information through appropriate informative booklets. Transition projects between the infant and junior school, and a "buddy" system further ensure that the transfer of pupils becomes a seamless exercise.
94. The school has a carefully structured Personal and Social Education (PSE) programme and this has a positive impact on pupils' emotional and general well-being, helping them to become mature and responsible individuals. Many aspects of the curriculum give pupils a good awareness of the need for a healthy lifestyle. The opportunities given to pupils to voice their opinions in the School Council help them to realise that the school listens to their view points and respects their ideas.
95. Teachers know their pupils well and their needs are effectively identified and supported. Relationships between pupils, teachers and support staff are good and a climate of mutual respect is apparent throughout the school. The school liaises with a good range of external agencies to ensure that pupils with specific needs are very well looked after. Excellent use is made of the expertise of visiting specialists to train staff and provide support for pupils.

96. Registration periods are appropriately administered and pupils' attendance and punctuality are carefully monitored according to statutory requirements. The school makes good use of a computerised system to monitor attendance. Thorough arrangements are in place for following up absences through the operating of a 'first day' response system. The school works closely with the Education Social Worker as and when required.
97. Pupils' behaviour is closely monitored. Teachers and other members of staff apply policies for behaviour management consistently and all adults in the school are very good role models. The school works closely with parents and appropriate agencies to support pupils who experience any difficulty in school.
98. Good arrangements are in place to ensure the health and safety of pupils. All staff have received basic first-aid training. Adults in the school are well aware of pupils with particular needs and of agreed appropriate procedures in the event of accidents and emergencies. The school works closely with health workers who provide training for specific needs. There is a comprehensive health and safety policy, risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
99. The school participates in the Healthy Schools initiative and promotes health and fitness through a wide range of activities for pupils. Parents are encouraged to support the school's policy on fruit, healthy snacks at break times and in packed lunches. Pupils are regularly encouraged to drink water throughout the school day. 'Halal' meals are provided at lunchtime. Play equipment ensures active playtimes and lunchtimes.
100. Appropriate child protection procedures are in place. The head teacher is the nominated member of staff with designated responsibility for this area supported by a designated member of the governing body. All members of staff are aware of the school policy and of the steps to be taken in the event of an incident.
101. The provision for pupils with additional learning needs is good with outstanding features. The head teacher, who is the special educational needs co-ordinator (SENCO), and school staff work very closely together to identify individual learning needs at an early stage. An outstanding feature of the provision is the rigorous and careful tracking and monitoring of pupils' progress. The realistic educational targets set in order for pupils to improve is very clearly documented on their individual educational plans. Pupils' work is regularly reviewed and parents are closely involved in the process. Following such reviews learning objectives are appropriately modified to take account of the progress made.
102. Support staff are appropriately trained and deployed to provide support of an exceptionally high quality for all pupils with additional learning needs. The quality of this support is such that it enables these pupils to improve their skills and make good progress with their work. Initiatives such as the 'Blitz' programme are very well planned and implemented and enable pupils to make sound progress over a period of time. A further outstanding feature of the SEN provision is the use of home/school packs, which provide pupils with materials

tailored to their individual needs and which enables parents to become involved in their child's learning.

103. The school's provision for pupils whose behaviour impede their own and others' progress is effective, ensuring the support of external agencies when necessary. The school has defined procedures including a Personal Social Programme for the re-integration of pupils into the life and work of the school following a period of exclusion.
104. The overall quality of provision for equal opportunities and inclusion is good. The school promotes gender equality and challenges stereotypes through all aspects of the curriculum. All pupils, irrespective of their background or need, have equal access and opportunity to participate in all school activities. The school takes care to sensitively recognise the diversity of pupils' backgrounds. All pupils with additional learning needs and those pupils who come to school with little or no knowledge of the English language, are well integrated into the daily life and work of the school. They receive a broad and balanced curriculum. The school works constructively with many external agencies, using their expertise well to train staff. This has a positive impact on the progress made by pupils. Overall, the school's provision for equal opportunities, race equality and the elimination of all forms of bullying is good with no important shortcomings. The school is sensitive to the need to evaluate its provision regularly.
105. The school has a well-designed disability action plan which is very effectively operated by outstanding support staff who provide excellent care through the use of good facilities. These ensure that all disabled learners are afforded equal opportunities of provision in all aspects of their learning.
106. The school celebrates diversity well in all aspects of its life and work and has good, effective strategies for promoting diversity and the harmonious integration of a significant number of cultures into the school community. Pupils' behaviour and attitudes reflect their understanding and awareness of the need to respect differences in creed and race.

Leadership and management

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

Grade 2: Good with no important shortcomings

107. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
108. The quality of the leadership provided by the headteacher is good with no important shortcomings. She has well-established good working relationships with all staff and pupils. The headteacher effectively co-ordinates the work of the teachers, support staff, the governing body and gives a clear strategic direction to the work of the school and its development. Agreed aims and

values are well reflected in the work and ethos of the school. The delegation of roles and responsibilities of the senior management team is appropriate.

109. Effective management systems are well established in all aspects of the work of the school. The headteacher, and staff work well together in order to promote and sustain developments. All members of staff have appropriate responsibilities and monitor and evaluate standards. The role of curriculum leaders across the key stages is well developed and effective. Equality for all is promoted and all members of staff are encouraged to contribute actively to the life and the work of the school.
110. The school are focusing well on national and local priorities. These are listed in the School Development plan as the key priorities for 2007 to 2010 and include, developing provision in readiness for the Foundation Phase, the further development of ICT skills and a range of specific school initiatives e.g. develop and improve pupils' research skills and independent learning and further develop opportunities for gifted and talented pupils.
111. The voice of the pupils is effectively represented in the life of the school by the School Council. It is seen as an important forum for discussing the ideas, aspirations and concerns of young pupils.
112. The school offers parents/carers regular important information regarding school life and appreciate the support and guidance offered by the school.
113. The school development plan is a detailed and valuable document that is based on a careful analysis of the needs of the school. The document clearly outlines priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation and financial obligation.
114. Appropriate emphasis is placed on managing and improving staff performance. There are sound monitoring and evaluation arrangements in place and priority is given to the continuous professional development programme for staff. They have been well supported in developing their roles. The headteacher is very aware of the needs and training required by her staff and as such performance management requirements are undertaken well.
115. The school has a good range of policies and relevant documentation to support teaching, learning and the work of the school. All staff are well aware of the school policies and ways of working within the school and shared teaching and class responsibility by staff is managed and undertaken effectively.
116. The quality of the work of the governing body is good. They are well acquainted with the school and co-operate effectively with the headteacher and staff in order in to set a strategic direction for the development of the school. They undertake their monitoring responsibilities effectively through purposeful visits and through various committees. They are well informed about standards within the school and play a proactive role in the development of the school. They fully meet their statutory responsibilities.

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

Grade 2: Good with no important shortcomings.

117. The findings of the inspection team match the judgements made by the school in its self-evaluation report. The school has produced a very clear analysis of its strength and areas for development from a wide range of relevant sources.
118. A culture of self-evaluation is well established with positive and effective links between the process of self-evaluation and planning for improvement. The school is making good progress in establishing procedures that are comprehensive, systematic and based on clear evidence.
119. The school takes on the views of pupils, parents, staff, the governing body and the wider community as sources of evidence when drawing together its self-evaluation report. This wide consultation process provides clear evidence from a range of stakeholders.
120. The well-developed process of self-evaluation has led to a number of initiatives, many of which have brought clear improvements. Self-evaluation and the drive towards continuous improvement are developing well in relation to forming secure judgements about standards and the quality of education provided. Good and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
121. The quality of the self-evaluation report produced by the school prior to the inspection is good with no important shortcomings. It is concise and provides a useful overview of the school's current position. It makes a judgement on all aspects of the inspection. It also identifies the areas and aspects that are strengths within the school and those that require further attention for improvement. Curriculum leaders for the individual subjects inspected also provided clear self-evaluation reports based upon the Estyn seven key questions.
122. The inspection team agreed with the school's judgement in its self-evaluation document in six of the seven key questions. The difference of opinion was in Key Question 4 where the school graded the question a Grade 1 and the Inspection team a Grade 2. Although there were outstanding features within one section of the Key Question the equal weighting given to the three sections of the Key Question in the opinion of the team did not give rise to a Grade 1.
123. The school has made good progress in the vast majority of the key issues highlighted in the last inspection report. Although good progress has been made in developing standards in most subjects, further developments are required in raising standards in mathematics, ICT and to develop pupils' understanding of sustainable development and global citizenship. These areas have been highlighted as areas needing further attention in the School Development Plan and although work has been started it has not sufficiently developed yet to impact upon standards.

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

Grade 2: Good features and no important shortcomings.

124. The findings of the inspection team match the judgment made by the school in its self- evaluation report.
125. The number of staff is sufficient for the school to run efficiently and to enable all aspects of the curriculum to be taught effectively. Teachers are appropriately qualified and knowledgeable with a mix of very experienced teachers and those new to the profession. They are deployed efficiently and effectively.
126. Teachers are very well supported in the planning and delivery of teaching by classroom assistants who help provide very good support to pupils.
127. The school secretary provides a valued service dealing with routine administrative tasks and ensuring the day-to-day operations run smoothly. The school caretaker ensures that the school buildings and grounds are appropriately maintained and safe.
128. The quality and quantity of learning resources is good and meet the needs of pupils well. An extensive range of teaching and learning materials are available to all members of staff to support pupils' basic skills provision.
129. The school has made significant investment in ICT facilities including an increase in the number of computers in each classroom. However, the school has only one interactive whiteboard.
130. Resources are used to effectively support the teaching of pupils with additional learning needs within the classes. The school makes very good use of external learning resources within the county and beyond to enhance pupils' learning.
131. Accommodation and learning resources are utilized well. Classroom accommodation is sufficient for the number of pupils on roll. It provides a comfortable, safe and attractive learning environment and is enhanced with bright, colourful and stimulating displays of pupils' work and achievements. The main hall is well used for PE, drama, music and assemblies.
132. The central library is relatively small and located in a thoroughfare area of the school. Books are in good condition and neatly stacked on shelves many, however, are too high for pupils to reach safely.
133. Access to all parts of the school for pupils, staff and visitors is very good, fully meeting the requirements of persons with disabilities.
134. The school fully meets the statutory requirements for workload remodelling and every member of the teaching staff is allocated appropriate planning, preparation and assessment (PPA) time and resources. These arrangements are well established and appropriately used and managed.

135. The school manages its learning resources well. There is a wide range of educational materials available to meet the varying needs of pupils of all abilities and age ranges.
136. Financial management is systematic and methodical. The head teacher, governors, and the Unitary Authority finance officer ensure cost effectiveness in the school's expenditure. Spending in the school accords to the priorities set by the head teacher and governors in the School Improvement Plan (SIP).
137. The school seeks ways of raising additional funds and has been successful in securing grants and sponsorships. This additional funding, and funds raised by parents, is used well to enhance learning opportunities for all pupils and students and professional development of staff.
138. Staff development arrangements, incorporating induction for newly qualified teachers and strong early and continued professional development are comprehensive, all-inclusive, well organized and effective. Strong emphasis is placed on the professional development of all staff. The school ensures that all staff have access to appropriate training courses and events. Overall, staff development arrangements are a significant strength of the school and are an outstanding feature.
139. Given the standards pupils achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively, efficiently and prudently and gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

140. The overall quality of educational provision for the under-fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings.

Reception. Grade 2: Good features and no important shortcomings.

Good features

141. Nursery age children listen attentively to stories and many are eager to answer questions. These children hold their storybooks appropriately turning pages carefully and enjoy sharing books with adults. They know that words have sounds and meaning and use pencils purposefully in their basic writing experiences.

142. Children of reception class age have very good listening skills and are able to answer questions about stories they have heard. Most children have a good and developing vocabulary and speak clearly and at length. They can retell the broad thrust of a story and explain events depicted in pictures. More able children handle books confidently and recognise some common words. All children know the purpose of writing and nearly all children can write their names and many can write familiar words and phrases.

Personal and social development

Nursery. Grade 1. Good with outstanding features

Reception. Grade 1. Good with outstanding features.

Good and outstanding features

143. Nursery age children are confident and form very good relationships with other children and with adults. They are sensitive to needs of others and show care, respect and affection for each other. These are outstanding features. Most of these children are prepared to take turns, share and show good levels of self-control.

144. Children of reception age show increasing maturity in their relationships with other children and adults. They co-operate very well with each other in group working and their well developed self-confidence enables them to choose activities and work independently for sustained periods of time. These are outstanding features.

145. Children of reception age take responsibility for personal hygiene and, for example put their coats on before going outside. These children understand the living things need to be treated with care.

146. All children respond very well to new linguistic experiences. Many children have a basic Welsh vocabulary and respond positively to a range of everyday commands.

Mathematical development

Nursery. Grade 2. Good features and no important shortcomings.

Reception. Grade 2. Good features and no important shortcomings.

Good features.

147. Nursery age children enjoy practical activities that involve sorting, matching, ordering and counting. Most children are beginning to count accurately and the more able are beginning to match number to symbols. Nursery age children enjoy singing number rhymes such as "Monkeys jumping on the bed".

148. Reception age children have a good mathematical vocabulary and use terms such as bigger, smaller, longer and shorter accurately and confidently. Most of these children match, sort and sequence objects correctly and consistently. These children recognise two-dimensional shapes and identify their properties.
149. In their play activities they are beginning to use “money” for purchasing objects and this helps them to understand the mathematics of money.

Knowledge and understanding of the world

Nursery. Grade 1. Good with outstanding features.

Reception. Grade 1. Good with outstanding features.

Outstanding features.

150. Nursery age children talk freely about their experiences, such as where they live, what happened and the weather. They have a developing idea of time as when they play outside and home time. These children use their computers confidently using the mouse to select and move the screen icons. Their practical activities enable them to appreciate the properties and the different uses of a range of materials, for example those that are waterproof and those that absorb water. These are outstanding features.
151. Reception age children have a well-developed vocabulary enabling them to talk about different places they have visited. They are aware of seasonal change and of features, such as seeds germinate in spring and that leaves of some trees change colour and fall in autumn. These children know the characteristics of some common materials and compare their properties, such as rough and smooth; shiny and dull.
152. All these children have experimented with materials such as their texture and what happens when they are put into water. When prompted they describe those that become soggy, and those that are water resistant or waterproof. The extension to this activity to make boats suitably challenges them to select appropriate materials and to test them in their water trays. This is an outstanding feature.
153. Visits are very well used, as for example to understand the story of milk. These children saw cows being milked (and in some instances took part in milking a cow) and followed the milk via the milk tanker and subsequently to the supermarket shelf. This is an outstanding feature giving children a very good insight into where food comes from. Children also have a good range of cooking experiences, such as making pancakes. This enables them to understand the concept of changes as when food is cooked. These children are beginning to understand the use of different information sources, such as books and computers. Their knowledge of the local environment is developed through regular and seasonal visits to the adjacent park.

Physical development

Nursery. Grade 2. Good with no important shortcomings.

Reception. Grade 2. Good with no important shortcomings.

Good features.

154. Nursery age children move confidently and use large toys such as tricycles and four wheeled vehicles with increasing control. They handle small tools competently. Children use marking equipment appropriately such as when painting, using crayons or when marking and basic writing experiences.

155. Reception age children have a well-developed idea of space and spatial relationships. Several children are developing good hand-eye co-ordination as when using a bat and ball. These reception age children use a range of small tools confidently and competently. They use scissors for cutting, glue for sticking and brushes for mixing and painting. Outside play sees them differentiating between basic movements such as running, walking, skipping and climbing. They enjoy music and movement activities and perform with increasing control and co-ordination.

Creative development

Nursery. Grade 2. Good features with no important shortcomings.

Reception. Grade 2. Good features with no important shortcomings.

Good features.

156. All children enjoy dressing up and role-play and the older children engage purposefully in imaginative drama. Nursery age children enjoy opportunities to paint – they mix paints selecting appropriate colours to represent their ideas. These children enjoy music and music-making with a range of instruments.

157. Reception age children enjoy rhythm in music and use a range of percussion instruments including bells, triangles, shakers and xylophone to make music. Children sing tunefully and with good expression. These children use a wide range of materials including paints, creatively as when illustrating a story such as “Old MacDonald had a Farm”.

158. Reception age children’s creative skills are well developed and illustrated in, such as, their large colourful displays of autumn. Reception age children respond well and enjoy their music and movement activities when using ribbons to illustrate loud and soft sounds and slow and rapid movements.

Key stage 1: Grade 2 : Good features and no important shortcomings.

Good features.

159. The majority of pupils listen attentively to presentations by teachers and each other. They speak clearly and confidently in a variety of contexts with both adults and peers, using a good range of appropriate vocabulary. Some of the more able pupils in Year 2 being very articulate as when discussing their likes and dislikes of parts of the story of “Jack and the Beanstalk”. Pupils voice their opinions effectively and begin to realise the need to adapt their spoken language and intonation of voice for different situations.
160. Pupils make a good start to reading from an early age and, by Year 2, most are accurate and fluent readers. They use their phonic knowledge and other strategies, such as observing illustrations, to aid their understanding of texts. They refer successfully to the attributes of a book such as author, “blurb” or illustrator. They predict events and talk enthusiastically about the content, humour and characters in their reading books. Older pupils are able to distinguish fact from fiction and are beginning to be aware of simple library classification. They use the Internet competently to retrieve information such as that about the author, Brenda Parkes.
161. Pupils’ progress in writing is generally good. Year 1 pupils make use of their knowledge of letters and sounds to spell with increasing accuracy. They make reasonable attempts at more complex spellings. By Year 2, the meaning of pupils’ writing is clear. They appreciate the different styles needed for the variety of types of writing. They write well for a range of purposes using forms such as story reports, letters, recipes, posters, character profiles and acrostic poems. The most able write at length as when writing imaginative, descriptive narrative about “ The Desert Adventure”. They use punctuation accurately and display variety in their sentence structure. Pupils’ writing is effectively stimulated by visits to the school by authors such as Rob Lewis and Stan Cullimore.
162. Pupils who are learning English as an additional language understand simple instructions and acquire a basic vocabulary in a short time and make good progress relative to their age and ability.

Shortcomings

163. There are no important shortcomings, but in some instances pupils’ handwriting and presentation skills are underdeveloped.

Welsh second language

Key stage 1: Grade 2 : Good features and no important shortcomings.

Good features.

164. Pupils demonstrate positive attitudes towards the Welsh language and, as they move through the key stage, develop an increasing confidence in their use of the language. They are eager to practise their knowledge with Welsh-speaking visitors and respond with understanding to the Welsh used incidentally during the school day.
165. Pupils make good progress in their speaking and listening skills. They listen attentively and have a good understanding of names of colours, physical characteristics and everyday objects. They have a good awareness of simple greetings as they engage in basic conversations with adults and with each other using an imaginary telephone and are confident when using appropriate vocabulary. They enthusiastically ask and answer questions on familiar topics such as the weather and about their feelings, using familiar language patterns. "Helpwr Heddiw" strategy effectively supports pupils' confidence in using an increasing range of vocabulary.
166. During a stimulating role-play activity in the "Siop ddillad", pupils displayed good understanding of phrases. They independently ask and answer questions both in the negative and positive and indicate choice, likes and dislikes with regard to the wearing of a selection of clothing.
167. Reading skills are developing well with pupils reading labels, worksheets and dialogues accurately and with appropriate expression and intonation.
168. Pupils make good progress in their written work and they record phrases, simple sentences and dialogues about such topics as clothing and food using familiar patterns and acquired vocabulary.

Shortcomings.

169. There are no important shortcomings.

Mathematics

Key Stage 1. Grade 3: Good features outweigh shortcomings.

Good features.

170. Most pupils, by the end of the key stage, count reliably and the more able add and subtract numbers to 10 correctly. Most pupils recognise and identify correctly number sequences comprising two digits. These pupils correctly undertake number calculations involving two digits and the more able correctly identify place value to 3 figures.

171. Most pupils in Year 2 name simple two and three-dimensional shapes and the more able describe some of their properties, such as the number of corners they possess. Pupils in Year 2 use their numeracy skills for some classroom activities such as using block graphs to illustrate their results.

172. Pupils in Year 2 use their developing ICT skills to develop their mathematical skills, such as when using fractions and recognise halves and quarters.

Shortcomings

173. More able pupils have underdeveloped knowledge of mathematical understanding, particularly of shape, space and measurement and number at level 3.

174. Pupils' mental ability skills are underdeveloped.

175. Pupils have little knowledge and understanding of the use of mathematics across the curriculum.

Science

Key stage 1: Grade 2. Good features and no important shortcomings.

Good features

176. By the end of KS1 most pupils, when prompted, offer their own ideas of how to undertake a scientific investigation. Most pupils undertake their investigations competently and the more able are beginning to understand the concept of a fair test. They record their findings appropriately and their conclusions are generally appropriate.

177. Pupils in KS1 name the major parts of the human body and their functions. Most pupils know that exercise is important in keeping healthy and foods, such as fruit, contribute to a healthy life style.

178. Pupils in Year 2 know the conditions necessary for seed germination and name parts of the plant, including leaves, stem, flower and roots. Pupils know that young animals need to be cared for until they are independent.

179. By the end of KS1, pupils recognise the similarities and differences between materials and group them according to differences, such as dull or shiny, rough or smooth. More able pupils know that the property of the material determines its use, such as wood is used for chairs, whilst glass being transparent is used for windows.

180. By the end of KS1 pupils know that pushes and pulls can make objects move, such as an electricity switch needs to be pushed. More able pupils know that pushes and pulls are examples of forces. Pupils also know that light comes from a variety of sources, including the sun. Pupils know that sounds from

musical instruments can be produced in different ways, such as striking, blowing or plucking strings.

Shortcomings

181. There are no important shortcomings.

Information technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Good features

182. Pupils are developing their understanding of how to use the interactive whiteboard in timetabled sessions and some pupils demonstrate good modelling skills by moving items around a screen.

183. Pupils are able to amend or change parts of a given image and change the appearance and thickness of lines through using the correct tools on an art computer programme.

184. Some older pupils use the Internet to research and information to support their work on given task such as the work on Rangoli patterns as part of their Religious Education lessons.

185. Pupils in Year 2 are starting to use graphic and data-handling packages to record findings and display results.

186. Pupils use appropriate logo programmes and the roamer to support subject orders such as Design and Technology.

Shortcomings

187. Pupils' ability to open an e-mail folder and use the screen instruction to open and read e-mails is underdeveloped.

188. Some pupils are unable to use correct terminology linked to IT in an appropriate manner and do not use these terms confidently and effectively when talking about and describing their work.

189. Not all pupils are able to demonstrate a sufficiently wide range of skills and knowledge associated with a developed ICT curriculum.

Design technology

Key stage 1: Grade 2: Good features and no important shortcomings

Good features

190. Pupils develop good skills of working together and independently in their designing and making activities. They learn to use tools and equipment safely and make an effective range of artefacts. They talk about their ideas and sketch, measure, choose suitable materials, assemble and join materials.
191. Pupils respond well to a set design task, they use good problem solving strategies and make individual choices in order to design and make a suitable Christmas card with moving parts.
192. Pupils apply appropriate health and safety measures when they use tools and equipment safely during food preparation in investigations on differing types of fruit salad.
193. Pupils are starting to evaluate each others' work sensitively against set criteria and offer positive ideas for improvement.
194. Pupils are starting to develop their understanding the place of design and technology has in meeting the needs of society through their work on producing card frames for an Easter picture. The finished designs and products are of a good standard with clear understanding evident of the design process in the work.
195. Pupils show developing skill when working independently and in groups using construction kits, when designing vehicles in the 'Moving Vehicles Project'.

Shortcomings

196. There are no important shortcomings

History

Key stage 1: Grade 2: Good features and no important shortcomings.

Good features.

197. Pupils' chronological awareness and their use and awareness of terminology associated with the passing of time is developing well. When studying different toys over the years, they accurately sequence a variety of toys to form an accurate timeline.
198. Pupils understand that they can find out about the past from a range of sources such as books, visits to places of interest such as Wrexham museum and through visitors talking about the past. They successfully compare their school

with that of a school in Victorian times.

199. Pupils responded with interest to a grandfather talking about school life in his day and made good use of the information to make a timeline comparing writing implements used in the past to those used in the present day.
200. Good use is made by pupils of their study of the local area. They successfully compare changes in buildings and the nature of jobs in Johnstown village over time. They are able to compare and contrast aspects of their own lives with those of previous generations. The contents of houses in different generations provided a focus of interest.
201. Pupils are developing an increasing awareness of some of the important figures in the history of Wales through their study of the life and work of St. David.

Shortcomings.

202. There are no important shortcomings.

Geography

Key stage 1. Grade 2: Good features and no important shortcomings.

Good features.

203. Pupils have good knowledge of their local environment and the main features of the area. Following walks around their local area, pupils are well aware of the different features and buildings within their locality. They correctly identify the human and physical characteristics of the area and use appropriate geographical vocabulary and terms.
204. Pupils show an increasing awareness of the ability to observe features within ground photographs, aerial photographs and simple maps. Their mapping skills are developing well and they can confidently follow simple plans of buildings and routes. Pupils pinpoint correctly where their school and other features are situated on a plan of the area. They give simple directions and understand the need for keys in maps and devise their own when creating their own maps of the school and its nearby streets.
205. They begin to identify features of Johnstown and to observe buildings, pictures and collect evidence about different buildings. Pupils are beginning to understand that buildings have particular purposes that include a variety of workplaces. Information gained from their own families enhances their understanding of the purpose and use of particular buildings.
206. Pupils record the attractive and unattractive features of their village and area and develop an increasing awareness of the importance of care and responsibility for the environment.

207. Good use is made of the character Barnaby Bear to foster interest in investigating and acquiring knowledge about different places in Wales and further afield. Some pupils identify some popular holiday destinations in Europe on a world map.

208. Pupils compare and contrast their own way of life with that of children in Longjawa, Sarawak. They note what they would need to take for a journey to the rainforest. They have an increasing understanding of similarities and differences between life in Wales and Sarawak with regard to such topics as housing, weather and animals.

Shortcomings

209. There are no important shortcomings.

Art

Key stage 1: Grade 2: Good features and no important shortcomings.

Good features

210. Pupils have good knowledge of the work of a variety of Welsh artists and designers including Catrin Jones, Tracey Marshall and Laura Ashley. They use their work as a stimulus to produce good quality artwork in various styles from differing periods.

211. Pupils have good knowledge of the work of a variety of international artists and craftsmen including L.S. Lowry, Jack Jones and Van Gough. They are able to produce good quality artwork in the styles of these artists.

212. Pupils experiment well with ways of creating 3D models of sea animals using dough, clay and natural objects such as shells in a range of thematic work.

213. Pupils show effective use of line and colour when drawing plants and flowers from the natural environment based upon the work of Tracey Marshall by using pastels.

214. Pupils have well-developed skills in printing and use a good range of materials such as fabric printing to experiment and illustrate the work of Laura Ashley

215. Older pupils develop their creative ideas on colour and form and refine further their fine motor skills by creating good examples of stained glass windows based on a termly theme.

216. Pupils are able to assess their work and of their peers against agreed criteria and comment constructively.

Shortcomings

217. There are no important shortcomings.

Music

Key stage 1. Grade 2: Good features and no important shortcomings.

Good features.

218. Pupils derive pleasure from singing a wide variety of songs including Welsh songs. They show awareness of correct pitch and the ability to display control over dynamics.

219. Pupils are able to select and organise music in response to different stimuli and can provide simple accompaniment to songs using tuned and untuned instruments. They begin to have awareness of the music elements of dynamics and pitch and understand the difference between *rhythm* and *pulse* as found in Indian Raga music in contrast with a Welsh folk dance melody. Pupils can distinguish between *loud /quiet* sounds when playing their instruments and can identify *high /low /and long /short* sounds such as when composing music to depict winter sounds and provide accompaniment to the song "*Ho! Jack Frost*".

220. Pupils have a developing awareness of rhythm, and are able to explore a range of rhythmic patterns. They successfully imitate these rhythms and patterns on percussion instruments, parts of the body and by clapping. Groups of year 2 pupils successfully perform 4 rhythm patterns using untuned percussion instruments whilst singing "*How many people here for dinner*".

221. Pupils compose simple graphic scores using simple graphic notation based on pictures of haunted rooms. They compose sounds to interpret the action of the pictures to perform a short "sound" story.

222. Opportunities are given for pupils to appraise and improve their own performances and that of others, and to listen to music from a variety of traditions such as Jazz or music by Welsh composers such as Grace Williams.

Shortcomings.

223. Pupils' understanding and use of ICT to compose and record their work is limited.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings.

Good features

224. Pupils work together well in small groups. They compete fairly in game situations and practise to improve their techniques, showing good hand-eye co-ordination.
225. Pupils are confident when undertaking different activities and use space sensibly and work safely. All pupils link simple activities to produce a short series of linked activities.
226. Pupils, by the end of Year 2, name body parts used in their activities and name changes that occur to their bodies during exercise. In dance activities pupils in Year 1 display different moods and ideas and repeat simple patterns of movement in traditional dance.
227. Pupils, when instructed, take responsibility for taking out and putting away equipment.

Shortcomings

228. There are no important shortcomings.

Religious education

Key stage 1: Grade 2 : Good features and no important shortcomings.

Good features.

229. Pupils across the key stage display a good awareness of Christian values and beliefs such as sharing and caring for others. Through their efforts to collect money for both national and international charities, pupils become increasingly aware that they are a part of a worldwide community and that they have a responsibility to their fellow human beings.
230. Through visiting the local church at Johnstown, pupils develop a good understanding of the significance of the main features of religious buildings such as the font and the pulpit. They are aware of some of the symbolism of special ceremonies held in a church such as a christening or the importance of communion for Christians.
231. Pupils are aware of the special and sacred nature of the Bible and have a good knowledge and understanding of some of the stories from the Bible such as those of Noah, Moses and some of the parables of Jesus. They are aware that other religions have religious texts that should be treated with respect such as

the Torah of the Jewish faith. They develop an awareness of stories from other faiths such as from the Muslim or Buddhist religions.

232. Pupils discuss the importance of special people within their own lives and within Christianity and other religions.

233. Across key stage 1, pupils demonstrate a good knowledge of Christian festivals and ceremonies and these are enhanced by performances at the local church. Pupils have a good understanding of Harvest and Christmas and of the associated stories. They are also aware of the symbolism attached to the Jewish celebration of Hanukah and to the Hindu festival of Divali.

Shortcomings

234. There are no important shortcomings.

School's response to the inspection

The Governing Body, Headteacher and staff wish to thank the inspection team for its consistently courteous, robust and professional approach throughout the period of inspection. The process of inspection was challenging but characterised by a willingness on the part of the team to engage in positive dialogue, to draw out the important issues and to encourage the school community to identify necessary strategies for sustaining ongoing excellence.

We are delighted that the report endorses and celebrates the hard work, creativity and supportive practices of all staff. We are very pleased that Johnstown Infants' is identified as "a good school" and that the significant improvement since the last inspection has been noted. Especially pleasing are the findings with regard to staff development, provision for pupils with special educational needs, the roles of subject co-ordinators, bilingualism and standards of teaching and learning. The regard given to the work done in establishing the self-evaluation process was also gratifying.

We are happy to acknowledge that in the case of the few identifiable shortcomings, planning for improvement is already established.

The inspection report rightly points out the regard in which the school is held by its stakeholders and wider community and we feel that the work of the inspection team will serve to encourage us not only to sustain this support but to embed it further and deeper.

Appendix 1

Basic information about the school

Name of school	Johnstown Infants School
School type	Infant
Age-range of pupils	3-7
Address of school	Melyd Avenue, Johnstown, Wrexham
Postcode	LL14 2SW
Telephone number	01978 841666

Headteacher	Mrs Sandra Jones
Date of appointment	1993
Chair of governors/ Appropriate authority	Cllr. David Bithell Wrexham LEA
Registered inspector	Mr Eifion R Morgan
Dates of inspection	4, 5, 6 February 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18.5	33	37	41					129.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6		

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.2
Pupil: adult (fte) ratio in E/Y classes	8.5
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	27.75
Teacher (fte): class ratio	1.2

Percentage attendance for three complete terms prior to inspection			
Term	R	KS1	Rest of school
Spring	91.2	95.1	93.15
Summer	89.9	87.4	87.45
Autumn	91.8	93.4	92.5

Percentage of pupils entitled to free school meals	14.4
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007_		Number of pupils in Y2:		42			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5.7	11.4	62.9	20
		National	0.4	3.4	13.1	62.7	20.4
En: reading	Teacher assessment	School	0	5.7	11.4	62.9	20
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher assessment	School	0	11.4	25.7	48.6	14.3
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher assessment	School	0	5.7	2.9	65.7	25.7
		National	0.4	2.4	9.8	63.4	24
Mathematics	Teacher assessment	School	0	2.9	17.1	62.9	17.1
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher assessment	School	0	2.9	5.7	65.7	25.7
		National	0.3	1.6	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	77.1	In Wales	80.6

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eight inspector days in the school and met as a team before the inspection. Estyn did not appoint a peer assessor for this inspection.

These inspectors visited:

- Twenty-eight lessons or sessions;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- headteacher, deputy headteacher, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-seven responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils' past and current work.

The headteacher accepted the role of Nominee.

The inspection team held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion R Morgan Registered Inspector	School in Context Summary and Recommendations KQ1 KQ2 Early Years Mathematics Science Physical Education
Mr Kerry Jones Lay Inspector	KQ7
Mrs Eleri W Honour Team Inspector	KQ3 KQ4 English Welsh (2) Geography History Music Religious Education
Mr Alan W Walters Team Inspector	KQ5 KQ6 Information Technology Design Technology Art
Mrs Sandra Jones Nominee	Took a full part in team discussions.

Contractor: Partneriaeth Dyfri Partnership (PDP)
Awel Tywi
Llangadog Road
Llandovery
Carmarthenshire, SA20 0EX

Acknowledgement.

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