

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**THE MADRAS VOLUNTARY AIDED CHURCH-IN-WALES  
PRIMARY SCHOOL  
PENLEY  
WREXHAM  
LL13 0LU**

School Number: 665/3305

Date of Inspection: 22 – 24 March 2004

**By**

**Mr Robert Alun Isaac**  
Registered Inspector W170/15942

Under Estyn contract number: T/194/03P

**© CROWN COPYRIGHT 2004**

This report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of the full report are available from the school. Under the School Inspection Act 1996, 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.

## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a Nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

KS1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

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

# CONTENTS

	<b>Page</b>
<b>1. CONTEXT</b>	
The school and its priorities	1
<b>2. MAIN FINDINGS</b>	
The main findings of the report	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b>	
3.1 Standards achieved in subjects and areas of learning	7
3.2 Standards achieved in key skills across the curriculum	9
<b>4. ETHOS OF THE SCHOOL</b>	
4.1 Pupils' spiritual, moral, social and cultural development	10
4.2 Behaviour and attitudes	11
4.3 Attendance	12
<b>5. QUALITY OF EDUCATION</b>	
5.1 Teaching	12
5.2 Assessment, recording and reporting	13
5.3 Curriculum	15
5.4 Support, guidance and pupils' welfare	17
5.5 Provision for pupils with special educational needs (SEN)	18
5.6 Partnership with parents and community, schools and other institutions	18
5.7 Partnership with industry	20
<b>6. MANAGEMENT</b>	
6.1 Quality of self-evaluation and planning for improvement	20
6.2 Leadership and efficiency	21
6.3 Staffing, accommodation and learning resources	22

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

Provision for the under-fives	23
English	26
Mathematics	27
Science	29
Welsh second language	30
Design and technology	31
Information technology	32
History	33
Geography	34
Art	35
Music	35
Physical education	36
Religious education	37

## **8. SCHOOL IMPROVEMENT**

8.1	Progress since the last inspection	37
8.2	Key issues for action	37

## **APPENDIX**

A.	Basic information about the school	39
B.	School data and indicators	39
C.	Results of National Curriculum assessments and public examinations	40
D.	The evidence base of the inspection	41
E.	Composition and responsibilities of the inspection team	41

## 1. CONTEXT

### **The school and its priorities**

The Madras VA Primary School is a voluntary aided Church-in-Wales school. It is located in the village of Penley which lies 10 miles from the town of Wrexham and is three-quarters of a mile from the English border. The school was founded in 1811 by the second Lord Kenyon and is one of only three schools in Wales to have a thatched roof. Pupils usually transfer to The Maelor High School on reaching the age of 11.

- There are 91 pupils on roll aged from Reception to Y6. In addition, nine children attend the Nursery class for mornings only. Children first start in the Nursery when they reach the age of three. The school's numbers on roll are below its maximum capacity by 49 pupils. The headteacher was first appointed as deputy headteacher in 1991, was then acting headteacher in 1995, and was appointed as headteacher in April 1996. The school was last inspected in Autumn 1997.
- The school describes the residential area from which pupils are drawn, as neither prosperous nor economically disadvantaged. Eight per cent of pupils are entitled to receive free school meals, which is well below the national average. The pupil population is mostly English speaking and white. One per cent of pupils come from minority ethnic backgrounds, and one pupil receives extra support in speaking English as an additional language. No pupils speak Welsh as their first language and no pupils are cared for by the Local Authority. No pupils have been excluded in the last year.
- There are 12 pupils on the register of special educational needs (SEN), which at 13 per cent is below the national average. Two pupils have formal statements of SEN. The school provides for pupils with SEN in mainstream classes, and in withdrawal groups. There are four full-time teachers, including the headteacher, and one part-time teacher. The school has four classes from YR to Y6 and one Nursery class.
- The school's aims are set out in detail in its prospectus. It has prioritised the performance management of teachers and the further development of personal and social education, science, religious education, information technology, music, and literacy as key to its development. The school is recognised as an Investor in People and has gained the Quality Mark of the Basic Skills Agency.

## 2. THE MAIN FINDINGS OF THE REPORT

Madras Church-in-Wales Voluntary Aided Primary School is an efficiently-run, well-organised school, where overall standards of achievement, the quality of teaching, and the quality of leadership are all good.

### **Standards of achievement**

- Overall standards of achievement were good. Standards were very good in 18 per cent, good in 74 per cent, and satisfactory in eight per cent of the work seen.

### Standards of achievement for children aged under five

- The school's initial assessments show that the standards of many children on joining the school are above average when compared with the attainments of children in other schools in the county. They make good progress.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning.

The six areas of learning for children under five	Standards of achievement	
	Nursery	Reception
Personal and social development	Good	Good
Language, literacy and communication skills	Good	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Creative development	Good	Good
Physical development	Good	Good

### Standards of achievement for pupils by the age of 7 and 11

Subject	Key Stage 1	Key Stage 2
Welsh second language	Satisfactory	Satisfactory
English	Very good	Very good
Mathematics	Very good	Very good
Science	Good	Good
Design and technology	Unsatisfactory	Unsatisfactory
Information technology	Good	Good
History	Good	Good
Geography	No judgment	Good
Art	Good	Good
Music	No judgment	Good
Physical education	No judgment	Good overall with very good standards in gymnastics and games

- In 2003 in Key Stage 1 (KS1), only nine pupils were assessed by teachers at the end of Y2 and thus no comparisons can be made with national or local results because the number of candidates entered was not statistically viable. However, the school's KS1 results have improved significantly since the last inspection.
- In the Key Stage 2 (KS2) National Curriculum (NC) test results in 2003, pupils' achievements in attaining NC Level 4 or higher, were above national results in English by 20 per cent, in mathematics by 27 per cent and in science by 14 per cent.
- The proportion of pupils who achieved the higher NC Level 5 was above national averages in English by 37 per cent, in mathematics by 39 per cent, and in science by four per cent. The results achieved by girls have been higher than those of boys.

- The school's KS2 results for pupils who gained at least NC Level 4 in all three core subjects were above county averages in 2003 and have improved significantly since the last inspection.
- The school's results in KS2 compare well with similar schools. The 2003 results were in the top 25 per cent for English, mathematics and science.
- Pupils with special educational needs (SEN) in KS1 and KS2 achieve good standards, and make good progress, relative to their ages and abilities.
- Standards for pupils with English as an additional language (EAL) are good.
- Pupils' standards of achievement in the use of key skills across the curriculum are good in listening, speaking, reading and writing.
- Standards in the use of numeracy within other subjects are satisfactory.
- Standards in the use of information and communications technology (ICT) within other subjects are satisfactory.
- There is no whole school strategy to foster the development or monitor the teaching of key skills across the curriculum.

### **The spiritual, moral, social and cultural development of pupils**

- The provision for pupils' spiritual, moral and social development is good, and for cultural development is satisfactory. The overall quality of assemblies and acts of collective worship is good. Pupils' responses to the school's provision for spiritual, moral, social and cultural development are good.

### **Pupils' behaviour and attitudes to learning**

- Overall, pupils' behaviour is very good. They have positive attitudes to their work, and co-operate well with staff and their fellow pupils. They settle quickly to tasks and sustain concentration.
- Procedures to encourage good behaviour are effective but in KS2 rely rather too heavily on sanctions, which are, at times, educationally unproductive.
- Attendance rates are good and instances of unauthorised absence are minimal. Pupils are punctual and lessons start promptly. The school complies with the requirements of the Welsh Assembly Government in relation to attendance.

### **The quality of education provided**

- The quality of teaching is good. It was good or better in 86 per cent of lessons. Teaching was very good in 23 per cent, good in 63 per cent, and satisfactory in 14 per cent of lessons observed. The school has improved the quality of teaching since the 1997 inspection, when only 45 per cent was good or better.

- Teachers have high expectations of pupils in lessons, use a good range of techniques, plan well, and make effective use of resources. They are supported well in their work by the office administrator and the NNEB-trained Nursery nurse, both of whom provide good, extra specialist support.
- Teachers demonstrate a good knowledge and understanding of the subjects they teach. Lessons in music and information technology are taught by members of staff who have developed specialisms. The headteacher leads by example by teaching to a high standard for half of each week.
- Teachers do not give sufficient opportunities to help pupils make and follow through their own decisions in learning. In many lessons, pupils are only allowed to learn in the way prescribed by the teacher. Also, teachers do not use Welsh incidentally to a sufficient degree to help pupils improve their understanding.
- The quality of assessment is good, being precise, thorough and well-informed. The extent to which assessment is used to promote higher standards is good. The arrangements for assessing and recording pupils' achievements are good.
- The reports issued to parents are good. The extent to which the school analyses assessment data about English, mathematics and science in order to improve pupils' performance is good.
- The quality of the curriculum for pupils in KS1 and KS2 is satisfactory. The school's curriculum meets the requirements of the NC. The quality of planning for the teaching of key skills is satisfactory.
- The school manages satisfactorily the amount of time spent teaching each subject. However, pupils, for example in Year 6 (Y6), do not get an appropriately balanced amount of time on some of the foundation subjects, spending too much time on English, mathematics and science.
- Pupils study design and technology (DT) in a DT week in the summer term and for a short time in the Autumn term. Discussions with pupils showed that their knowledge and understanding of this subject was limited and that their experience of it each year is insufficient to improve standards.
- The arrangements for personal and social education in KS1 and KS2 are in the early stages of development. The school has an appropriate policy for ensuring equal opportunities and a detailed policy for personal and social education (PSE) is also in place. This policy follows closely the guidance provided in the Qualifications, Curriculum and Assessment Authority for Wales' framework for the teaching of PSE.
- There is no separate policy to promote racial equality and pupils' understanding of the United Kingdom's mixed cultural heritage. Pupils had a limited awareness of this heritage.
- Planning for the Welsh Dimension is satisfactory. Through work in classes, as well as by the many visits they make, pupils gain some understanding of the culture and heritage of Wales. They have a limited knowledge of Wales as a bilingual country.

- There are clear policies and schemes of work for all subjects. Some, such as those for English, mathematics and physical education, are very good. Others, such as for learning for children aged under five, are good. Other schemes of work are satisfactory.
- The school's provision for extra-curricular activities is good. Teachers and other adults run a range of extra-curricular clubs for pupils to improve their skills.
- Pupils' learning is enriched by a wide range of visits within the locality and further afield, including residential visits to field studies centres. Teachers organise interesting visits by a range of specialists to the school. These experiences enrich the curriculum, benefit pupils' learning and help raise standards.
- The quality of personal and educational guidance is satisfactory. The procedures for promoting pupils' health and safety are also satisfactory.
- The school has adopted the policy of the local education authority (LEA) to guide practice in health and safety issues.
- Most pupils have equal access to the whole curriculum and there is a separate policy to promote equality of opportunity. However, pupils with SEN in Y5 and Y6 are prevented from studying Welsh because they are withdrawn for extra English lessons. This is an inequality of opportunity which has resulted in pupils with SEN having poor standards in Welsh.
- Overall, good provision is made for pupils with SEN in mainstream classes as well as in withdrawal groups.

### **The partnership with parents and the community and the school's links with industry**

- The school keeps parents well-informed about its life and work. Parents make a satisfactory contribution to school life and the standards pupils achieve. The dramatic and musical productions in the autumn term are well-attended and parents speak highly of their quality. A small number of parents help in classrooms.
- Most parents are very supportive of the school's work, and one parent, in the pre-inspection meeting with inspectors, spoke of a "Rolls Royce of a school". However, a significant minority voiced concerns in the meeting for parents with inspectors, in the completed inspection questionnaires, and in communications with the inspection team. These concerns were about discipline, which is either applied too firmly or is too severe, coupled with an unwillingness to address parents' suggestions or complaints.
- Inspection evidence confirmed that the school has a good relationship with a majority of parents but also has difficulties in its relationship with a minority.
- The quality of liaison arrangements with other schools and institutions is good. The school places particular importance on its partnership with other schools and the local community and works hard to build good relationships, for instance with the Maelor High School.

- There is a very good partnership with teacher training institutions, which benefits pupils and trainee teachers.
- The school has drawn up a home/school agreement which it distributes to parents annually, and all parents return this.
- The quality of the school's partnership with industry is underdeveloped.

### **The management and efficiency of the school**

- The quality of self-evaluation and planning for improvement is satisfactory. The school has identified its priorities and targets which provide appropriate challenges for improvement.
- The school monitors progress made towards achieving each target. The school development plan (SDP) is a thorough and well-organised tool for school improvement. However, the SDP is not shared enough in its authorship by all those with a stake in the school.
- The school does not take sufficient account of all the views of parents, pupils, staff, employers and representatives of the local community relating to school improvement.
- The overall quality of leadership is good. Management systems are effective.
- The headteacher provides good leadership and management in the running of this village school and teaches Y3 and Y4 pupils for half the week. She is ably supported by the deputy headteacher.
- Governors provide good leadership, working with the headteacher and her colleagues to identify, monitor and evaluate the school's strengths and areas for further development.
- The quality of subject leadership is good. Co-ordinators have monitored standards in their subjects, and schemes of work are reviewed and updated in a planned cycle of improvement. There is, however, no monitoring of teaching by co-ordinators.
- Financial management is good. The school's routine administration and organisation are very effective and efficient and the statutory requirements and guidelines of the Welsh Assembly Government are complied with.
- The quality of staffing is good. There are a sufficient number of well-qualified and experienced teachers and assistants, who work industriously as a team.
- Teachers are helped to develop professionally with a planned programme of INSET. Support staff make a good contribution to the quality of school life.
- The adequacy of the accommodation for the number of pupils on roll is good. The school has benefited from a new extension which has provided bright, new classrooms for children aged under five and pupils in KS1, and for activities in the new hall.
- The indoor and outdoor accommodation for children aged under five is very good.

- Overall, indoor and outdoor accommodation is clean and well cared for. There are some good displays of pupils' work in classrooms and corridors.
- Overall, the school's outdoor areas are spacious with plenty of room for competitive games. However, the playground is small for the number of children on roll and lacks quiet areas or resources for educational play. The Parent Teachers' Association has raised funds to purchase extra outdoor play equipment and intends to improve the playground in the near future.
- The quality and range of learning resources are satisfactory. Teachers use good resources for learning in their lessons in a well-planned way.
- The new computer equipment is effective in providing teachers and learners with extra opportunities to use ICT in other subjects or to use the resources available on the Internet.
- However, there are serious shortfalls in library resources, particularly in KS2. There are not enough books for Welsh, science, history, geography, design and technology and personal and social education (PSE).

**The effectiveness with which the issues identified in the previous inspection have been addressed**

- Overall, satisfactory progress has been made in addressing the issues raised in the last inspection.
- Provision for children aged under five has improved and is now good.
- The overall quality of assessment, recording and reporting has also been improved and is now good.
- The need for pupils to develop their capabilities as independent learners was a key issue arising from the last inspection. Some progress has been made but there is scope for much more to be done.
- Standards remain unsatisfactory in design and technology. The opportunities for pupils to conduct independent research are fewer than they should be.
- Standards in English, mathematics and science are at least good and have been so for some years and the accommodation has been significantly improved.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Overall standards of achievement were good. Standards were very good in 18 per cent, good in 74 per cent, and satisfactory in eight per cent of pupils' work seen.

- The school's initial assessments show that the standards of many children on joining the school are above average when compared with the attainments of children in other schools in the county.
- They make good progress and standards for children aged under five at Nursery and Reception Stages are good in their personal and social development, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.
- In 2003, only nine pupils were assessed by teachers at the end of Y2 and thus no comparisons can be made with national or local results because the number of candidates entered was not statistically viable. However, the school's KS1 results have improved significantly since the last inspection.
- In the KS2 NC test results in 2003, pupils' achievements in attaining NC Level 4 or higher, were above national results in English by 20 per cent, in mathematics by 27 per cent and in science by 14 per cent.
- The proportion of pupils who achieved the higher NC Level 5 was above national averages in English by 37 per cent, in mathematics by 39 per cent, and in science by four per cent. The results achieved by girls have been higher than those of boys.
- The school's KS2 results for pupils who gained at least NC Level 4 in all three core subjects were above county averages in 2003 and have improved significantly since the last inspection.
- The school's results in KS2 compare well with similar schools. The 2003 results were in the top 25 per cent for English, mathematics and science.
- Standards of achievement in English and mathematics are very good in KS1 and KS2.
- Standards of achievement in science, art, information technology and history are good in KS1 and KS2.
- Standards of achievement are good in geography, music and physical education in KS2.
- Standards of achievement in Welsh are satisfactory in KS1 and KS2.
- Standards of achievement in design and technology are unsatisfactory in KS1 and KS2.
- Pupils with special educational needs (SEN) in KS1 and KS2 achieve good standards, and make good progress, relative to their ages and abilities. Pupils with physical disabilities make good progress.
- Pupils with English as an additional language achieve good standards and make good progress.
- Pupils, who are more able, achieve high standards, for example, in mathematics and music.

### **3.2 Standards achieved in key skills across the curriculum**

Pupils' standards of achievement in the use of key skills across the curriculum are good in listening, speaking, reading, and writing. Standards in numeracy are satisfactory in that although there is some use of numeracy skills in other subjects, it is insufficient. Standards in the use of information and communications technology (ICT) are satisfactory but pupils have insufficient opportunities to practise their ICT skills in the full range of subjects. There is no whole school strategy to foster the development of or monitor the teaching of key skills across the curriculum.

- The progress made by children aged under five in the application of their developing skills in early literacy is good in the six areas of learning.
- In KS1 and KS2, pupils listen very attentively to their teachers. They follow instructions accurately, asking perceptive and relevant questions. Pupils answer with confidence and express themselves eloquently. They communicate politely and respectfully with peers, staff and visitors alike. However, opportunities for the pupils to share and explore their views are underdeveloped. The times teachers allow for pupils to discuss and debate issues important to them and their individual personal and social development are too few.
- Reading standards are good in KS1 and KS2. Pupils in KS1 use the information at the back of a book to give them a 'taste' of the story. Pupils in both key stages read with good expression and demonstrate a sound understanding of the story content. The more able pupils in KS2 make inferences and deductions. Most predict accurately and justify their opinions articulately. Pupils in KS2 carry out some historical research.
- The quality of handwriting, in both KS1 and KS2, is neat and well formed. Pupils in upper KS2 are developing a mature and personal style of handwriting with the correct joins and accurate letter formation. Pupils in KS1 and KS2 write in a wide range of genres. These include writing about methods of basket-making in Queta, persuasive leaflets advertising Botswana, comprehensions, imaginative narratives, cloze procedures, comparative statements for science investigations, sports reports, comments for the 'gossip box' and book reviews.
- In general, pupils in KS1 and KS2 make satisfactory use of their numeracy skills across the curriculum, and show a developing agility in mental mathematics. Pupils in upper KS2 apply their knowledge of mathematical vocabulary to describe symmetrical routines in PE.
- Pupils use their ICT skills to support and enhance work across the curriculum satisfactorily. In lower KS2, pupils have the opportunity to use a fact file to reinforce their work on milk and permanent teeth.
- Pupils' skills in presenting and analysing data in databases and spreadsheets for mathematics, science, geography and history are underdeveloped. Pupils in KS1 and KS2 use computers confidently in the computer suite. However, too few pupils use computers in class or apply their ICT skills in an integrated manner across the curriculum.

- Relative to their age and ability, pupils with SEN make good progress in applying their speaking, listening, reading and writing skills and satisfactory progress in applying their numeracy and ICT skills across the curriculum. Pupils with English as an additional language make good progress.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual and moral development is very good. The provision for pupils' social development is good and for their cultural development is satisfactory.

- Whole school and key stage assemblies contribute to pupils' development as thoughtful, caring and considerate members of their community.
- Pupils' spiritual development is enhanced by whole school assemblies. These comply with the statutory requirements for providing a daily act of worship. Staff and pupils celebrate achievements, have time for reflection and take an active role in assemblies.
- The school maintains close links with the church. Pupils and their families attend Harvest, Christmas and family services to share in acts of worship, and the vicar leads the whole school assemblies every fortnight.
- Teachers provide clear guidance and good role models. They set high academic and moral standards for the pupils. Pupil monitors are chosen by the staff to help in a range of tasks, from patrolling the corridors, to helping to sell toast at break times. They also give out and receive hymn books and help look after the under fives at break times.
- Teachers provide regular opportunities in the curriculum and in daily life for pupils to acquire academic, spiritual, moral and social knowledge and gain insight into the values and beliefs of others.
- Pupils show a capacity to discuss and reflect on their experiences. However, opportunities to develop and value pupils' opinions, and give them a voice in school improvement, are limited.
- An appropriate scheme of work for Personal and Social Education has recently been introduced, but pupils have few formal opportunities for discussion and debate to enhance their moral and social development.
- The school has a policy for equal opportunities, but there is no separate policy for racial equality.
- Pupils willingly carry out many tasks that contribute to the smooth day-to-day running of the school, for example, collecting dinner orders, ringing the bell, and clearing away tables after lunch. Elected house captains lead teams in sports competitions. Pupils follow instructions with alacrity.

- The school's considerable success in sports such as football, netball, rugby and rounders shows that pupils co-operate effectively in teams.
- An extra-curricular French club enables those pupils who attend to gain a basic knowledge of the language. Pupils visited a Hindu dance festival, celebrated the Chinese New Year, and are increasingly aware that there are different cultures in the world.
- Reading scheme books reflect some of the diversity of life in modern Britain. The library has too few modern fiction or factual books to extend pupils' understanding of multi-racial Britain or of other cultures.
- Teachers promote Y Cwricwlwm Cymreig satisfactorily. Pupils visit Glan Llyn annually and are helped to develop their use of Welsh there. They also take part in Eisteddfodau, although these are only held every other year. Local poets, actors and artists contribute to the pupils' knowledge and appreciation of the culture and heritage of Wales. However, opportunities to promote the use of incidental Welsh are underdeveloped.

## **4.2 Behaviour and attitudes**

Pupils behave very well. Their attitudes to learning are very good. Standards of behaviour have been sustained since the last inspection. However, the procedures to promote pupils' good behaviour in KS2 rely too much upon sanctions.

- Pupils conform to school rules and to teachers' expectations. They come to school very eager to learn.
- In the meeting with inspectors, most parents praised standards of behaviour in the school and inspection findings confirmed their views.
- Pupils work hard and concentrate well during lessons. Often, pupils take a real interest in their tasks. Children aged under five show delight in discoveries, for example, in the patterns made by oily paint when added to water. Even when older pupils are not engrossed in the subject matter, they work diligently because teachers expect it of them.
- Pupils are polite and friendly. By Y6, pupils express their opinions clearly and diplomatically.
- Pupils' co-operative behaviour contributes well to the good standards of work that they attain by Y6, especially in the core subjects of English, mathematics and science.
- A significant minority of parents expressed concern in writing and in discussion with inspectors about the strictness with which school discipline was exerted.
- In discussions with inspectors, pupils said that they felt the school was very strict and reported that punishments included being made to stand against the wall for a sustained time and being given "lines" to write out. During observations of lessons in KS2, at times, pupils' responses were anxious and stilted. At other times, they responded with great alacrity to teachers' instructions.

- The need for pupils to develop their capabilities as independent learners was a key issue arising from the last inspection. The school still gives pupils insufficient opportunities to consider problems and propose solutions, in subjects such as science, music and design technology, in order that they become effective and independent learners.
- Pupils rarely attempt to bully others in school, and staff succeed in maintaining a highly disciplined community.
- Procedures to combat and record instances of racism are not explicit enough.

### **4.3 Attendance**

Attendance rates are good. Pupils are punctual at the start of morning and afternoon sessions.

- Attendance exceeded 95 per cent in every term in 2003, and in the summer term averaged over 97 per cent. The good attendance rates noted in the last inspection have been maintained.
- The amount of unauthorised absence is negligible.
- Pupils in KS1 and KS2 arrive punctually at school
- Registers are marked at appropriate times. The school complies with the attendance requirements set out in the Welsh Assembly Government Circular 3/99, *Pupil Support and Social Inclusion*.
- The headteacher has established procedures to encourage good attendance and punctuality, to ensure that absence is adequately explained, and to follow up situations when necessary.
- The school's partnership with the Education Welfare Officer (EWO) is productive. Meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates.
- The school has set no formal targets for the improvement of rates of attendance but works diligently to improve attendance rates even further. The school frequently promotes the value of good attendance and punctuality to pupils and parents.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The overall quality of teaching is good. It was good or better in 86 per cent of lessons observed. Teaching was very good in 23 per cent, good in 63 per cent, and satisfactory in 14 per cent of lessons observed. The school has improved the quality of teaching since the 1997 inspection, when only 45 per cent was good or better.

## **Good features**

- Teachers have high expectations of pupils in lessons, use a good range of techniques, plan well, and make effective use of resources. They are supported well in their work by the office administrator and the NNEB-trained Nursery nurse, both of whom provide extra specialist teaching.
- Teachers demonstrate a good knowledge and understanding of the subjects they teach, for instance in Welsh lessons in lower KS2. Lessons in music and information technology are taught by members of staff who have developed in-depth specialisms. The headteacher leads by example by teaching to a high standard.
- Teachers plan effectively for the development of pupils' skills, knowledge and understanding in most subjects.
- Teachers make clear what they expect of pupils in terms of achievement and behaviour. They award good work with a range of stickers and house points.
- Teachers use a good range of organisational strategies. They provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. They also use a good mix of teaching techniques and well-prepared resources to enliven their lessons.
- Teachers match work well to pupils' abilities. They also make good provision for pupils with special educational needs.
- Teachers provide pupils with exemplars of the standard of work expected of them. Pieces of work are read aloud to the whole class and pupils focus upon various good features.

## **Shortcomings**

- Teachers do not give sufficient opportunities to help pupils make and follow through their own decisions in learning. In many lessons, pupils are only allowed to learn in the way prescribed by the teacher.
- Learners are held back from making their own discoveries, in subjects such as history and science, by the lack of suitable research books in the KS2 library.
- In general, teachers' use of incidental Welsh is insufficient to promote the language well.
- Teachers do not plan effectively for the development of pupils' skills, knowledge and understanding in design and technology.

## **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- The school has a comprehensive policy for assessment, recording and reporting.
- Initial assessments are completed on children's entry to the Nursery and again within the first seven weeks of term, when parents are invited in to the Early Years Unit to talk

about the findings. Initial assessments can identify and reinforce early concerns relating to a new pupil. Children's observational drawings of people, objects and instruments are dated and included with each child's portfolio.

- A detailed assessment and reporting document in the SDP clearly informs staff of the frequency and details of the assessment procedure from early years to Y6.
- Termly teacher assessments are carried out in KS1 in topic work, English, mathematics and religious education, as well as in annual standardised assessments which inform future planning and the monitoring of pupils' progress from KS1 to KS2. However, teachers' predictions of the percentage of pupils who might attain NC Level 5 in KS2 in 2003 were well below pupils' actual results in all three core subjects.
- Target setting summaries for KS1 and KS2 show pupils' results and the new school targets for 2004, 2005 and 2006. These are subsequently discussed with the school governors.
- The results of the NC assessments are analysed and compared with national and county results. Trends in pupils' performances over time and by gender are monitored and reported and pupils' achievements are compared to their predicted achievements.
- Pupils' individual performances in the core subjects are monitored from KS1 to KS2.
- In KS2, an assessment week takes place at the end of each term involving a range of standardised tests and teacher assessments in core and foundation subjects. The results are used to set individual targets for pupils and record predictions for KS2 national tests.
- Teachers plan briefly for the week and evaluate what they have accomplished in more detail after lessons have been taught. This information informs future planning and targets for improvement.
- In KS1, English work is assessed against NC Levels and added to pupils' general assessment information to inform KS2 teachers. The pupils' records of achievement contain samples of work, assessment materials and copies of pupil reports.
- Self assessment and individual target setting by pupils, teacher and parents in Y6 enable pupils to identify areas for improvement in social, academic and personal areas. Pupils in Y3, Y4, and Y5 identify one area in either English or mathematics to target for improvement.
- Pupils' work is marked regularly. Often, the teachers' comments reflect the pupils' progress, relate to the lesson objectives and provide advice and positive evaluations.
- Parents of Nursery and Reception children value the opportunities to discuss the findings of the baseline assessments in October. Arrangements for reporting to parents are also good in KS1 and KS2. Parents are invited to talk about their children's progress at a parents' evening in February and again after they have received their child's report in the latter half of the summer term.

- Initial assessments of pupils with SEN provide valuable information for early identification and intervention. Teachers use assessment procedures effectively to monitor the progress of pupils with SEN.
- Pupils with EAL are assessed in a timely and accurate way and their needs are met more closely as a result.
- Annual reports to parents conform to statutory requirements. They give a detailed picture of pupils' achievements, and a grade for effort and achievement in the core subjects. They include advice for improving work. Parents are asked to comment on the annual reports and invited to discuss their responses.

### **5.3 Curriculum**

The quality of the curriculum for pupils in KS1 and KS2 is satisfactory, in that teachers ensure that pupils build up their knowledge step by step through each year. However, some subjects, such as English and mathematics, are taught for too much time, at the expense of other foundation subjects. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning.

- Many pupils gain enjoyment from their studies. The school's curriculum meets the requirements of the NC. Teachers ensure that pupils have equality of opportunity to learn.
- There are clear policies and schemes of work for all subjects. Some schemes, such as those for English, mathematics and physical education, are of high quality.
- Most lessons are planned well with work which helps pupils develop the skills they need at that time as well as in later life.
- Children aged under five are provided with an exciting and well-planned curriculum which enables them to achieve well.
- The quality of planning for the teaching of key skills is satisfactory. Teachers use many opportunities to promote good standards in the key skills of literacy, but less so for numeracy and ICT.
- The school manages the amount of time spent on teaching the KS1 and KS2 curriculum each week but pupils, for example in Y6, do not get an appropriately balanced amount of time on each subject.
- Pupils study design and technology (DT) in a DT week in the summer term. Discussions with Y6 showed that their knowledge and understanding of this subject was limited and that one week's experience each year is insufficient to improve it.
- Pupils with SEN in Y5 and Y6 are prevented from studying Welsh because they are withdrawn for extra English lessons. This is an inequality of opportunity which has resulted in pupils with SEN having poor standards in Welsh.

- The arrangements for pupils' personal and social education (PSE), including health and sex education, in KS1 and KS2 are in the early stages of development. The school is following the guidance provided by the Qualifications, Curriculum and Assessment Authority for Wales' framework for PSE.
- The school's provision for extra-curricular activities is very good. Teachers and other adults run very good extra-curricular clubs for pupils to improve their skills in drama, short tennis, athletics, rugby football, association football, netball, outdoor adventure activities, an infant activity club, and choral and instrumental music.
- School teams do well in competitive games, including football, tennis, athletics, rounders and rugby, at county and regional levels.
- Pupils' learning is enriched by a broad range of visits within the locality and further afield. These include visits to places of educational interest, such as the Sun Centre at Rhyl and the Victorian mansion at Erddig Hall.
- These visits not only enhance and extend pupils' learning about history, but also reinforce Y Cwricwlwm Cymreig. The Welsh Dimension, generally, is promoted satisfactorily in subjects such as art, music, history and geography.
- A wide range of visitors come to the school, including governors, Welsh artists such as David Bell, and musicians such as the Keystings Ensemble. The vicar, who is also a governor, comes into school often and conducts services during school assemblies with sensitivity.
- The curriculum is modified for pupils with SEN following consultation with parents. The governing body has a sub committee for curriculum issues. Each subject is reviewed on a biennial cycle.
- The school has an appropriate policy for ensuring equal opportunities and a detailed policy for PSE is also in place. There is, however, no separate policy to promote racial equality and pupils' understanding of the United Kingdom's multi-cultural heritage. Pupils have a very limited awareness of this heritage.
- The school ensures that pupils are well prepared for the transition from KS2 to KS3. Y6 pupils have a series of visits to the receiving Maelor High School, which include DT and science workshops. Y5 and Y6 pupils have a transition evening in the autumn term. Also teachers from the Maelor High School visit Madras Primary School in the summer term.
- Teachers organise interesting visits by a range of specialists to the school. For example, many classes have benefited from visits from local historians and storytellers.
- Teachers make good use of homework to extend learning opportunities. Pupils get more homework to reinforce learning as they grow older. Pupils who are gifted or talented are catered for well.
- Teachers promote environmental and global issues and increase pupils' awareness of how to plan for sustainable development in the future satisfactorily.

## 5.4 Support, guidance and pupils' welfare

Provision for pupils' personal and educational guidance is good. Procedures for ensuring the well-being, health and safety of pupils are satisfactory.

- The Early Years outdoor accommodation and the KS1 and KS2 playground provide safe and secure areas for playtimes. New parents are provided with good information and helpful suggestions. KS2 pupils help sensitively to ensure the Nursery and Reception children have safe access to toilets during break times.
- Teachers have a detailed knowledge of the pupils and provide a supportive atmosphere. They effectively monitor and support the academic progress of the pupils. However, at times, the strongly disciplinarian approach inhibits some of the less able children from expressing their views.
- The school places emphasis upon many aspects of the personal and social education (PSE) of the pupils, in line with the guidance provided by the Qualifications, Curriculum and Assessment Authority for Wales in its framework for PSE. However, the provision for pupils' emotional development is insufficient. The provision for pupils to develop their self-awareness, self-respect and self-esteem is also underdeveloped. Circle time sessions are planned for but are underdeveloped.
- Y6 pupils identify their areas of personal, social and academic strengths and weakness. With the aid of their teacher and parents, they set themselves detailed targets for improvement. Pupils, from Y3 to Y6, identify a target for improvement in either English or mathematics which they address with the aid of their teacher.
- The supervision of pupils at the beginning and end of the day and during break and lunchtimes is good. Pupils enter and leave their classes in a very calm, controlled, silent and orderly fashion. At playtimes, when the bell rings once, all pupils immediately stop playing; when it rings again, they line up in their class lines, and silently walk back into the school.
- Staff are kept well up-to-date with child protection issues.
- The school building is secure, clean and tidy. Pupils have plenty of space inside, especially those in the Early Years unit, but the playground is small and has insufficient play equipment. KS2 pupils are nervous of 'crossing the line' to the KS1 area, even to help a child who has fallen over.
- Pupils with medical needs are catered for satisfactorily. The school's accommodation meets the needs of pupils with physical disabilities.
- There are few formal procedures in place to document incidents, such as accidents in the playground. Accidents are recorded but it is not always clear what ensuing action has been taken.
- Appropriate health and safety policies are in place.

- When the school seeks specialist, external support for a pupil, sometimes there is a long wait that impedes progress.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with special educational needs is good. Pupils with SEN achieve good standards and make good progress, relative to their ages and abilities.

- Approximately 13 per cent of pupils on roll are identified as having SEN. Eight pupils are on the SEN register at School Action Stage of the new SEN Code of Practice for Wales. Two are on the SEN register at School Action Plus Stage, and two pupils have formal statements of SEN. The school has not identified any pupils on their register as of ‘school concern’.
- The SEN policy and provision comply with the current SEN Code of Practice for Wales.
- The SEN register has detailed records of each child’s targets, and their progress is recorded weekly.
- Pupils’ individual educational plans (IEPs) are of good quality overall. They set appropriate targets, guide teaching strategies and are well matched to pupils’ individual learning needs. They are reviewed regularly, usually three times a year. Parents are invited to attend meetings to discuss pupil progress and to make parental contributions to IEPs.
- Pupils with SEN from KS1 and KS2 are withdrawn in two groups for a session with the SEN teacher for one hour per week. The pupils from Y5 and Y6 are withdrawn from Welsh lessons for extra English sessions. As a result, they make poor progress in learning Welsh.
- Work for pupils with SEN is differentiated according to their ability, and the pupils are eager to apply themselves to the tasks. Pupils with SEN make steady progress, but teachers rely too much on mechanical exercises in worksheets.
- Throughout the school, teachers’ attitudes to pupils with SEN are inclusive. Pupils with SEN are fully integrated in their classes without additional support. These pupils have full access to the curriculum, with the exception of the lack of Welsh for Y5 and Y6 pupils. Any additional support required is provided by class teachers and peers. One pupil in KS1, with physical disabilities, has full time support of a sympathetic and sensitive nature.
- Good strategies for pupils with behavioural difficulties are effectively implemented.

## **5.6. Partnership with parents and community, schools and other institutions**

Overall, the school’s partnership with parents is satisfactory. The partnership with the community is good.

- The school provides good quality information for parents, including the annual reports on their children’s progress, and informative newsletters.

- The school website is a helpful source of information. The prospectus and the governors' annual report to parents are clearly set out but do not fully meet Welsh Assembly Government requirements.
- Parents are informed about school events but, occasionally, invitations arrive too late for them to make arrangements to attend.
- Although most parents are supportive of the school's work, a significant minority expressed concerns in the meeting for parents with inspectors, in the inspection questionnaires, and in communications with the inspection team. These concerns were about discipline, which is either applied too firmly or too severe, and an unwillingness to address parents' suggestions or complaints. Inspection evidence confirmed that the school has a good relationship with a majority of parents but also has difficulties in its relationship with a significant minority.
- The pre-inspection parents' questionnaire, to which there was a very good response, indicated unusually high disagreement, 27 per cent, with the statement "The school gives me a clear understanding of what is taught." In addition, 25 per cent of parents who responded disagreed with the statement "I would find it easy to approach the school with questions or problems to do with my child(ren)."
- The inspection found that there is satisfactory curriculum information for parents of children aged under five and in KS1, but not enough for parents of KS2 pupils. The school does not seek parents' views in a systematic way.
- Parents co-operate with the school by ensuring their children attend regularly, by signing nightly reading records, and by completing home-school agreements.
- A small number of parents help in classrooms. The parent teacher association raised £1,900 in 2002-03 and is purchasing outdoor play equipment.
- The numerous community links make a good contribution to pupils' personal development and their educational progress. Close links with the Church in Wales help support pupils' spiritual and moral awareness.
- Visits from the school nurse and the police increase pupils' knowledge of health, crime prevention and road safety issues. Coaches from organisations, such as Wrexham Football Club, add considerably to pupils' sporting prowess.
- The wider community is welcomed into school for special events. The Women's Institute uses the school hall. An after-school club in the school grounds caters well for pupils whose parents are at work.
- Links are good with schools to which pupils transfer. Madras pupils visit the nearby Maelor High School for swimming and athletics, and take part in design and technology sessions annually.

- Transition arrangements for Y6 pupils are well-established. Senior staff from two other secondary schools visit Y6 to provide information and to meet their prospective new pupils.
- There is a very good partnership with teacher training institutions, which benefits pupils and trainee teachers.
- Reports to parents, the prospectus and governors' annual report have been improved since the last inspection. Links with the Church and with the nearby secondary school remain strong.

## **5.7 Partnership with industry**

The school's partnership with industry is just satisfactory but there is much scope for development.

- There is a policy for industry links but it is brief and lacks detail.
- A member of staff benefited from a course at a leading supermarket, arranged by Careers Wales. Pupils subsequently visited the supermarket to learn about food distribution.
- Pupils have visited a fire station and a library, and have gained insights into the work that people do there.
- Links with industry and commerce do not have a major impact on pupils' achievements. There has been limited progress since the last inspection.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement is satisfactory.

- The self-evaluation statement is detailed and closely follows the guidance of the LEA for quality development.
- Good procedures are in place for teacher initiated and nationally based assessments. The results of these assessments inform future planning. Teachers use initial assessments to identify individual children's educational needs. They use monitoring sheets to chart pupils' progress from the end of KS1 through KS2, and include predictions for the results of national tests. These are discussed regularly with governors.
- Results achieved in KS1 and KS2 are analysed and compared with national and county results. Trends in pupils' performance over time and by gender are monitored, and pupils' attainments are compared to their predicted achievements.
- Pupils' individual performances in English, mathematics and science are monitored closely.

- The headteacher, curriculum co-ordinators and governors identify and prioritise targets for action in the School Development Plan. This includes time scales, costings and some details of staff involvement.
- The school achieved accreditation from Investors in People in summer 2003 and has just been awarded the Basic Skills Agency Quality Mark in March 2004.
- Subject co-ordinators have effectively developed their advisory roles, but do not monitor teaching and learning in their subjects in classrooms.
- The headteacher monitors teachers' evaluations of their teaching, and keeps abreast of pupils' learning and progress by sampling a selection of their work. Due to time constraints, the head teacher does not formally record her observations of the teaching staff.
- Inservice training (INSET) is well-planned, monitored regularly, recorded and evaluated by staff, evidence of which appears in their professional development folders.
- Teachers share the knowledge gained from INSET courses with their colleagues at staff and Key stage meetings. The headteacher and staff are supported well by the governors who contribute to the evaluation of strengths and the identification of strategies to overcome shortcomings.
- However, the school does not take sufficient account of the views of parents, pupils, staff, employers and representatives of the local community relating to school improvement. No audits have been taken of parents' or pupils' views about school improvement.

## **6.2 Leadership and efficiency**

The overall quality of leadership is good. Management systems are effective and efficient.

- The present headteacher was first appointed as deputy headteacher in 1991, having taught in a wide range of schools prior to that. The headteacher was then made acting headteacher in 1995, and was appointed as headteacher in April 1996. The headteacher has also been an advisor for the Local Education Authority (LEA), and is a mentor for other headteachers.
- The headteacher provides good leadership and management in the running of this village school and teaches Y3 and Y4 pupils for half the week. She is ably supported by the deputy headteacher.
- The headteacher and her colleagues have taken the school successfully through the process to gain recognition as Investors in People. The school is a well-run organisation which seeks to improve its provision through fruitful links with a wide range of other schools and individuals.
- Governors provide good, committed leadership, working closely with the headteacher and her colleagues to identify, monitor and evaluate the school's strengths and areas for further development. The governing body is supportive of the school and some

governors, such as the vicar, are in school often to discuss progress with staff or lead assemblies.

- The quality of subject leadership is good, overall, and very good in English and mathematics.
- Subject co-ordinators have monitored the quality of provision in all subjects, and schemes of work are reviewed and updated in a planned cycle of improvement.
- A good relationship has been established with a range of other institutions, particularly the receiving Maelor High School.
- Very good arrangements are in place to work with and mentor students training to be teachers at the North East Wales Institute of Education.
- The school budget is managed well. Decisions on expenditure are closely linked to the priorities identified in the SDP.
- The school runs smoothly. Routine administration and organisation are very good. Appropriate systems are in place and the school secretary not only ensures that administrative routines are efficient but also assists in the teaching of information technology. He has also designed and maintained a good school website.

### **6.3 Staffing, accommodation and learning resources**

The adequacy of staff is good as is the quality of accommodation. The quality of resources for learning is satisfactory.

- The school has sufficient well-qualified and experienced teachers and support staff. They work hard as a team to provide a productive learning environment.
- Support staff work closely with the teaching staff in all aspects of school life. The classroom assistants show much expertise and commitment and ensure that their pupils get good support, especially those who are physically impaired. This has a positive effect on the progress pupils make.
- Teachers attend appropriate in-service training courses. All have attended ICT training and all have qualified as first-aiders.
- All teachers have a job description and a responsibility for a range of curricular subjects and aspects.
- The adequacy of the accommodation for the number of pupils on roll is good. The school has benefited from a new extension. This has provided bright, new classrooms for children aged under five and for KS1 pupils, as well as for activities in the hall.
- The indoor and outdoor accommodation for children aged under five is very good.
- The school's outdoor areas are very spacious with plenty of room for competitive games. The accommodation is maintained to a high standard of cleanliness.

- The internal accommodation has some good displays of pupils' work. However, the playground is very small for the number of children on roll and lacks quiet areas or resources for educational play. The Parent Teachers' Association has raised funds to purchase extra outdoor play equipment and intends to improve this area in the near future.
- The quality and range of learning resources are satisfactory. Teachers use good resources for learning in their lessons in a well-planned way.
- The new computer equipment is effective in providing teachers and learners with extra opportunities to use ICT in other subjects or to use the resources available on the Internet. However, teachers and learners in Nursery and Reception have no access to the resources of the Internet.
- A recent audit by the North East Wales Library Association revealed that there are serious shortfalls in library resources at the school, particularly in KS2. Inspection evidence confirmed that there are not enough up-to-date books for Welsh, science, history, geography, design and technology and personal and social education (PSE).

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

##### **The educational provision for children under five is good.**

The school has a spacious, purpose built Early Years Unit which was completed in 1999. This provision houses the Nursery (3-4 year olds) and Reception (4-5 year olds) classes. It offers five morning sessions to children who are admitted prior to their 4<sup>th</sup> birthday. There are currently nine children attending morning sessions in the Nursery class and 14 children attending full time in the Reception class. In the morning, the Nursery and Reception children are taught by a teacher and NNEB-trained assistant in two, ability-based groups. The Reception children are also taught by a teacher in the afternoon.

The overall quality of educational provision for children aged under five is good and successfully promotes the Desirable Outcomes for their learning.

#### **Good features**

##### **Nursery and Reception children's language, literacy and communication skills are good.**

- Nursery and Reception children listen quietly and calmly to their teacher. They concentrate well and their retention skills are good, relative to their ages. They ask and answer questions eagerly.
- Many children politely ask a range of questions. They are confident to proffer their own information and opinions, exhibiting a developing vocabulary. Many Reception children

are beginning to use more complex sentences in their collaborative imaginative play. All the children have a growing understanding of incidental Welsh phrases which they use appropriately.

- Nursery children are beginning to write their names and copy underneath. Reception children copy under or use simple word books. Most children show emerging writing skills in their letters to the zoo.
- Children understand letter and number formation through using worksheets, and develop confident pencil control through these and a range of colouring activities.
- Nursery children develop a love of books by taking home story sacks. Reception children are eager to read their books regularly with adults. Many children start in Y1 with reading ages above their chronological ages.

#### **Nursery and Reception children's mathematical development is good.**

- Most Nursery and Reception children can count to five, matching object to number, and some can count to 10. They use their counting skills when counting different parts of zoo animals' bodies.
- They are beginning to recognise and sequence numbers to 10 and most know simple 2D shapes. They enjoy joining in number action songs and rhymes to reinforce number concepts.
- Children develop their mathematical language well and comment on size, shape and colour when playing in the shop. They demonstrate an understanding of long and short when describing zoo animals.

#### **Nursery and Reception children's personal and social development is good.**

- Most Nursery and Reception children show quiet, friendly co-operation when playing individually or in groups. They are keen to help the teacher to tidy up and understand the reasons for being well behaved and maintaining a calm and orderly environment.
- They listen to each other and take turns when speaking and playing. Children appreciate each others' work and exhibit caring attitudes towards their teacher, helpers and peers. They make good progress in becoming more independent when undressing or dressing for physical education sessions.

#### **Nursery and Reception children's knowledge and understanding of the world is good.**

- Nursery and Reception children listen accurately when talking about objects which float or sink. They can make predictions relating to whether heavy and light objects will float or sink.
- A few children give extended answers and back up their opinions with reasons, while most give short or one word answers.

- All Reception children test out their predictions and record their findings by sorting objects into those that will float and those that will sink. Children's responses to open-ended questioning are good. They find out that oil and water do not mix when they make pictures using a marbling technique.

#### **Nursery and Reception children's physical development is good.**

- Children in the Nursery and Reception classes are imaginative when pretending to be teapots and trains and many can balance on one foot.
- They all show imagination in moving to music and can identify the main parts of their bodies. They develop spatial awareness by using the space provided to move around the hall without bumping into each other.
- They confidently enjoy changing the direction and level of their movements and are beginning to understand the impact of exercise on their hearts. Children develop their fine motor skills well when using scissors to cut around fish, in sand play, in water play and in activities involving play dough.

#### **Nursery and Reception children's creative development is good.**

- Nursery and Reception children confidently paint beautiful, bold pictures of zoo animals with bright colours and lots of detail.
- Nursery and Reception children make good attempts at observational drawings of people, objects and musical instruments.
- Nursery children develop good imaginative play with support and guidance from staff and helpers. They enjoy creating and exploring in the sand tray, water tray and with play dough.
- The drawings of Reception children show increasing amounts of detail and dimensional awareness.
- Reception children take delight in cutting, colouring and sticking using a range of artistic media.
- Nursery and Reception children distinguish between fast and slow pieces of music and clap along in time. They enjoy participating in action songs and rhymes, and show increasing confidence in singing hymns in school assemblies.

#### **Shortcomings**

There are no major shortcomings.

## English

Standards of achievement are very good in KS1 and KS2.

### Good features

- Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They listen very well to and enjoy stories and make very good progress over the two years.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
- Standards in reading are very good in KS1. Pupils display a very sound understanding of the characters, settings and structure of stories.
- Pupils in KS1 understand the term author. They recognise full stops, capital letters and speech marks. They can sequence events and retell a story in their own words.
- By the end of KS1, abler pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
- Standards in spelling are very good. Many have developed a good knowledge of the alphabetical order of letters.
- Pupils make very good progress in their writing during KS1, from emergent to independent writing. They write for a range of purposes and audiences and, by the end of KS1, most pupils can write a story using some of the key features of narrative. The handwriting of most is legible, neat and regular. They have written using alliteration to very good effect.
- More able KS1 pupils write quickly and at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is very good when they write in response to stimuli that have inspired them.
- Most pupils in KS2 listen very respectfully to their teachers and to others. In lessons, they concentrate for a sustained time. When answering questions, most give answers, in writing and verbally, in full sentences. They are confident in discussing their ideas and opinions with their peers.
- They make very good progress in speaking for different purposes and audiences and collaborate effectively in discussions. Most pupils use similes and metaphors to a good degree.
- Pupils in KS2 read aloud clearly and confidently to a very good standard.
- Y6 pupils ask questions about a topic they are investigating and suggest and use appropriate sources of information. They skim the pages to find the answers to their

questions and use dictionaries well to find the meaning of unfamiliar words. Most pupils read fluently and discuss plot and character with some insight.

- Pupils in Y6 have a good knowledge of authors such as Dick King-Smith, Jacqueline Wilson, J.K. Rowling and Roald Dahl. They amass a serious quantity of well-researched information about Roald Dahl's life and are preparing to write biographies of the author.
- Y6 pupils know that biographies are written in the third person, usually in the past tense, and involve facts and opinions. They also know that in chronological order means in time order.
- They are familiar with the differences between fiction and non-fiction texts. They understand terms such as contents, index and glossary and recognise that these are guides to finding information.
- Pupils in KS2 understand and use the conventions for writing letters, and many show an awareness of different degrees of formality in writing. They identify examples of alliteration in the poems they read, and suggest interesting and evocative words.
- Pupils build a very good understanding of the differences between direct and indirect speech and use connectives in compound sentences effectively. They know what instructional text is and write it well.
- Standards in writing are very good in KS2. Pupils' writing shows a very good command of the characteristics of persuasive, creative and informational writing as well as good use of punctuation. Most have written creative stories of good quality.
- The work of more-able pupils is very good, showing a very effective use of adjectives, neat sentence construction, good punctuation and the ability to develop a story. More able pupils in Y6 write using some memorable phraseology.
- Standards for pupils with English as an additional language (EAL) are good and they make good progress.
- Pupils achieve high standards in the use of ICT for writing and presentation. A majority of pupils can operate a digital encyclopaedia to obtain information.

### **Shortcomings**

There are no major shortcomings.

### **Mathematics**

Standards of achievement are very good in KS1 and KS2.

### **Good features**

- In lower KS1, pupils are aware of number families to 10, adding digits and money to 10, and subtracting from 10.

- They sequence days of the week and show an understanding of 'o'clock' with a sentence reporting what they do at that time.
- KS1 pupils measure lengths and widths with non standard measures, such as cubes, hands and pencils very effectively. They use a measuring tape to measure head, neck, waist, height and hand spans accurately. They know how to use scales to measure weight and show a very good understanding of both centimetres and kilograms.
- Pupils in upper KS1 add tens and units and subtract from 20. They can use a number line to add and subtract. They know how to double numbers and to identify pupils who are taller and shorter than them.
- Pupils in lower KS2 confidently count up and down in fives and 100s to 1000. They double numbers and know the multiplication tables for four, five and six.
- Lower KS2 pupils describe a broad range of the properties of 2D and 3D shapes using mathematically descriptive language, such as faces, vertices and sides. They recognise shapes from their descriptions and solve shape riddles. They use a Carroll diagram and tables to record the properties of triangles and quadrilaterals.
- In upper KS2, pupils can quickly calculate perimeters of regular and irregular shapes. They work out areas without showing calculations, construct tables to present findings and draw graphs to show results. They have recently begun work on volume and can calculate and present work neatly and accurately.
- Pupils show considerable dexterity in drawing symmetrical shapes and have a very good understanding of rotational symmetry.
- Upper KS2 pupils convert kilos to grams and back using decimals and fractions. They can find fractions of whole numbers, round numbers up and down to the nearest 10, 100 and 1000 and use grids to multiply and divide.
- Y6 pupils understand mean, mode, median and range and can find the lowest common denominators in work on fractions. They have successfully completed work on angles and can distinguish between perpendicular and parallel lines.
- Y6 pupils have undertaken mathematical investigations to develop problem solving skills, and find patterns which they express numerically. They explain what factors, multiples and prime numbers are.
- KS2 pupils predict and record probability work with confidence. They record their scores using tally charts which they construct accurately and neatly and present their findings as fractions.
- Two Y6 pupils, gifted in mathematics, receive challenging individual programmes of work to extend their mathematical ability. They have achieved very well in a national competition.

## **Shortcomings**

- KS1 and KS2 pupils' use of ICT to present, develop, support and enhance their work is underdeveloped.

## **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils understand various aspects of plant growth through watching watercress and hyacinth bulbs grow. They notice changes which occur when cooking and point out seasonal changes happening in the world around them.
- Pupils in KS1 convey an accurate knowledge of dental hygiene as a result of a visit to the dentist where they learned how to brush their teeth properly. They are eager to share this with the rest of their families and to communicate this information to visitors.
- They can accurately describe their faces while looking in the mirror and they can feel and locate their heartbeat. They confidently predict what may happen after exercise. They describe changes to breathing, face colour, body heat and heart rate after exercise. Some pupils explain why their heartbeat has changed.
- KS1 pupils use new descriptive vocabulary such as rapid and pale by the end of the lesson.
- Pupils in lower KS2 label pictures of themselves with increasing detail. They can label a skeleton and place bones accurately in models of skeletons. They investigate the lengths of boys' and girls' forearms, present their findings in tables, and arrive at their own conclusions.
- In work on food and movement, pupils make predictions relating to what they think is inside them. They talk about what they have eaten and understand what types of food promote health. Pupils categorise foods and understand why our bodies need food.
- Pupils in lower KS2 know specific vocabulary related to teeth. They can find, count and discuss the functions of molar, premolar, canine and incisor teeth, and place them in the correct position in a diagram of the mouth. They are also able to talk about what is inside a tooth, and draw and label a cross section of a tooth. They are encouraged to write their own definitions about milk and permanent teeth.
- Pupils in upper KS2 describe themselves in detail, relate the information to three other pupils and make comparisons between shoe size and height. They confidently present information relating to arm lengths in bar charts and graphs.
- They know how teeth decay and how to prevent this occurring. They write up their findings independently using comparative sentences. KS2 pupils know that smoking is

unhealthy and have designed posters to persuade people not to smoke. They identify harmful and safe substances.

- Pupils in upper KS2 understand what foodstuffs enable children to grow. They have conducted investigations to measure pulse rate. Many write a good, comparative sentence to express their findings.
- Upper KS2 pupils make links between pitch and vibration in work on sound. They understand that distance from light affects how clearly objects are seen and when shadows are longest during the daylight.
- In work on electricity, pupils know that it is a force and realise its uses and its dangers. They draw circuits using symbols; make predictions regarding which circuit will have the dimmest or brightest lights and conduct investigations to ascertain the truth of their predictions.

### **Shortcomings**

- In upper KS2, pupils' abilities to discuss, explore and share their findings and views are often underdeveloped.

### **Welsh second language**

Standards of achievement are satisfactory in KS1 and KS2.

#### **Good features**

- Because teachers' pronunciation of Welsh is good, they provide good role models for pupils. Pupils listen well, both to their teachers, and to each other.
- Y1 pupils recognise and read some Welsh words and phrases around the classroom. They know the colours in Welsh, and a limited range of numbers.
- Y2 pupils ask and answer simple questions, in Welsh, about whom they are and where they live. They read the words from a card fluently, with a picture as a prompt, and write the names under the appropriate picture accurately.
- Pupils read with enthusiasm and have good pronunciation.
- KS1 pupils confidently sing Welsh songs in tune and with clear pronunciation.
- Pupils use the affirmative and negative correctly.
- Pupils in lower KS2 make good progress in learning Welsh through the added assistance of a specialist, Welsh-speaking teacher for part of each week.
- Upper KS2 pupils have a good Welsh vocabulary. They read from a short story and find specific sentences as directed by their teacher.

- Y6 pupils ask and answer simple and compound sentences in Welsh. They have started to learn the past tense and can use verbs ending in *aeth* and *roedd*. The majority discuss their likes and dislikes in good Welsh.

### **Shortcomings**

- Pupils have limited skills in speaking Welsh in dialogues with partners without the support of the written word. Many lack confidence in role play.
- Pupils with SEN in Y5 and Y6 have poor standards in Welsh because they are withdrawn from Welsh lessons to have extra lessons in English.
- Most pupils do not make sufficient use of the Welsh language incidentally during the day.

### **Design and technology**

No design and technology lessons were taught during the inspection. Design and technology is only taught for one week in summer every year and for a short time in the Autumn term. From the evidence of previous work seen, and discussions with pupils, standards of achievement are unsatisfactory in KS1 and KS2.

### **Good features**

- Y6 pupils have designed and made lighthouses at home and entered them in an Eisteddfod competition. Those seen were of good quality.
- Pupils have had some experience in the past of food technology, for instance, in making butterfly cakes. They had also completed satisfactory evaluations of their work.
- Pupils in group projects have made large-scale papier-mâché figures and puppets, for example, based on the story of Fantastic Mr Fox. These were of a good standard.
- Pupils show enthusiasm in their writing for the musical instruments they have made.

### **Shortcomings**

- Pupils have unsatisfactory standards in design and technology because they are not taught it regularly enough to develop their understanding and skill to a good enough level. This was the case in the last inspection and it remains the same now.
- Pupils showed a very limited understanding of the differences between design and technology and art and craft.
- Pupils have made designs for Mr McGregor's garden. This work lacked depth.
- Pupils' understanding of the following aspects of design and technology is underdeveloped: the evaluation of existing products, disassembly, annotation of accurate drawings, a range of design ideas based on research, high quality finish, and experience of a range of cutting and joining techniques.

- Pupils have limited knowledge of the use of the computer to create working models as part of a design brief

## **Information technology**

Standards of achievement in information technology, when studied as a subject, are good in KS1 and KS2.

### **Good features**

- In KS1, concepts of control technology are introduced when pupils have learned how to program a robotic toy. Pupils develop their understanding of mathematics as well as ICT through learning how to control this robot.
- They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.
- Pupils in Y1 have developed pictograms from tallies they have made. They use a mouse, icons and the screen pointer well.
- They have drawn themselves using electronic imaging software, replicating images in patterns to good effect. Pupils have also developed skills in word-processing, 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 know that people communicate via the telephone or electronic mail.
- In KS2, pupils have had some experience in conducting Internet research, for example, about the life of a chosen author. Most pupils can access appropriate sites on the Internet and some have manipulated digital imagery.
- Pupils can find appropriate files on a hard disk, and can open and use them. Pupils are encouraged to use computers to support their research, for example, by using digital encyclopaedias on multimedia compact discs.
- Pupils have improved their ICT capability in their wordprocessed writing, for example, by using a range of fonts and styles of text in poetry and letters.
- Pupils use electronic mail programs effectively to send and receive information. They know how to attach documents to electronic mail and send them to specific recipients. They also can copy mail to others. They can add entries in an address book for sending electronic mail.
- They have used computers well to combine text and images.

- Pupils have made some interesting animated films in the style of Wallace and Grommet.
- Pupils have shown competence in sending electronic mail messages in Welsh, using the past tense.
- Pupils in KS2 can explain the meaning and purpose of different file commands such as edit and print.
- Pupils have written for different audiences using WordArt. They have also explored, collected and presented information and modelled effects on screen to a good standard.
- Y6 pupils have used the Internet effectively to research and gather information about the punishments for crimes in Tudor times.

### **Shortcomings**

There are no major shortcomings.

### **History**

Standards of achievement are good in KS1 and KS2

### **Good features**

- In lower KS1, pupils talk with understanding about the differences between the past and the present in their work on families. They make a vertical timeline of their lifespan and show a growing understanding of the passing of time since they were born, as measured by their accomplishments.
- Y2 pupils develop an understanding of a longer time span in the past and illustrate this with a family tree which includes their grandparents.
- Pupils sequence events and show a developing chronological awareness.
- In lower KS2, pupils locate Bersham on a map of Wales. They justify the historical reasons why Bersham was sited where it was. They note similarities and differences between their own houses and dwelling houses in the 19<sup>th</sup> Century.
- Pupils can write their own descriptions about how a blast furnace works. They describe John Wilkinson's trade tokens and design similar tokens for their school. Pupils draft a simple narrative of John Wilkinson's burial, but are not sure about how long ago he died.
- In upper KS2, pupils confidently grasp concepts relating to primary and secondary sources of work on the Tudors. They write good descriptions of Tudor monarchs using bullet points, as well as descriptive accounts of the 'Wars of the Roses', showing an understanding of cause and effect.
- Pupils sequence the main events in the life of King Henry VIII competently. They answer comprehension questions relating to Henry VIII using full and detailed sentences.

Their work is neatly executed and well presented. It is often illustrated with a range of precise and neatly coloured drawings.

- In KS2, all the pupils listen intently and many exhibit a good retention of historical information from previous lessons.
- Most pupils in upper KS2 can name a range of Tudor punishments, matching different types of punishments to Tudor crimes. They also make comparisons between Tudor and modern day punishments and occasionally voice their opinions. Pupils in upper KS2 are encouraged to find out more about this subject in their own time, and they do so conscientiously.

### **Shortcomings**

- Pupils have a limited understanding of the reasons behind the punishments of Tudor times and why they were so severe.
- Pupils' use of ICT to support, develop and enhance their work is underdeveloped.

### **Geography**

No lessons were taught during the inspection in KS1 or KS2 and no judgement can be made about standards of achievement for KS1. From the evidence of a review of pupils' work and discussions with pupils, standards of achievement are good in KS2.

### **Good features**

- Pupils' geographical and environmental understanding is extended through visits and field trips.
- Lower KS2 pupils describe daily weather patterns and use different records to show these. They put symbols on a map and understand the Beaufort scale for measuring wind speeds.
- Lower KS2 pupils realise the necessity for water and its many uses, and have described differences between hot and cold climates.
- Upper KS2 pupils can identify world oceans and continents. They recount a journey from Wrexham to Botswana using descriptive language appropriate to their ages. Pupils show comparisons between average monthly temperatures and rainfall in Queta and Cardiff.
- In terms of global citizenship, upper KS2 pupils understand what it is like to live in Queta and can identify similarities and differences between Queta and Penley. They draw geographical maps of Botswana and describe in detail how baskets are made. They produce colourful leaflets to advertise the qualities of Botswana and to encourage tourists to visit by using persuasive arguments and colourful drawings.

## **Shortcomings**

- Pupils' mapping skills are satisfactory and they make insufficient use of ICT to support their work.

## **Art**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils in KS1 confidently use a range of materials, tools and techniques, including use of ICT, to make images and artefacts. They make progress in developing the skills of drawing, painting and modelling.
- After using a variety of reference materials to investigate natural materials, pupils in KS1 develop their own ideas for collages and sketches.
- They sketch representations proportionately, colouring, gluing, painting and experimenting practically and imaginatively with various forms of decoration. They review work in progress, which is sometimes well-proportioned and lively, modifying it as their ideas develop.
- Pupils in KS2 use sketchbooks regularly to record information and develop ideas. They also use a range of techniques and materials, and create images from observation, memory and imagination.
- KS2 pupils know the difference between warm and cool colours and mix them carefully to make different shades and colour mixes. They discuss work in progress using appropriate vocabulary. They pay particular attention to line, shape and colour and ensure that their drawings are in proportion.
- Pupils, throughout the school, have gained a very good knowledge about artists working in Wales, such as David Bell and L.S. Lowry. They are learning well how to use media with different techniques to good effect. Their landscapes show sensitivity and a good sense of perspective.

## **Shortcomings**

- Pupils' skills in 3D modelling are underdeveloped.
- Pupils have a limited appreciation of the work of a wide range of world-famous artists.

## **Music**

Standards of achievement are good in KS2. No music lessons were taught in KS1 during the inspection and no overall judgment is possible.

## **Good features**

- In Infant assemblies, pupils' standards are very good in singing. They enjoy exploring ways of creating sounds with their voices and with instruments. Most are beginning to understand the difference between beat and rhythm.
- In KS2, pupils clap a steady beat in time to the music. Most of them recognise and perform changes in pitch and dynamics. They speak in rhythm with clarity. They listen carefully to instructions and this pays dividends in their ensuing performances. Their timing is good. Some have developed a musical vocabulary.
- Pupils recognise and control differences in pace and dynamics in response to the teacher's signals. They sing tunefully, with good attention to pitch and diction.
- A number of pupils appreciate and learn to play a broad range of music with the help of peripatetic music specialists.
- Pupils in KS2 sing very well in regularly-held school assemblies.

## **Shortcomings**

- Pupils do not use ICT enough in musical composition.
- Pupils' knowledge of famous composers is limited.
- Pupils have a limited understanding of how to appraise music.

## **Physical education**

No lessons were taught in KS1 during the inspection and so no judgement can be made about overall standards of achievement for KS1. In KS2, standards of achievement are very good in gymnastics and competitive games.

## **Good features**

- Pupils in KS2 apply themselves well to warm up and cool down sessions at the beginning and end of the session. All pupils listen attentively, move confidently and respond accurately to teachers' instructions.
- KS2 pupils perform a range of rolls and balances with accuracy and control. They enjoy planning, performing and evaluating sequences of rolls and balances on mats. Most pupils are confident and dextrous in executing these sequences, which they begin and end with a stance.
- Pupils in KS2 show an awareness of safety procedures when handling apparatus and conduct themselves appropriately at all times.
- Pupils dress appropriately for lessons.

- In KS2, pupils enjoy the experience of swimming and are making progress with their strokes. They take part in swimming galas and their swimming achievements fulfil the requirements of the NC.
- Pupils enhance their physical performances by involvement in extra curricular activities, including games and dance, which are well attended. Pupils do well in extra-curricular sporting competitions in the school and the wider community.

### **Shortcomings**

There are no major shortcomings.

### **Religious education**

Religious education was not inspected as it was reported on separately in a Section 23 inspection.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

Overall, satisfactory progress has been made in addressing the issues raised in the last inspection.

- Provision for children aged under five has improved and is now good.
- The overall quality of assessment, recording and reporting has also been improved and is now good.
- Standards remain unsatisfactory in design and technology.
- The opportunities for independent learning are fewer than they should be.
- Standards in English, mathematics and science are at least good and have been so for some years.
- The accommodation has been significantly improved.

### **8.2 Key issues for action**

The governors, headteacher and staff now need to:

1. raise standards of achievement further in:
  - Welsh and design and technology in KS1 and KS2;
  - the key skills of numeracy and ICT across the curriculum; and
  - in all other subjects and aspects where shortcomings are identified in this report.

2. improve all aspects of self-evaluation;
3. develop and implement a policy to promote racial equality and a better understanding of the United Kingdom's multicultural heritage;
4. ensure that all pupils, including those with SEN, are taught all the subjects of the NC for times which are in line with national recommendations;
5. develop a more positive approach to build pupils' confidence in making and following through their own decisions in learning in the classroom in KS1 and KS2; and
6. improve the opportunities for learning through play during playtimes in KS1 and KS2.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	The Madras Church-in-Wales VA Primary School
School type	Voluntary Aided
Age -range of pupils	3 to 11
Address of school	Penley, Wrexham
Post-Code	LL13 0LU
Telephone Number	01978 710419

Headteacher	Mrs P. Atkin
Date of appointment	1996
Chair of Governors	The Lord Kenyon
Registered Inspector	R. A. Isaac
Dates of inspection	22 <sup>nd</sup> to 24 <sup>th</sup> March 2004

### B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4.5	14	17	10	8	10	16	16	95.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.3

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	22.2 : 1
Pupil:adult (fte) ratio in nursery classes	9 : 1
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.75
Teacher (fte) : class ratio	1.075 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	95	98	95	96
Term 2	96	98	97	97
Term 3	94	97	96	96

Percentage of pupils entitled to free school meals	8
Number of pupils excluded during 12 months prior to inspection	0

## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2003

<b>National Curriculum Assessment KS 1 Results: 2003</b>	Number of pupils in Y2: 9
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included	

Percentage of pupils attaining at least level 2 in English, mathematics and science according to teacher assessment			
In the school:	89	In Wales:	81

### END OF KEY STAGE 2: 2003

<b>National Curriculum Assessment KS 2 Results:2003</b>							No. of pupils in Y6: 16					
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	0	12	88	0	88
		National	0	0	1	0	1	5	16	45	29	74
	Test/Task	School	0	0	0	0	0	0	0	25	75	100
		National	0	2	0	1	0	4	12	41	38	79
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	87	13	100
		National	0	0	0	0	1	4	19	46	27	73
	Test/Task	School	0	0	0	0	0	0	0	31	69	100
		National	0	2		0	0	4	19	43	30	73
Science	Teacher assessment	School	0	0	0	0	0	0	12	88	0	88
		National	0	0		0	0	2	13	49	33	81
	Test/Task	School	0	0	0	0	0	0	0	56	44	100
		National	0	3		0	0	1	10	47	38	86

<b>CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 4 in mathematics, science, and English</b>			
By Teacher Assessment		by Test	
In the school:	100	In the school:	100
In Wales:	70	In Wales:	68

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

## D. Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of six inspector days.

- During this time, all teachers were visited and all classes were seen. A total of 30 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 25 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 52 parents were also analysed.

## E. Composition and responsibilities of the inspection team

{PRIVATE }Team member	Subject responsibilities	Aspect responsibilities
Mr Rob Isaac Registered Inspector	English Welsh second language Design Technology Information Technology Music Art	Context Main findings Standards achieved in subjects and areas of learning Quality of Teaching The Curriculum Leadership and efficiency Staffing, Accommodation & Learning Resources Progress since the last inspection Key issues for action
Mrs Pat Dodd-Racher Lay Inspector		Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry
Mrs Linda Pedelty Team Inspector	Early Years Provision Mathematics Science History Geography Physical Education	Standards achieved in key skills across the curriculum SMSC Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN Self-evaluation

