

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

**Lixwm Community Primary School
Ffordd Gledlom,
Lixwm, nr. Holywell,
Flintshire
CH8 8NF**

School Number: 664/2026

Date of Inspection: 6th February 2006

by

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15942**

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
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- * work-based learning;
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Lixwm C.P. 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 Lixwm C.P. School took place between 6th and 8th February 2006. An independent team of inspectors, led by Mr R.A. Isaac, 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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Founded in 1847, Lixwm primary school serves the rural villages and surrounding area of Lixwm and Ysceifiog near Holywell and is administered by Flintshire County Council. It has 60.5 pupils on roll (full time equivalent) aged from three to eleven years. These numbers are about half of those recorded at the last Estyn inspection in February 2000, because of a decline in the birth rate locally. Most pupils come from the surrounding area, which is described by the school as relatively economically advantaged. The current headteacher has been in post since 1999.
2. Under three per cent of children are entitled to receive free school meals, which is well below the national average. Seven pupils, or about 12 per cent, have some form of special educational need (SEN), which is below average when compared nationally. Only one pupil holds a formal statement of SEN. English is the sole or predominant home language in virtually all cases. Very few children come from a Welsh speaking home and none are “looked after” by the local authority. No pupils have ethnic minority backgrounds. The school has four classes and six teachers, including the headteacher. All class sizes are below 25 and all contain mixed-age groups. The school achieved the Basic Skills Agency’s quality mark in July 2004.

The school’s priorities and targets

3. The school has an appropriate set of aims and objectives which reflect its ethos and values. Its vision statement is “Give the best. Expect the best”. Its main aims include:
 1. to provide the best possible education for the children of the community, irrespective of background or ability; and
 2. to help every child reach their full potential.
4. The school has identified many priorities for 2005-08. They include to:
 1. develop creative thinking;
 2. provide experiences that are “mind-friendly” and “dyslexia-friendly”.
 3. raise standards in Welsh;
 4. develop kinaesthetic learning in more active classrooms;
 5. increase pupils’ involvement in their own assessment;
 6. improve subject portfolios of work;
 7. develop awareness of sustainable development and global citizenship;
 8. improve attendance;
 9. increase governors’ involvement in school life; and
 10. develop further the roles of subject coordinators.

Summary

5. Lixwm is a good school where many pupils achieve well by the end of year 6. It is well led and teaching is often at least good and occasionally shows outstanding features. The provision for spiritual, moral and social development is outstanding and for pupils with SEN is good. Overall, the school has made very good progress since its last inspection and it gives good value for money.

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	3	2
Mathematics	2	2
Information technology	2	2
Design and technology	1	1
History	2	2
Religious education	3	2

6. In the 20 lessons observed and in scrutiny of a sample of pupils' work over the last term, standards of achievement were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	60%	15%	0%	0%

7. These are high figures, well above the current national target of 50%, and the target for 2007 of 65% of standards to be graded 1 or 2. They also show that there has been a substantial improvement in standards since the last inspection, particularly in art, design and technology and information technology.
8. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for

Children's Learning. Reception and Nursery children make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their personal, social and creative development.

9. Standards in the key skills of speaking and listening in key stages 1 and 2 are outstandingly good. Pupils speak clearly using language appropriate to the task and display a wide vocabulary. In both key stages, pupils listen very carefully to their teachers and to one another. Standards in reading and writing across the curriculum have good features but also some shortcomings. Pupils use their writing skills to some extent in most curriculum subjects but not enough. Pupils' numeracy skills are good. Standards in ICT are also good throughout. Pupils acquire a good knowledge of the Welsh language and they apply it competently, and overall their bilingual skills are good.
10. Pupils understand the principles of equal opportunities. They know that modern society includes members of diverse cultures and they show respect for their beliefs. Their awareness of multicultural issues is not profound being at an early stage of development.
11. In the 2005 key stage 1 assessments, the school's results were below national averages in English, above average in mathematics, and in line with national results in science. The proportion attaining level 3 was well below average in English, below average in mathematics and considerably above average in science. The school's results were below those of most similar schools nationally for pupils attaining at least Level 2 in English, mathematics and science.
12. In the key stage 2 2005 English teacher assessments, the proportion of pupils who achieved at least Level 4 was above the national and local averages but below that of many similar schools nationally. The proportion that attained the higher Level 5 was higher than the national average. In the key stage 2 2005 mathematics assessments, the proportion of pupils who achieved at least Level 4 was in line with the national average but lower than many similar schools, nationally. In the key stage 2 2005 science tests, the proportion of pupils who achieved at least Level 4 was below both the national average and also the average achieved by pupils in many similar schools, nationally.
13. The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were below national averages and also below the average achieved by pupils in similar schools nationally.
14. The above results must be treated with much caution because, in this small school, the number of pupils entered for assessment fluctuates greatly from year to year, cohorts differ widely in their abilities and numbers are invariably well below the national average.
15. Pupils generally behave excellently and show very keen attitudes to learning. Virtually all are polite, co-operate willingly with staff, settle quickly to tasks and sustain concentration for extended periods of time. They enjoy their education

and like their school and their teachers. The school has effective policies and procedures in place to promote good behaviour. This is another substantial improvement achieved since the last inspection.

16. Attendance rates for the past three terms are good, averaging 97 per cent. Pupils are very punctual and instances of unauthorised absence are very infrequent.

The quality of education and training

17. The overall quality of teaching is a major strength of the school. The quality of teaching has improved significantly since the time of the last inspection when only 39 per cent of teaching was good or better and eight per cent had more weaknesses than strengths.

18. In the 20 lessons observed, the grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

19. Teaching shows at least good features with no important shortcomings in 90 per cent of lessons. Within this proportion, 25 per cent of teaching has outstanding features. This is well in excess of the current national target of 50 per cent of teaching to be graded 1 or 2. None of the lessons observed had significant weaknesses.

20. The good features of teaching include:

- Excellent working relationships between teachers and pupils that promote a strong sense of purpose in lessons;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

21. Class teachers work in very good partnerships with part-time teachers and classroom assistants, many of whom hold appropriate, specialist qualifications.

22. The quality of assessment has good features which outweigh shortcomings. Teachers use assessment effectively to judge how well pupils understand but do not use it enough to inform planning and target setting.

23. The school's provision for spiritual, moral and social development has outstanding features. The provision for cultural development has more strengths than weaknesses. The school responds well to pupils' learning needs and provides equal access to a good, broad and balanced curriculum. Pupils enjoy learning and teachers plan very thoroughly. Overall, the school's

provision for pupils' care, support and guidance is good. Appropriate support programmes are in place to meet pupils' needs and good working partnerships have been established with a range of external agencies.

24. The school considers the views of parents and carers carefully, especially those whose children have special educational needs (SEN), and teachers make appropriate efforts to ensure parents play an active role in the support offered to their children. The school has a clear policy and set of procedures to promote health and safety, which are monitored well by staff and governors.
25. Pupils have access to an excellent personal and social education (PSE) programme, which is in line with Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (ACCAC) and Estyn recommendations, and which contributes very well to the quality of support and guidance offered.
26. The identification, assessment and provision for pupils with SEN are good and closely reflect the guidance of the SEN Code of Practice for Wales. Members of staff implement the code effectively. This is a major improvement since the last inspection.
27. The school has a clear policy for equal opportunities and in the main, the policy is implemented well. Pupils make progress regardless of their gender, race or background. Their awareness of sustainable development and global citizenship is good.
28. Many pupils enjoy the range of extra curricular clubs on offer and those observed during the inspection were popular and well attended by girls and boys, equally. Many pupils reported to inspectors that they like their clubs and appreciate the time their teachers give after school hours.

Leadership and management

29. The school is well led and managed. The good features in leadership and management include:
 - the caring and steady leadership provided by the headteacher;
 - the very good support provided by the deputy headteacher; and
 - the recent inclusion of pupils in leadership through the school council.
30. The school enjoys a shared sense of purpose and a clear educational direction. The quality of leadership provided by the headteacher is caring, calm and steady. She has successfully led the school forward over the last six years from a period when much had to be done. Because of this, the school is now in good shape to address the challenges to come. The headteacher's management is inclusive, sensitive, and empowering. She retains the loyalty and respect of governors, pupils and staff alike and has succeeded in building a strong team with a high morale.
31. The governing body is supportive of the school but does not provide its leaders with enough critical and positive challenge. Governors know the local

community well and appreciate and value the contribution the school makes to it. Too few governors, however, are actively involved in the daily life and work of the school, to ensure the school's aims and objectives are fully realised.

32. The school's self-evaluation processes are good. The school was accurate in judgments about six of the seven key questions and over-cautious in only one. Teachers and pupils contributed to the self-evaluation report.
33. The headteacher and deputy headteacher monitor teaching and have a clear picture of the staff's strengths and areas for improvement. Subject co-ordinators share some information about pupils' achievements in their subjects but do not monitor the quality of teaching enough.
34. Pupils benefit from the large, well maintained and attractive playing field and school grounds. Children aged under five enjoy a well-resourced, secure playground of their own. The main playground and its markings are scheduled for resurfacing. Pupils confirmed that there are not enough resources to enhance the quality of their play and inspectors agreed with their views. The school plans to resurface the playground and improve outdoor resources in the near future.
35. The school has made very good progress since its last inspection and provides good value for money.

Recommendations

The governors, headteacher and staff now need to address the following recommendations:

- R1** raise standards in:- pupils' reading and writing from Nursery to year 4;
- literacy, handwriting and presentation across the curriculum from Reception to year 4;
- religious education in key stage 1;
- R2** develop further the roles of subject coordinators and increase the monitoring of standards and teaching in all subjects;
- R3** improve the quality of assessment by
- continuing to develop moderated portfolios of assessed work
 - increasing pupils' involvement in assessing their own achievements and setting their own targets for improvement;
- R4** develop further the leadership roles of governors in the daily life of the school;
- R5** extend opportunities for structured play at break times; and
- R6** promote a positive appreciation of other cultures.

Four of these recommendations have been identified for development in the school development plan.

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

36. This matches the school's grade in its self-evaluation report.

Pupils' success in attaining agreed learning goals

37. In the 20 lessons inspected, the overall grades awarded for standards achieved were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	60%	15%	0%	0%

38. These are high figures, well above the current national target of 50%, and the target for 2007 of 65% of standards to be graded 1 or 2. They also show that there has been a substantial improvement in standards since the last inspection, particularly in art, design and technology and information technology.

39. The quality of provision for children aged under five is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Reception and Nursery children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal, social and creative development.

40. In key stage 1 and key stage 2, standards of achievement in the six subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	3	2
Mathematics	2	2
Information technology	2	2
Design and technology	1	1
History	2	2
Religious education	3	2

41. Pupils, including those with SEN, and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.

42. Pupils' standards and progress in speaking and listening are outstanding in key stage 1 and 2. Standards in reading and writing across the curriculum have good features which outweigh shortcomings in key stage 1 but are higher in key stage 2. The writing of a minority of older pupils displays some very good features and they use a wide and well-informed vocabulary. Standards in the use of numeracy, ICT and incidental Welsh have good features and no important shortcomings.

43. Pupils achieve well, when collaborating on creative and problem-solving activities. They take the initiative, make hypotheses and deductions, and explore ideas creatively.
44. In 2005 at key stage 1, the school's results were below national averages in English, above average in mathematics, and in line with national results in science. The proportion attaining level 3 was well below average in English, below average in mathematics and considerably above average in science. The school's results were below those of most similar schools nationally for pupils attaining at least Level 2 in English, mathematics and science.
45. In the key stage 2 2005 English teacher assessments, the proportion of pupils who achieved at least Level 4 was above the national average but below that of many similar schools nationally. The proportion that attained the higher Level 5 was higher than the national average.
46. In the key stage 2 2005 mathematics assessments, the proportion of pupils who achieved at least Level 4 was in line with the national average but lower than many similar schools, nationally.
47. In the key stage 2 2005 science tests, the proportion of pupils who achieved at least Level 4 was below both the national average and also the average achieved by pupils in many similar schools, nationally.
48. The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were below national averages and also below the average achieved by pupils in similar schools nationally.
49. The above results must be treated with much caution because the number of pupils entered for assessment fluctuates greatly from year to year, cohorts differ widely in their abilities and numbers are invariably well below the national average.

Progress in learning

50. Most pupils, including those with SEN or those who are more able, make good progress in fulfilling their potential and moving on to the next stage of learning.
51. Children aged under five make good progress in learning. Many pupils in key stage 1 and key stage 2 make good progress because they respond well to the good quality teaching they receive. They speak confidently of the progress they feel they make. Teachers communicate well with pupils, and give much verbal feedback.

The development of personal, social and learning skills

52. Pupils' behaviour and their attitudes to learning are very good and the school is a happy, welcoming and supportive community. The great majority have positive attitudes to learning; they are interested in their work and keen to do their best. They listen carefully to their teachers, settle quickly to task, often for

extended periods of time, and sustain high levels of concentration. Pupils take pride in their achievements and they work hard to please their teachers.

53. Pupils' behaviour throughout the school is exemplary. They exhibit very good social skills giving care and consideration to all. They are extremely polite, friendly and interested in what their peers and visitors have to say. Older pupils act maturely and take responsibility for their own actions. They understand the need for rules and the consequences if they are broken. Good relationships are evident throughout the school and this impacts on the progress pupils make.
54. The playground 'buddies' system is very effective for pupils with problems during break time. Year 5 and Year 6 pupils have had training in negotiating and counselling from staff, and put this to good use when everyday arguments occur. This is an outstanding feature. No pupils have been excluded in the previous twelve months.
55. The school has effective policies and procedures in place to promote good behaviour. This is another substantial improvement achieved since the last inspection. Pupils have been involved in the formulation of the school's 'golden rules', which are positive, relevant and reflect a caring ethos. The school has successfully implemented a range of strategies to enhance pupils' self-esteem and confidence and this has contributed significantly to their positive behaviour and the quality of school life. This is a great improvement on the situation reported on in the last inspection.
56. Attendance throughout both key stages is good and higher than the national and LEA figures, with an average of 97 per cent for the three terms prior to the inspection. Absence is largely due to illness. Despite the school's best endeavours, unauthorised absences are as a result of extended holidays being taken during term time. Pupils are punctual and lessons start promptly. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
57. Pupils work well with their peers in groups. They organise themselves sensibly and ensure everyone is included and contributes to the task set. Older pupils, in particular, have good capacities to work independently, needing only minimal support from their teachers.
58. Pupils progress very well with their personal, social, moral and wider development. Relationships within the school are very positive and mutual respect, fairness and honesty are apparent. Pupils develop excellent social skills and are encouraged to join in the many and varied activities the school has to offer. Tasks are executed willingly and responsibilities, such as membership of the school council, head boy or head girl, are accepted readily and taken very seriously. Pupils develop wholesome personal and moral values and demonstrate honesty, fairness and tolerance in their work and play.
59. Pupils demonstrate a clear awareness of equal opportunities issues and understand that everyone should be treated fairly and without favouritism. They

appreciate the inclusive nature of their school and value the way their teachers treat all pupils with care and respect.

60. Through their work in religious education, personal and social education and many educational visits, pupils understand and respect the range of beliefs, social and cultural traditions within society. They are proud of their community and are very well prepared to learn about work and participate in a range of community initiatives and activities. The school is highly committed to the local community and readily makes its facilities available to local community groups.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

61. This grade matches that of the school in its self-evaluation report. The overall quality of teaching is a major strength of the school. There has been a significant improvement since the time of the last inspection when only 39 per cent of teaching was grade 2 or better.

How well teaching meets learners' needs and the curricular and course requirements.

62. In the 20 lessons observed, the grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

63. Teaching shows at least good features with no important shortcomings in 90 per cent of lessons. Within this proportion, 25 per cent of teaching has outstanding features. This is well in excess of the current national target of 50 per cent of teaching to be graded 1 or 2. None of the lessons observed had significant weaknesses.

64. The good features of teaching include:

- excellent working relationships between teachers and pupils that promote a high quality ethos in lessons;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

65. Teachers work in very good partnerships with part-time teachers and classroom assistants, including those with Nursery Nurse Education Board (NNEB) accreditation, to provide interesting sessions.
66. Teachers stimulate and challenge pupils of all abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.
67. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has an excellent effect on their attitudes to learning.
68. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They demonstrate enthusiasm in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.
69. Many lessons are planned well and have a clear structure and purpose. Teachers share objectives with pupils at the beginning and revisit them towards the end of lessons to monitor progress. Plenary sessions are of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
70. Teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their abilities and backgrounds. They provide good opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
71. Pupils with SEN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with SEN are very effective. These ensure that they follow the National Curriculum (NC) closely and are fully included.
72. Teachers' use of the school's interactive whiteboard, when available, is having a very good impact on teaching and learning.
73. Teachers support pupils in their problem solving by using consistent and appropriate strategies. They effectively support the development of pupils' independent, problem-solving skills, and help them apply these regularly in a range of contexts. They have a good understanding of the requirements of Estyn and ACCAC for cross-curricular aspects of study, such as key skills.
74. Where teaching has some shortcomings, teachers' planning is not sufficiently organised to ensure that pupils of different abilities are given work suitably adapted to their needs.

The quality of assessment, recording and reporting

75. The school's assessment procedures and the use the school makes of them to improve pupils' learning has good features which outweigh shortcomings.
76. Good use is made of Baseline and "Travelling Together" assessments to monitor children's progress when they enter school.
77. There are well-established and systematic procedures for the assessment of pupils' progress in mathematics, reading and spelling. This information is recorded enabling the school to track the rate of improvement in these areas.
78. Within the curriculum, each pupil's achievement is evaluated at the end of each unit of work. Good use is made of literacy checklist ladder assessments in this regard.
79. Annual assessments are carried out in all core and foundation subjects to monitor standards and set targets for the following year.
80. The school does not have portfolios of levelled work in core and foundation subjects. Neither are there procedures in place to moderate this work either internally or within a cluster of local schools. It is, therefore, difficult for teachers to arrive at a wholly objective and accurate view of the standards achieved by pupils from one year to the next.
81. Pupil's work is marked consistently throughout the school. Pupils have their targets for improvement set by teachers and recorded in books designed for that purpose. Pupils have few opportunities to evaluate their own work and set their own targets for improvement.
82. The annual reports to parents conform to statutory requirements and are well written. Reports contain a summary of pupils' achievements and parents are given useful information about what their child needs to do in order to make further progress in their work. A parents' evening is scheduled annually to allow discussion of matters relevant to learning and progress, based upon the report. This meeting is well attended.

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
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83. The findings of the inspection team differ from the school's judgment of grade 3 in its self-evaluation report. Inspectors felt that the overall quality and range of educational experiences was better than the school judged.
84. The school responds well to the learning needs of its pupils. It provides good opportunities for pupils to learn. It ensures that the school curriculum is broad and balanced and meets the statutory requirements of the NC.
85. Teachers plan their work well and make every effort to provide lessons that are interesting and stimulating. The quality of long and short term planning is good. Schemes of work are detailed and provide clear guidance for lesson plans. Teachers regularly evaluate their schemes of work, lesson plans and pupils' work to ensure that they make continuous progress.
86. The planning for pupils' acquisition of many of the key skills is good and is embedded well in schemes of work. However, planning for writing and presentation across the curriculum is less effective.
87. The school provides a wide range of extra-curricular activities. They include clubs for sport and culture. All encourage the qualities of co-operation and individual effort and enhance pupils' attitudes towards lifelong learning. Teachers enrich curricular objectives by regular educational visits. They also promote greater independence for older pupils during residential visits.
88. The school has strong links with local churches and Christian groups that contribute strongly to its good spiritual ethos. Acts of collective worship are reverent times and teachers provide ample opportunities for pupils to reflect upon concepts of faith. Pupils respond well.
89. Provision for moral and social development is very good. Pupils have a clear sense of what is right and wrong and demonstrate it in their dealings with one another. They have good opportunities to share sporting and cultural events with other local schools. This has a positive impact upon their moral and social development, for example, through the school's "buddy" system. Pupils' involvement in the school council also helps them to a personal understanding of citizenship.
90. Provision for cultural development has more strengths than weaknesses. Pupils enjoy and appreciate music, drama, dance and art, as well as good literature. They have a limited understanding of the diverse cultures of the United Kingdom and the world.
91. Since the last inspection the school's partnership with parents has improved. Good quality correspondence, such as the home/school agreement, a very

informative prospectus and weekly newsletters ensure parents are usually kept up to date with events and initiatives. The school greatly appreciates the hard work and fundraising of the Friends of Lixwm School (FROLIX) group, which is run by parents. It actively encourages parental assistance during the school day and on educational visits. Teachers have held curriculum evenings to outline the strategies they use in English and mathematics and these are well attended. They give parents a good insight into how and what pupils are taught.

92. The school welcomes community guests such as theatre groups who share their expertise and talents. A local historian and the local clergy regularly lead school assemblies. Annual festivals are celebrated in nearby churches and chapels uniting the school and community. Fundraising events benefit both the school and numerous charitable causes, such as the Macmillan Nurses and the British Heart Foundation.
93. Links with other schools and colleges are good. 'Buddies' have been invited to share their expertise with other schools in the consortium, and the school benefits from its liaison with the Flintshire Small Schools Forum. Pupils are prepared well for the next stage of their education due to well-established, transition arrangements. Students from local colleges of further education regularly enjoy work placements, and this benefits both the school and students.
94. The overall quality of the educational provision for the under-fives is appropriate to meet their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
95. Because of good teaching and effective pastoral care, children settle quickly into the routines of school life and develop a keen interest in all their learning activities. In all other respects the curriculum conforms to legal requirements and the school takes very good account of the PSE Framework.
96. The school is effective in avoiding stereotyping in its daily life. Pupils are aware that they are not barred from sporting activities because of their gender. They know that, whatever their ability or cultural background, all have equality of opportunity.
97. The cwricwlwm Cymreig is promoted well across a range of subjects. Pupils gain a good insight into the cultural heritage of their own area and of Wales in general.
98. In discussion, pupils show some understanding of sustainable development and of the world community's problems with greenhouse gases and global warming. They understand the need for recycling and operate a system in school for the collection and re-use of paper and plastic.
99. The opportunities for pupils to develop problem-solving and decision-making skills are at an early stage of development. The formation of the school council is beginning to enable pupils to share a responsibility for their school and community. Pupils are aware that the school raises money for good causes, but

as yet, they do not have a significant role in the planning and organisation of money raising events.

100. Pupils' learning experiences across the curriculum enable them to gain skills and positive attitudes to learning that will support them in later life. They already show a keen interest in national and international issues and have concerns about them.
101. The provision for work-related education has improved since the previous inspection but still needs further development. Pupils visit a large retail outlet which gives them an insight into how the retail industry operates, as does the gardening club when they sell its produce at the summer fair. Community police officers talk to pupils about their work and the importance of citizenship. Children aged under five have also benefited from donations for the early year "café", McLixwm's, from a local fast food chain.
102. Although members of staff have not yet had the opportunity for placement in industry, the headteacher has links with a local supermarket via Careers Wales. Her sharing of this knowledge with staff keeps them abreast of developments within the locality.

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

Grade 2: Good features and no important shortcomings
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103. This grade matches that of the school in its self-evaluation report.
104. Lixwm school is a happy, caring community where all pupils are valued as individuals and their needs met fully. They form positive relationships and in discussion confirm that staff are very approachable. Pupils trust their teachers implicitly. Teachers are compassionate and pupils know that any problems will be listened to and dealt with sympathetically.
105. Parents praise the school highly for the quality of care and guidance given to pupils. They consider staff to be very approachable and state that any issues or concerns are resolved quickly and fairly. They appreciate the 'open door' ethos the school promotes and the termly parents' evenings. A minority of parents would welcome more information on pupils' targets for improvement, but agree that if asked for, information is readily available. Parents' and pupils' opinions are canvassed and incorporated into the School Development Plan (SDP). Representatives from each year are elected to the school council, which has been operating for a year, and they voice the views and opinions of all pupils.
106. Induction processes into the nursery are thorough. Prospective parents are invited to share time in school with their children before their admission, and ease their integration into school life. Pupils transferring to the school during the school year settle in quickly with the assistance of a child-mentor and are immediately included in all activities.

107. The provision for PSE is a well-established part of the curriculum and has many outstanding qualities, such as the promotion of healthy lifestyles and sensitive discussions about bullying. Discussions between teachers and pupils in circles – known as circle-times - are thoughtfully prepared and skilfully delivered. Teachers pay suitable attention to sex education and substance misuse. The school works in partnership with a wide range of professionals from external agencies, ensuring that pupils with SEN are catered for well. The school is working towards the Healthy School Initiative and pupils have a healthy snack of fruit at playtime.
108. The school prioritises the welfare of all as paramount and day-to-day arrangements for the wellbeing of pupils and staff are sound. Staff know their pupils very well and provide excellent pastoral care. Policies and procedures are of high quality. Very good day-to-day systems are in place to deal with any pupils who have specific medical needs, and with those who become unwell or who injure themselves during the school day.
109. Teachers monitor attendance, punctuality and performance thoroughly, and follow up any unexplained absences with the intervention of specialist agencies when necessary. The headteacher awards book tokens and certificates annually for full attendance. The Governing Body is not complacent and is constantly looking for ways to sustain high attendance. It actively discourages parents from taking holidays in term time. Registration periods are well structured and registers are completed neatly and efficiently and comply with current requirements
110. The school promotes good behaviour and quiet discipline well. Anti-bullying procedures are consistent and very effective. Behaviour-related policies are comprehensive working documents. Pupils are eager to please and work hard to earn merit points for consistently good or much-improved behaviour. Teachers monitor pupils' behaviour throughout the day and use positive behaviour strategies effectively to eliminate distractions. In discussion pupils indicated a desire for structured play at break time to alleviate any minor misdemeanours and make the playground a more interesting place to be in.
111. All staff and a delegated governor receive training in child protection matters. There is a designated Child Protection Officer (CPO), but no deputy CPO. All staff are aware of the protocols to follow. First aid qualifications and resources are updated regularly. Teachers carry out and record regular risk assessments.
112. The provision for equal opportunities is good. All pupils, regardless of their background, ability or gender, have full access to the daily curriculum and out-of-hours activities. Teachers use activities to challenge stereotypes successfully, for example by organising mixed groups for sporting activities. The school has policies which comply with statutory requirements for providing equality of opportunity except for the Race Relations Policy which does not have an action plan. Also, the school does not implement the spirit of this policy enough in its daily life. Teachers provide well for pupils with disabilities and the school is a fully inclusive community. Parents commented that all pupils are made to feel equal, and no one is treated differently.

113. The ethos of the school is such that pupils are free from harassment and discrimination. Pupils are beginning to understand diversity and respect the differences, opinions and contribution of others.

The quality of provision for pupils with additional learning needs

114. The quality of provision for pupils with SEN is good with no important shortcomings.

115. Pupils with SEN are identified early enabling teachers to take well-focused action without delay. They assess pupils' needs thoroughly and regularly. Individual Education Plans (IEPs) are of good quality. The targets set are appropriate and achievable. Parents are consulted at all stages and encouraged to be involved in helping their children to improve. They receive copies of their children's IEPs, which they then sign and they are invited to regular reviews of their children's progress.

116. The school makes good use of the expertise and help of outside agencies in supporting its pupils with SEN. This ensures that these pupils get good quality care and guidance.

117. All pupils with SEN are fully integrated into the life of the school. Teachers make provision for them in lessons to ensure that they progress steadily towards the targets set in their IEPs. They also ensure that such pupils share in the work of the class by adapting it to suit their abilities. Support staff are used very well in the classrooms. They have positive relationships with pupils with SEN. Their encouragement supports the good progress such pupils make in learning.

Leadership and management

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

Grade 2: Good features and no important shortcomings

118. This grade matches that of the school in its self-evaluation report.

119. The school is well led and managed. The good features in leadership and management include:

- the caring and steady leadership provided by the headteacher;
- the very good support provided by the deputy headteacher; and
- the recent inclusion of pupils in leadership through the school council.

How well leaders and managers provide clear direction and promote high standards

120. The school enjoys a shared sense of purpose and a clear educational direction. The quality of leadership provided by the headteacher is caring, calm and

steady. Her management is inclusive, sensitive and empowering. She retains the loyalty and respect of governors, pupils and staff alike. She has succeeded in building a strong team which has a high morale.

121. The headteacher is ably supported by the deputy headteacher, who, as well as leading many subjects and supporting a programme of performance management, is also fully involved in classroom teaching. Both headteacher and deputy headteacher provide good role models to staff for high quality teaching.
122. The organisation of the school council helps pupils gain a good understanding of citizenship as well as leadership. Senior managers support newly appointed staff well and induction procedures are good. The school takes account of national priorities, local partnerships and cluster arrangements.
123. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established. They successfully promote teachers' continuing professional development and set realistic targets for improvement. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
124. The quality of subject co-ordination is good although subject co-ordinators are not involved enough in monitoring or evaluating teaching or standards in their subjects. They are closely involved in policy making and have designed and implemented very good schemes of work.

How well governors meet their responsibilities

125. The governing body is supportive of the school but does not provide its leaders with enough critical and positive challenge. Governors know the local community well and appreciate and value the contribution the school makes to it. Too few governors, however, are actively involved in the daily life and work of the school, to ensure its aims and objectives are fully realised.
126. Governors understand about school development through regular reports from the headteacher and staff. The headteacher provides the governing body with regular, comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, enables governors to have some insight into the quality of provision.
127. Governors and the headteacher have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are linked to the priorities identified in the SDP and governors make every effort to obtain best value for money.
128. Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet other statutory requirements. All statutory committees are in place and their findings reported to full governing body meetings, which occur regularly and are well documented.

The school's complaints procedures are effectively established and the school prospectus and annual report to parents fully meet with legal requirements.

129. Overall, the school has made very good progress since the last inspection and provides good value for money.

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

Grade 2: Good features and no important shortcomings
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130. This grade matches that of the school in its self-evaluation report.

How effectively the provider's performance is monitored and evaluated

131. The school is committed to improving standards and has successfully developed self-evaluation procedures. These have been increasingly instrumental in the progress it has made since its last inspection.

132. The self-evaluation report is honest and incisive and staff, governors, parents and pupils were involved in its development. Self-evaluation arrangements are based on first-hand evidence. The school's stakeholders are involved in the self-evaluation process. Staff are involved closely, governors, parents and pupils participate to some degree. Pupils, for example, are given opportunities to make their views known, through their representatives on the new school council.

The effectiveness of planning for improvement

133. The school assesses and shares its strengths and addresses its areas for development through a clear SDP. This notes the school's needs and responsibilities and timescales are stated clearly. The SDP is a useful working document and the headteacher and governing body (GB) ensure that good resources are provided to achieve key targets. Although more remains to be done, resources have been improved significantly since the last inspection. Class teachers and support staff are closely involved in planning for improvement.

134. Governors display some awareness of the school's progress and development and a few are closely involved in school improvement. Some governors visit the school often and work collaboratively with teachers to help raise standards.

135. The headteacher and deputy headteacher monitor teaching and have a clear picture of the staff's strengths and areas for improvement. Subject co-ordinators share some information about pupils' achievements in their subjects but do not monitor the quality of teaching enough in their subjects.

136. The school uses initial assessments for children aged under five to bring about improvements in standards. Standards achieved are monitored closely in

relation to national priorities and the school has started to track pupils' progress from year to year.

137. The school has responded positively to all the key issues identified in the last inspection report. The quality of teaching has improved a great deal. The school's chief good features include good management, good quality teaching, a good, broad and balanced curriculum and good provision for pupils with SEN.

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

Grade 2: Good features and no important shortcomings
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138. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
139. The school has a sufficient number of well-qualified and experienced teachers to meet the needs of all pupils, including those with SEN. The two newly qualified teachers have made a good start and contribute significantly to the pastoral welfare and educational progress of pupils in well-attended after-school clubs. Teachers are supported well by assistants who ensure that pupils with SEN, in particular, share a full part in every lesson.
140. Administration support is effectively led by the school secretary who ensures that day-to-day life in the school runs smoothly. The caretaker and cleaners keep the school to a good standard of cleanliness. Dining and playground assistants ensure orderliness during lunchtimes, in the dining room and on the schoolyard. The school cook makes a good contribution to the development of pupils' bilingualism through speaking to and encouraging pupils to ask for their meals in Welsh.
141. The headteacher uses specialists well in key stage 2 in a number of curriculum areas, such as religious education, physical education and design and technology. Pupils' standards of achievement are much enhanced by this practice.
142. Teachers benefit from good in-service education and training (INSET) following the outcomes of performance management. Newly qualified teachers are supported well through specialised training courses, and from guidance provided by mentors. They also benefit from the support and encouragement given to them by other members of staff.
143. The school has a very good range of resources to support teaching and learning objectives. This is a major improvement in provision since the last inspection. It includes topic books and artefacts loaned by the school library service. Such resources greatly enhance the richness of topics on the second world war and the Great Fire of London. Teachers are also very generous in supplementing lessons with their own resources and these have a significant impact upon enhancing pupils' understanding. All these resources promote good standards of work in subjects such as history and design and technology. Pupils make

good use of computers to gather information for their topic work. Teachers have been well trained in the use of the interactive whiteboard and use it very effectively. Resources to support pupils with SEN, such as in literacy, are good.

144. The standard of accommodation is good and teachers use it well. The school hall is a good size and is used effectively for a variety of activities such as physical education and assemblies. There is a useful library area at one end of the hall, which has a good selection of books to enhance pupils' reading and research work. This area is scheduled for further development. Teachers use the walls in classrooms, corridors and central areas to promote a good ethos for learning through colourful and well-presented displays of pupils work.
145. Pupils benefit from the large, well maintained and attractive playing field and school grounds. Children aged under five enjoy a well-resourced, secure playground of their own. The main playground and its markings are scheduled for resurfacing. Pupils confirmed that there are not enough resources to enhance the quality of their play and inspectors agreed with their views. The school plans to improve outdoor resources in the near future.
146. The school matches spending decisions well to its educational priorities. The improvement of resources is prioritised in the SDP. Governors regularly review the budget. Spending decisions benefit all pupils within the school. The carry-forward figure this year is double that recommended, and the local education authority (LEA) is aware of this, but the governing body has carefully earmarked where this funding can now be used. Overall, the school gives good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

147. Pupils make good progress through the Early Years and key stage 1 in developing their speaking and listening skills.
148. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They also listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences, and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
149. Standards in reading in key stage 1 are increasingly good. Pupils display an understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a

big book. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, the more-able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a small range of reading strategies to help them understand the text. Many pupils have developed a good knowledge of the alphabetical order of letters.

150. Pupils in key stage 1, including those with SEN, make some progress from emergent to independent writing, but their handwriting is not good enough. Also their writing is too brief.
151. All pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make good progress in speaking for different purposes and audiences, and collaborate effectively in discussions. In discussions with inspectors they display an excellent vocabulary.
152. Pupils in key stage 2, including those with SEN, read aloud well. Many make good progress from a lower than average level at the start of year 3 and this is a great credit to learners and their teachers. Pupils ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauri to find the meaning of unfamiliar words. Most pupils have a good understanding of the basic skills in reading, and are developing strategies to deal with unfamiliar words. They discuss plot and character well. Most of the older pupils identify types of words such as nouns or verbs accurately.
153. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to decode figures of speech and they use them aptly. Some pupils have a lot of catching up to do when they enter Year 3, because of their profound SEN. However, they make good progress because of the good support they get from teachers and assistants, both in mainstream as well as in withdrawal groups.
154. By Year 6, pupils' skills in reading are often good and they have a number of favourite authors. They are confident in discussing plot and character and have benefited greatly from visits to the school by authors and poets. More able readers read with expression, using different voices for different characters.
155. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Some, but not many, make good use of the good school library.
156. Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed. They understand terms such as the blurb, contents, index and glossary, and recognise that these are guides to finding information. Pupils in key stage 2 have some understanding of the differences between direct and indirect speech.

157. Key stage 2 pupils, including those with SEN or of below-average ability, have a good understanding of language terminology and use phonic strategies well to read unfamiliar words.
158. Pupils in upper key stage 2 write well, sometimes achieving outstanding results. Their work shows a command of the characteristics of creative, poetic, persuasive and informational writing. Their non-chronological report writing is direct, relevant and perceptive. They have written very well in association with a visiting writer on a published work of fiction entitled "*The Curse of the Skull*".
159. Many pupils understand how to use punctuation and most develop a good vocabulary. Generally, the work of more-able pupils is good, showing good use of adjectives, neat sentence construction and good punctuation. They come up with accurate and perceptive words tellingly.
160. Pupils understand concepts more fully when teachers use an interactive whiteboard for literacy lessons with relevant text and images. Pupils in key stage 2 use computers skilfully to word-process their stories and poems and they combine suitable images and text well.

Shortcomings

161. The handwriting and presentation of younger pupils is below average and could be better. Most cannot write with a neat, regular cursive script.
162. Pupils in key stage 1 have many weaknesses in their writing and they do not write enough, either in English or in other subjects. Their writing is not well organised and they do not plan or revise their work enough.
163. Younger pupils do not read enough, either alone, to each other, or to their teachers.

Mathematics

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

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

Good features

164. Most pupils show mental agility in their oral mathematics sessions. Pupils in key stage 1 recall number facts effectively and handle addition and subtraction tasks well. By the end of key stage 2 pupils respond rapidly to mental arithmetic questions and demonstrate creative ways to reach accurate answers.
165. Pupils in key stage 1 read, write and order numbers with increasing alacrity. They use addition and subtraction operations confidently, to count on or count

back in steps of different sizes. More able pupils in year 2 can identify numbers, which are ten or a hundred more than a range of three-figure numbers.

166. Pupils' understanding of different units of measure is good. In linear measurement, they estimate the length of objects and confirm their accuracy with standard and non-standard measures.
167. In key stage 1 pupils have a sound knowledge of the properties of two and three-dimensional shapes. In their work on shape, they identify the line of axis on a variety of symmetrical shapes.
168. In key stage 2 pupils build upon the mathematical understanding and skills gained whilst in key stage 1, to make good progress.
169. In lower key stage 2, pupils deal confidently with their differentiated tasks relating to time. More able pupils record time digitally.
170. Pupils in upper key stage 2 have a good understanding of different units of measurement. They accurately select the correct unit to measure size and distance of different magnitudes.
171. In number work, older key stage 2 pupils show much flexibility in the way they calculate answers to number problems. They have a good awareness of place value. The more able handle seven digit numbers well. Pupils in both year groups have a good understanding of the importance of the position of the decimal point in calculations.
172. By the end of key stage 2 pupils have accumulated a rich vocabulary of mathematical words. In their work on regular and irregular shapes, pupils use words such as vertices and parallel accurately.
173. They collect, represent and interpret data for a variety of purposes. They use computers well in this regard for recording and analysing statistical information.

Shortcomings

174. There are no significant shortcomings.

Design and technology

Key stage 1: Grade 1: Good with outstanding features
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Key stage 2: Grade 1: Good with outstanding features
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Outstanding features

175. In key stage 1, pupils are tenacious and very enthusiastic about the fruit salads they design, make and evaluate. They sustain their enthusiasm outstandingly while designing, making and evaluating products.

176. Lower key stage 2 pupils create meticulous designs and apply their knowledge well to construct and test their models. Throughout the process their work is often outstanding.

177. In upper key stage 2, pupils have designed and made temporary musical instruments of outstanding quality and are highly accurate and inventive in making permanent musical instruments.

Good features

178. In key stage 1 and key stage 2, pupils have an increasing ability to design and make prototypes and to use a variety of materials and techniques. They measure accurately, when making, testing and adapting. Finished products closely resemble designs and are of outstanding quality.

179. In key stage 1, pupils have developing knowledge and skills in cutting, drawing, folding and creating simple mechanisms to drive working models. They select materials, discuss methods of joining, designing, making and evaluating against the original designs. They take great pride in their work and produce drawings of a high standard.

180. In key stage 2, pupils apply their skills to a range of activities including the use of textiles, cookery and construction. At each stage of the design process they measure, draw and cut with increasing skill, progressing to the use of tools in a safe and ordered environment. They evaluate their work for 'fitness of purpose' at each stage of design and production.

181. Year 5 and Year 6 pupils design, make and evaluate sophisticated structures. Throughout the process, they work in groups to construct and evaluate the products of their designs. They talk with confidence about all areas of the process and evaluate their findings perceptively. The quality of the work produced is of a high standard.

182. In key stage 1 and key stage 2, pupils develop good cross-curricular links between design and technology, science and art. Pupils use tools and equipment safely and consider the hazards and risks in their activities carefully.

Shortcomings

183. There are no important shortcomings.

Information technology

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

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

Good features

184. Pupils learn to use ICT to communicate and handle information, to some degree, in a range of subjects.
185. In key stage 1, pupils have developed a number of basic skills such as using a paint program, entering simple text, changing the font and colour and using the brush, fill and spray tools. They use the interactive whiteboard adeptly.
186. Key stage 1 pupils develop good skills in word processing; for example in creating and printing simple sentences. Pupils with SEN make good progress in literacy and numeracy by using appropriate computer programs, with good support from assistants. Pupils compile good graphs and bar charts using a data handling program and explore information held on CD-ROM.
187. Lower key stage 2 pupils, use the tile tool well to design wrapping paper and select clip art imagery to enhance their work. They use simple word processing software to write attractive party invitations. Year 3 pupils explore websites safely to support their historical research.
188. Upper key stage 2 pupils find appropriate files on a hard disk and are experienced at opening and using them. They explore information held on CD-ROM and in internet websites. They record their class work well and use simple data handling programs well to illustrate investigations in mathematics and science.
189. Pupils with SEN are competent in the use of computers. They are skilled in using software and the interactive whiteboard to demonstrate concepts.

Shortcomings

190. There are no important shortcomings.

History

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

Key stage 2: Grade 2: good features and no important shortcomings

Good features

191. In key stage 1, pupils' understanding of the past and present is well developed. They have a good perception of chronology, particularly in relation to their own

lives. They can identify particular toys that they favoured at the different stages of their lives so far.

192. Pupils in key stage 1 show an emerging enthusiasm for history in the work they do on the Great Fire of London. In their role-play they demonstrate good understanding of the plight of Londoners of the time in their attempts to extinguish the fire. Their improvised clothes lend authenticity to their cameos, as do the clothes of pupils acting as King Charles the Second and Samuel Pepys.
193. Pupils use artefacts well in the effective observational drawings they make. They use the internet to gather information about this period in history effectively.
194. Pupils in lower key stage 2 discuss knowledgeably and with empathy the way of life for people living during the second world war. They weigh up the relative merits of the Anderson and Morison shelters and discuss how they were used.
195. These pupils use photographic evidence well to evaluate the level of destruction caused by the bombing. A gas mask, which forms part of a class display, enables pupils to discuss with their teacher its purpose and the situations in which it was used. Pupils are looking forward to making their own Anderson shelter later on in the project.
196. Pupils in upper key stage 2 enjoy talking to visitors about their work on the 1950s, 1960s and 1970s. They have gathered a good range of information about the periods and are able to identify famous people and explain why they were famous. They are able to make cogent comparisons between the decades they have studied and the present day. They identify the nature of change with some clarity.
197. Pupils use ICT well in key stage 2 to collect and present historical data.
198. Through their study of the 1960s, pupils gain a good understanding of the detrimental effect of industrialisation upon the Welsh environment. Following a presentation upon an interactive white board, pupils were able to discuss the issues objectively. They evaluated thoughtfully, issues of environmental damage and the effectiveness or otherwise of subsequent restoration.

Shortcomings

199. Pupils in both key stages do not use their writing and presentational skills sufficiently to record the outcomes of their research.

Religious education

Key stage 1: Grade 3: good features outweigh some shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

200. Pupils in key stage 1 have good understanding of the value of belonging to a family and of caring for one another. They understand clearly the need for rules, particularly school rules, and the importance of observing them.
201. Pupils have some knowledge of Christianity through the story of Christmas. They identify the characters and events set out in the story and recognise Jesus as being a special person written about in the Bible.
202. During discussion, pupils explain that the Menorah is used by Jewish people in their festival of Hanukkah. They know how it is used and that its nine branches celebrate a miracle that happened in Jewish history. They have good knowledge of the special food consumed at Hanukkah such as the potato cake and doughnut.
203. In lower key stage 2 pupils have a sensitive understanding of the importance of church or chapel to Christians. They are able to explain the purpose of special items of church furniture. They have a good awareness of the use of symbolism within Christian worship and ceremonies. In this regard, they know the purpose of water and the candle in the service of Holy Baptism.
204. Pupils in upper key stage 2 demonstrate a growing awareness of world religions and their effect upon the communities that observe them. They are able to identify similarities and differences between Christianity and Sikhism. They explore in some detail the Sikh religion and have a good knowledge of the ceremonies, beliefs and customs to which Sikhs adhere. Pupils reflect on and discuss the belief in re-incarnation, with maturity.
205. Older pupils relate in some detail the story of Mari Jones and her search for a Bible in the Welsh language. From it they gain a good understanding of the work of The Bible Society in promoting the Bible worldwide.

Shortcomings

206. A minority of pupils in key stage 1 do not have sufficient recall of the work they have done in recent lessons. They have insufficient knowledge of Biblical stories.
207. Pupils in both key stages do not use their writing and presentational skills sufficiently to record, in different ways, the outcomes of their research into religious education.

School's response to the inspection

208. The governors, staff and pupils of Lixwm Primary School are delighted with the findings of the inspection team. It was highly rewarding to find that the inspectors largely agreed with our self-evaluation report and that they recognised we had been overcautious in grading some key questions.
209. It was particularly pleasing that the inspection team recognised that the quality of teaching is a major strength of the school and that there are excellent working relationships between teachers and pupils. Inspectors saw that teachers skilfully build and develop imaginative lessons which succeed in catching pupils' attention and prepare a wide range of resources and activities to engage pupils fully in their learning.
210. We are all proud that the report recognises that pupils' behaviour throughout the school is excellent and pupils show very keen attitudes to learning, whilst spiritual, moral and social development is outstanding. We are pleased that the report highlights the fact that Lixwm school is a happy, caring community where all pupils are valued as individuals and their needs are met fully.
211. The inspection findings show that the school has made very good progress since its last inspection.
212. An action plan will be put in place to address the recommendations in the report, four of which are identified in our self-evaluation report. A summary of the action plan will be sent to parents and the governors' annual report to parents will report on the progress we are making.
213. We have found Estyn's new inspection framework to be a positive and productive experience and we are confident that the inspection judgments have been based on firm and sound evidence. We would like to thank the inspection team for their courtesy and professional manner throughout the inspection.

Appendix A

Basic information about the school

Name of school	Lixwm C.P. School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Ffordd Gledlom, Lixwm nr Holywell Flintshire
Postcode	CH8 8NF
Telephone number	01352 780455

Headteacher	Mrs J A Taylor
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr G Davies
Registered inspector	Mr R A Isaac
Dates of inspection	6 th to 8 th February 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total (FTE)
Number of pupils	3.5	6	6	12	12	5	10	6	60.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	4.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	3.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1:16

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2004	97	97	98
Spring 2005	95	94	97
Summer 2005	96	95	97

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		13			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	0	23	23	38	8	46
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School	0	0				
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School	0					
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School	0	0				
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School	0	0	8	77	15	92
		National	0	2	9	61	26	87
Science	Teacher Assessment	School	0	0	15	54	31	85
		National	0	2	10	68	20	88
Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment								
In the school	54%		In Wales	86%				

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		12			
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	0	17	3	50	83
		National	1	0	1	0	1	5	16	4	30	76
	Test/Task	School	0	0	4	0	0	0				
		National	0	2	0	1	0	4	13	4	37	79
Mathematics	Teacher assessment	School	0	0	0	0	0	0	25	5	25	75
		National	0	0	0	0	1	4	18	4	31	77
	Test/Task	School	0	0	0	0	0	0				
		National	1	2	1	0	0	3	15	4	35	78
Science	Teacher assessment	School	0	0	0	0	0	0	17	5	25	83
		National	1	0	0	0	0	1	11	5	37	87
	Test/Task	School	0	0	0	0	0	0				
		National	0	1	0	0	0	1	8	5	39	90
Percentage of pupils attaining at least level 4 in English, mathematics and science												
by Teacher Assessment						by Test						
In the school	67%					In the school	67%					
In Wales	73%					In Wales	73%					

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

Appendix D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- twenty lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- some extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 12 parents;
- documentation provided by the school before and during the inspection; and
- a range of pupils' past and present work.

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

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities
Mr R. A. Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2, Key Question 5 and Key Question 6 English Information technology Design and Technology
Mrs S. Sperring	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4 Key Question 5
Mr L. K. Knapper	Team Inspector	Contributing to Key Question 2, leading on Key Question 3, Key Question 4 and Key Question 7; Mathematics History Religious Education
	Peer assessor	No peer assessor was appointed for this inspection
Mrs J. A. Taylor	Nominee	Contributing to discussions as agreed.

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for the unfailing co-operation and courtesy they received during the inspection.

Inspection Contractor:

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