

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

**Mynydd Isa Junior School
Chambers Lane
Bryn y Baal
Mold
Flintshire
CH7 6SJ**

School Number: 6642031

Date of Inspection: 4th – 7th October 2004

by

**Mr J. Evans
W116/8596**

Date: October 2004

Under Estyn contract number: T/05/04P

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

The inspection of Mynydd Isa Junior School took place between 4th October 2004 and 7th October 2004. An independent team of inspectors, led by Mr J. Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Mynydd Isa Junior School, with 279 pupils aged 7 to 11 years of age, is situated on the outskirts of the town of Mold. The school serves the village of Mynydd Isa and its surrounding area. The school reports that the area from which pupils are drawn is neither prosperous nor economically disadvantaged; 4% of pupils are registered as being entitled to receive free school meals. This is much lower than the local education authority's (LEA) average of 11%, and the all-Wales average of 18%, of pupils entitled to free school meals.
2. Around 17% of pupils have special educational needs (SEN), including 4 pupils with statements of special educational need. A Language Resource Centre (LRC), which receives separate funding from the LEA, caters for 14 pupils from across Flintshire, all of whom have statements of special educational need for specific language and speech disorders. There are no pupils, either within the main school or the LRC, for whom there is a modification of the national curriculum (NC) or for whom the NC is disapplied.
3. All pupils' home language is English and about 97% of pupils are White, with the remaining pupils originating from Indian, Pakistani and Caribbean groups.

The school's priorities and targets

4. The school has a mission statement: "We strive to provide a caring and stimulating environment in which our children are provided with opportunities to develop their full potential. We aim to achieve this hand in hand with our parents and community".
5. The school has identified a number of priorities for development related to improving the curriculum and standards, attendance, the building, and the Language Resource Centre.
6. Following the last inspection, which took place in 1998, the school underwent remodelling of its Year 3 and 4 classroom accommodation.
7. The school has been awarded the Basic Skills Quality Mark and the Investors in People Award.

Summary

8. Mynydd Isa Junior School is a very good school with some outstanding features. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work.

Table of grades awarded

In this inspection, six subjects were inspected. The standards of achievement of pupils are as follows:

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

Standards

The pupils' standards of achievement in the subjects during lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	65%	24%	0%	0%

Subjects

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Information Technology	Grade 2
Geography	Grade 2
Music	Grade 3
Art	Grade 3

9. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. The vast majority of pupils listen

attentively and speak clearly and confidently. They attain good standards in their reading and they use books and other sources competently for research and pleasure. Pupils write well for a variety of purposes in a range of subjects. Numeracy skills are applied effectively across the curriculum and pupils measure and calculate accurately and collect and represent data, for example, in subjects such as geography and science. Pupils use ICT confidently and effectively to reinforce their knowledge and understanding in a good range of contexts.

10. Pupils make steady progress in some aspects of their development in acquiring bilingual competence. They follow simple instructions well and are making good progress in reading and writing. Oral responses in Welsh are often limited and pupils lack confidence in speaking. They show a good awareness and understanding of bilingualism and its relevance to life in Wales.
11. At the end of key stage 2 in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were slightly above both the local and national averages. Compared to similar schools, the performance of pupils is a little below the median. Boys slightly under attain when compared to girls. These results were a little lower than in the previous three years, but in line with the targets set by the school.
12. Pupils with special educational needs in both the LRC and within the mainstream school make very good progress and achieve the targets set for them.
13. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are all good. All pupils have a clear understanding of what is expected of them and their behaviour is excellent. The pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. Attendance and punctuality are good.
14. Pupils' attitudes to equal opportunities are very positive and constructive. They show respect for the diversity of beliefs, attitudes and cultural traditions within society.

The quality of education and training

15. Good teaching is a very strong feature of the school. The proportion of grade 2 or above lessons is significantly above the average for Wales.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

16. Teachers plan meticulously and they take good account of the different ways in which pupils learn. They provide clear learning objectives, which are explained, to the pupils. Support staff are well deployed and provide good

support to those pupils who have additional learning needs. Lessons successfully promote equality of opportunity for all pupils. The few shortcomings noted in the teaching relate to over long introductory sessions and the lack of pace in progressing to the next phase of the lesson.

17. The overall quality of assessment at the school is good. Pupils' work is marked regularly and there are many examples of good practice where teachers' marking relates to lesson objectives and includes positive comments and clear guidance on how to improve. In some cases the marking is less rigorous in guiding pupils towards improvement. Reports to parents are detailed and comply with statutory requirements.
18. The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The quality of schemes of work is very good and makes a good contribution to the progressive development of pupils' knowledge, understanding and skills in the subjects of the national curriculum.
19. Good provision is made for pupils' personal development. During acts of collective worship, which are broadly of a Christian nature, good opportunities are provided to pupils for quiet contemplation on their own and other people's lives. Pupils' experiences are enriched through a range of extra-curricular sporting and cultural activities.
20. Very good provision exists for pupil with SEN, both within the LRC and the mainstream school.

Leadership and management

21. The school has clear aims and objectives shared by governors and all members of staff. The headteacher, who has been in post since April 2003, provides very good leadership for the school and has ensured clear and appropriate direction for its work. The Senior Management Team and all subject leaders play an active role in planning and implementing school improvement. Shared aims and values amongst staff have a positive effect on pupils' personal, social and educational development.
22. The headteacher, governors and staff demonstrate a high commitment to improving standards and there is a long-established, inclusive approach to the self-evaluation process. Governors are well informed about the performance of the school.
23. The school has a detailed self-evaluation report, which is supported by a very good range of evidence, collected both internally and externally. The headteacher and subject leaders evaluate the quality of teaching and standards, through first-hand observation of lessons, the monitoring of planning documents and pupils' work. They also seek the views of parents and pupils by the use of questionnaires.

24. The school development plan (SDP) is a comprehensive document, incorporating all aspects of the school within it. There are too many priorities to be realistically achieved and success criteria for each action plan are not always precise enough to define the improvement expected.
25. The school has made good progress in all the key issues identified in the previous inspection report.
26. Pupils are well supported by qualified and experienced staff who are effectively deployed. Good use is made of buildings and there are stimulating and attractive displays evident to enhance learning. Space is limited in the Year 3 and 4 classrooms and storage facilities are inadequate in these areas. The school library is under developed as a suitable centre for good learning and support for all pupils.
27. Through careful budget management the school has ensured a good pupil: teacher ratio. Spending decisions are well matched to the school's priorities. Overall, the school achieves good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 Raise standards in art and music.
- R2 Maintain and further improve the current good standards of achievement and teaching throughout the school.
- R3 Give greater focus to short term priorities and define clear and measurable success criteria.
- R4 Continue to work with the LEA in order to improve the shortcomings in accommodation.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

28. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
29. During the inspection the overall proportion of standards achieved at each grade observed in lessons are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	65%	24%	0%	0%

30. This has exceeded the Welsh Assembly Government's target of at least 65% grade 2 or grade 1 standards by 2007.
31. In key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Information Technology	Grade 2
Geography	Grade 2
Art	Grade 3
Music	Grade 3

32. Pupils with special educational needs in both the LRC and within the mainstream school make very good progress and achieve the targets set for them.
33. There are no discernible differences in the rates of progress of pupils from different ethnic or social backgrounds.
34. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. The vast majority of pupils listen attentively and speak clearly and confidently. They attain good standards in their reading and they use books and other sources competently for research and pleasure. Pupils write well for a variety of purposes in a range of subjects. Numeracy skills are applied effectively across the curriculum and pupils measure and calculate accurately and collect and represent data, for example, in subjects such as geography and science. Pupils use ICT confidently and effectively to reinforce their knowledge and understanding in a good range of contexts.

35. Pupils make steady progress in some aspects of their development in acquiring bilingual competence. They follow simple instructions well and are making good progress in reading and writing. Oral responses in Welsh are often limited and pupils lack confidence in speaking. They show a good awareness and understanding of bilingualism and its relevance to life in Wales.
36. At the end of key stage 2 in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were slightly above both the local and national average. Compared to similar schools, the performance of pupils is a little below the median. Boys slightly under attain when compared to girls. These results were a little lower than in the previous three years, but were in line with the targets set by the school.
37. During the past three years, pupils' performance in end of key stage 2 assessments corresponds closely with targets set by the school.
38. The majority of pupils make good progress in gaining new skills, knowledge and understanding. They have a clear understanding of what they are doing and understand how well they are progressing in their work. They are developing an understanding of what they need to do to improve and have opportunities to assess their own progress. In these ways, they make good progress in developing their potential and are well prepared for the next stage of their learning.
39. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are all good. They work hard and enthusiastically in lessons and co-operate well with each other when working in pairs or groups. They join in the range of activities provided by the school with enthusiasm.
40. All pupils have a clear understanding of what is expected of them and their behaviour is excellent. They are very courteous and considerate of each other and of the adults in the school. When moving around the school and when in the playground area they show respect for each other. Pupils take very good responsibility for their own behaviour.
41. There are no incidents of fixed term or permanent exclusions in the last reporting period. The pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community.
42. Attendance and punctuality are good. The average attendance for the three terms prior to the inspection was 95%. This good attendance level has been a consistent feature for at least the last three years and greatly contributes to the maintenance of good academic standards. Unauthorised absence is below 1%. There are no significant variations across the school.
43. Pupils feel free to express their views openly in lessons and within the School Council. They listen to and value the opinions of others. Pupils show a good

awareness and concern for others as seen in the buddy system and also in the Operation Christmas Child project. They also show a good regard for issues of sustainability and global citizenship.

44. Pupils' attitudes to equal opportunities are very positive and constructive. They show respect for the diversity of beliefs, attitudes and cultural traditions within society.
45. Visits to the school by employers, representatives of industry and parents to talk about their work together with organised school visits have assisted in the development of the pupils' very good knowledge and understanding of the workplace and the local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

46. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

47. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

48. The proportion of grade 2 or above lessons is significantly above the average for Wales. Good teaching is a very strong feature of the school and the inspection team agrees very closely with the school's self-evaluation.

49. Some of the outstanding features are:

- meticulously planned lessons which take good account of the different ways in which pupils learn;
- clear learning objectives which are explained to the pupils;
- an appreciation of how the content of the lesson will develop the key skills of literacy, numeracy and ICT, as well as wider learning skills such as problem solving;
- excellent relationships and clear expectations of behaviour and working habits;
- good subject knowledge with a clear understanding of the most appropriate ways of presenting the subject content;
- support staff are well deployed and provide good support to those pupils who have additional learning needs;
- lessons successfully promote full equality of opportunity for all pupils.

50. The few shortcomings noted in the teaching relate to over-long introductory sessions and the lack of pace in progressing to the next phase of the lesson.

51. The overall quality of assessment in the school is good. Pupils' work is marked regularly and there are many examples of good practice where teachers' marking relates to lesson objectives and includes positive comments and clear guidance on how to improve. In some cases the marking is less rigorous in guiding pupils towards improvement.

52. Useful portfolios of exemplar material, showing a full range of work are being developed for core and foundation subjects in order to ensure consistency in assessments. The school's assessments are generally accurate and consistent.

53. The NC standard assessment results are carefully analysed in order to identify strengths and areas for improvement. In addition to the statutory end

of key stage assessments, the school uses a good range of standardised tests to effectively track individual pupils' progress in reading, spelling and mathematics. Careful scrutiny of these results ensures correct identification of pupils requiring additional support, including more able pupils.

54. Individual pupils' records and class assessment files contain useful details on pupils' progress and what needs to be done to improve. Procedures for pupils to become more involved in their own assessments are developing well and good use is made of the 'can do' forms for this purpose. Assessment results provide useful information for setting individual pupils' targets.
55. Reports to parents are detailed and comply with statutory requirements. They include appropriate details on progress in all areas of the curriculum and give clear guidance on the next step in order to improve. Parents are offered regular opportunities to visit the school to discuss the progress of their children.

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

Grade 1: Good with outstanding features

56. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
57. The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum.
58. The quality of schemes of work is very good and makes a good contribution to the progressive development of pupils' knowledge, understanding and skills in the subjects of the national curriculum. Planning for the common requirements, which include the key skills, is integrated into the schemes of work and are further developed in teachers' weekly planning. Arrangements for developing pupils' independent research skills are good.
59. Good opportunities are provided for pupils to develop their bilingual skills in a range of school activities. In line with school and county policy, the language medium for teaching is English with Welsh taught as a second language subject. However, staff ensure that Welsh is used during assemblies, registration and generally throughout the school day. These situations often involve pupils in listening or responding to instructions and requirements for pupils to respond orally are limited. Appropriate attention is given to the Welsh dimension in the school's schemes of work.
60. Very good use is made of the locality as well as visits to places further afield to support pupils' knowledge in a number of subjects, such as science, history and geography.

61. Good provision is made for the development of pupils' spiritual and moral development during acts of collective worship, which are broadly of a Christian nature. The school plans and records appropriately for the themes covered. Opportunities are provided for quiet contemplation on their own and other people's lives.
62. Pupils benefit from equal opportunities to participate in a wide range of extra curricular activities of a sporting and cultural nature. The chess club in particular is a long-established and popular activity, which successfully promotes pupils' social development and their problem solving abilities. The out-of-hours Acorn Club is very well attended and provides a good range of activities to enrich the pupils' education.
63. Links with parents are very good. There is effective communication between the school and the home and there is an active Friends Association which raises funds and supports the school in a variety of ways. The school has the strong support of parents. Evidence from the meeting with parents before the inspection and from the questionnaires returned to the inspection team indicates there is almost unanimous approval for its work in all areas. This feature is a significant factor in the success of the school in developing the potential of its pupils. There are good links with the wider community.
64. There are good links with both the feeder infant school and the secondary school to which the majority of pupils transfer. Bridging units at both stages of transition provide continuity and progression in their work. Visits prior to transfer take place and Y6 pupils gain a good insight into the next stage of their work through planned meetings with teachers and former pupils of Mynydd Isa Junior School.
65. Good provision exists for the development of work related education. Several topics contained in the schools' comprehensive personal and social education (PSE programme have helped broaden and enrich the pupils' understanding of the work place. There are positive links with several of the larger employers in the area. Some teachers have completed industrial and commercial placements and have incorporated some of their learning in developing the school operations.
66. The school successfully promotes awareness of sustainable development in its formal curriculum, for example in PSE lessons and within aspects of geography. Sustainability is also apparent in the general life of the school, through recycling schemes, waste reduction and healthy eating. During the inspection, pupils were directly involved with 'Walk to School Week' as part of the Healthy Schools Award. The school has successfully undertaken energy saving initiatives.
67. Good opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills. The active School Council is an effective means of providing pupils with real problems to solve. Y6 pupils, as part of their preparation for secondary school, participate in a simulation game which, as well as providing an insight into the world of business enterprise,

also develops their problem solving and decision-making skills. Pupils are actively encouraged to take responsibility for their actions, in particular saving money and budgeting.

68. The school displays high expectations of all its pupils and actively, and enthusiastically, promotes equality of access, equal opportunities and challenges stereotyping. The well-organised PSE programme is dedicated to these and related aspects.
69. The importance of homework is well emphasised at all levels throughout the school and pupils are encouraged to complete their homework tasks promptly. Parents are very supportive of the schools' homework programme and many consider it very helpful for the pupils when they transfer to the secondary school. The school has proudly achieved the Healthy School and Investors in People awards. Several aspects of the school's PSE programme have helped pupils understand and practice adaptability and flexibility.
70. The school complies fully with all statutory requirements.

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

Grade 1: Good with outstanding features

71. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
72. The school provides a happy, supportive and safe environment for pupils to learn.
73. Very good relationships exist between pupils, staff, parents and the community. Staff responsibilities are clearly set out within the appropriate policies. In implementing the policies the school makes full use of support agencies available from the LEA.
74. Registration procedures are followed correctly and there is good monitoring of pupil absences.
75. There are very good induction arrangements. The transition arrangements for pupils transferring from Key Stage 1 to Key Stage 2 and from Key Stage 2 to Key Stage 3 are well established and effective.
76. The senior management team and a designated member of the governing body carry out comprehensive records of risk assessments. The school has a well-equipped First Aid room and ensures that trained staff are available throughout the day including the periods before and after school when the Acorn club is open. Health and safety related topics are also comprehensively covered in the school's PSE scheme of work and policies.

77. The headteacher is the designated Child Protection Officer. A policy is in place and all members of staff have received relevant training and are aware of correct procedures.
78. The school uses a range of standardised and diagnostic tests to identify pupils with SEN. Very good provision for these pupils, both within the LRC and the mainstream school, complies with the recommendations of the Code of Practice. Each pupil is supported at the appropriate threshold. Individual Education Plans (IEPs) are written by both special needs teachers and mainstream teachers in partnership with the pupils and their parents. The targets set within these are realistic, measurable and time scaled.
79. Teachers and support staff work well as a team ensuring continuity of support for pupils who require additional support in accessing the curriculum, and for those who benefit from intervention strategies in numeracy and literacy.
80. Effective support programmes are implemented within all classes to ensure the needs and equal opportunity of all pupils.
81. The school rightly considers bullying a serious matter and any instances are dealt with effectively. The buddy system enables pupils to play a significant role in eliminating oppressive behaviour. Pupils from all backgrounds and gender are given equal opportunity. The school has a clear race equality policy, which meets statutory requirements. The school recognises and respects diversity.
82. The school is aware of the need to ensure that disabled pupils are treated equally and has drawn up effective plans to address the issues evident in the accommodation.

Leadership and management

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

Grade 1: Good with outstanding features

83. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.
84. The school has very clear aims and objectives that are shared by governors and all members of staff. The headteacher, who has been in post since April 2003, provides very good leadership for the school and has ensured clear and appropriate direction for its work. The Senior Management Team and all subject leaders play an active role in planning and implementing school improvement. Shared aims and values amongst staff have a positive effect on pupils' personal, social and educational development.
85. The school takes good account of national priorities, local partnerships and cluster arrangements. Links with the feeder infant school and local high school are effective and provide positive support for pupils during transition. The school has also worked closely with other local schools on initiatives such as formulating an anti-bullying policy. The Basic Skills Agency Primary Quality Mark, Investors in People and Healthy School awards have all had a direct influence on the work of the school and it is actively pursuing Dyslexia Friendly status.
86. Procedures for monitoring and evaluating the work of individual staff and teams are well established at the school. There is a strong commitment to identifying targets and ensuring that all members of staff are well supported in their roles. Training needs are effectively addressed through a range of different approaches. Members of the senior management team and subject leaders have provided in-house training sessions and in addition to enhancing the role of individuals within the team, this has had a positive effect on standards.
87. Performance Management is firmly established and effective staff appraisal promotes teachers' professional development and it has a positive effect on the quality of the school's provision. The impact of courses and other forms of staff development on different aspects and areas of the curriculum are carefully monitored in order to ensure efficient use of time and resources.
88. The governing body is very supportive and well informed. Governors make a good contribution to the strategic direction of the school. They play an active role in discussing, validating, approving and revising all school policies and they are fully involved in discussing and evaluating the SDP. The governing body is kept fully informed regarding standards at the school through regular reports from the headteacher and subject leaders.

89. Governors evaluate their decisions well in order to monitor effectiveness and to give the best value for money. They meet regularly and fulfil all their legal and regulatory requirements effectively.

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

Grade 2: Good features and no important shortcomings

90. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
91. The headteacher, governors and staff demonstrate a high commitment to improving standards and there is a long-established, inclusive approach to the self-evaluation process.
93. Governors are well informed about the performance of the school. The headteacher prepares detailed analyses of pupils' assessment test results, which are shared with the governors. The school is able to demonstrate the value-added effect on pupils' achievements of initiatives that have been undertaken in order to raise standards.
94. The school has a detailed self-evaluation report, which is supported by a very good range of evidence, collected both internally and externally. It is able to support its evaluation through accreditation schemes, such as Investors in People as well as through a detailed audit report from the LEA.
95. The headteacher and subject leaders evaluate the quality of teaching and standards, through first-hand observation of lessons, the monitoring of planning documents and pupils' work. They also seek the views of parents and pupils by the use of questionnaires. The evidence gained from these actions has had positive effects on practice, for example in relation to planning for the key skills and by varying teaching approaches to engage all learners. However, not all subject evaluations have a clear enough focus on improving standards and the school can further improve practice in this area.
96. The School Development Plan is a comprehensive document, incorporating all aspects of the school within it. There are, however, too many priorities to be realistically achieved and success criteria for each action plan are not always precise enough to define the improvement expected.
97. The school has made good progress in all the key issues identified in the previous inspection report.

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

Grade 2: Good features and no important shortcomings

98. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
99. Pupils are well supported by qualified and experienced staff who are effectively deployed. Additional teaching and support staff provide high quality support for pupils with SEN and work effectively with full time teachers in planning, teaching and recording pupils' progress.
100. The school has adequate learning resources which successfully match the learning needs of all pupils. Good quality teacher produced materials supplement these.
101. Externally, there are well-maintained grassed areas but hard surface play areas can become congested during inclement periods. Good use is made of buildings and there are stimulating and attractive displays evident to enhance learning. Space is limited in the Y3 and Y4 classrooms and storage facilities are inadequate in these areas. The school library is under developed as a suitable centre for good learning and support for all pupils.
102. Currently, some areas of the accommodation are not accessible for pupils who may have disabilities. However, the school has a suitable plan for improved access to comply with the requirements of the disability act.
103. Through careful budget management the school has ensured a good pupil: teacher ratio. Currently there is a significant budget surplus but the school can clearly illustrate why this is essential in order to maintain staffing at its current level.
104. Spending decisions are well matched to the school's priorities. For example, considerable investment has been made in ICT equipment and this has had a positive effect on standards. The impact of spending decisions is carefully monitored by the headteacher and governing body.
105. Subject leaders effectively manage and review resources for their subject areas.
106. Overall, the school achieves good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

The inspectors agree with the school's self-evaluation.

Good and outstanding features

107. Pupils of all abilities across the key stage are very good listeners. They are attentive to their teachers and to the contributions of other pupils. They respond quickly to questioning, showing interest and understanding.
108. Pupils speak very confidently and many have a wide range of vocabulary that allows them to sustain a conversation or provide extended answers to questions. They ask relevant questions and express and justify their points of view.
109. Pupils show a good appetite for reading, displaying an interest in their books. They talk enthusiastically about the books they have read and their favourite authors and explain their choices. They can summarise the plot of the book and describe the physical aspects of characters and their personalities.
110. Younger pupils progress well through the reading scheme and generally read accurately and fluently. Older pupils read a good range of books and show a growing proficiency in the skill of reading. The most able demonstrate good expression and fluency.
111. Pupils use dictionaries with growing confidence. They understand the usefulness of indexes for locating specific information and show a good understanding of the Dewey system when finding suitable reference books in the library.
112. In their writing, most pupils develop a good grasp of grammar and understand the use of standard forms such as verbs, pronouns, nouns and adjectives. They use their understanding to write in a good range of formats. By Y5, pupils are writing in more complex forms and the ablest pupils produce accurate and expressive pieces which pay good regard to audience and purpose.
113. The quality and presentation of written work improves very well over the key stage. The majority of pupils develop a neat, cursive style and accurate spelling.

Shortcomings

114. There are no significant shortcomings.

Mathematics

Grade 2: Good features and no important shortcomings

The inspectors agree with the school's self-evaluation.

Good and outstanding features

115. Pupils are competent in their use of appropriate mathematical language across all the programmes of study. They can discuss and explain previous work sensibly and with good understanding.
116. Y3 pupils show a good recall of number bonds to 20 and can apply this knowledge when working with larger numbers. They demonstrate good strategies for adding single and two-digit numbers. Throughout the school, pupils have a good understanding of place value and they work confidently with large numbers. By the end of the key stage, pupils use numeracy skills well to derive accurate answers using a range of mental strategies.
117. Pupils' recall of multiplication facts is good and they make steady progress in applying their knowledge and understanding in solving problems.
118. Pupils have a sound understanding of fractions and are make good progress in calculating fractions of quantities. They understand clearly the relationships between fractions, decimals and percentages.
119. Pupils make good progress in developing their investigation and problem solving skills and more able pupils show an increasing ability to recognise patterns and refine their methods of working.
120. Most pupils identify a variety of two and three-dimensional shapes and they make good progress in their understanding of the properties of these shapes. They have a good understanding of reflective symmetry and easily recognise symmetrical shapes and patterns. They know how to find the area and perimeter of shapes, and in understanding and using measures, generally make sensible estimates.
121. Pupils collect data and represent it accurately in appropriate tabular and graphical forms in their mathematics lessons and to improve understanding in other subjects.
122. Pupils make good use of ICT to consolidate and enhance their learning in a range of mathematical topics.

Shortcomings

123. There are no significant shortcomings.

Information Technology

Grade 2: Good features and no important shortcomings

The inspectors agree with the school's self-evaluation.

124. During the inspection it was not possible to observe information technology being taught as a discrete subject. Judgements on standards are informed by observing pupils using information and communication technology in a range of subjects, reviewing the school's own evaluation of pupil standards and talking to pupils.

Good features and outstanding features

125. Throughout the school pupils make good progress in their word-processing skills. They use ICT to generate and communicate ideas in different forms and they can easily amend, save, reload and print work. When editing their work they readily change the size, type and colour of fonts and move text within a document. Pupils confidently import clip-art, pictures or graphs to enhance their written work and can cut and paste from another application.
126. Pupils open programs and show a good level of independence in moving through them. They apply their IT skills well in a range of subjects across the curriculum.
127. When using paint programs, pupils display good mouse control and efficiently decrease or increase paint brush and pencil size. They confidently use a range of graphic elements to merge, blend and mix their own colours. Many skilfully manipulate images that they have accessed from other sources.
128. Throughout the school, pupils use the Internet confidently to research information. Y5 and Y6 pupils log onto the network and display good skills when using a search engine to investigate and retrieve information or choosing a relevant page from a 'favourites' file.
129. Some pupils are beginning to make effective use of the electronic mail facility to send for information and to forward completed homework. There are some good examples of pupils including attachments with their e-mail messages.
130. Pupils use ICT appropriately to save data and to access stored information to create graphs and charts. They make sensible decisions and predictions when using ICT based simulations. They show good control of mouse buttons and can quickly move objects around the screen.

Shortcomings

131. There are no significant shortcomings.

Geography

Grade 2: Good features and no important shortcomings

The inspectors agree with the school's self-evaluation.

Good and outstanding features

132. Across the key stage, pupils develop a good knowledge and understanding of the location, features and character of their own locality, other localities in Wales and in a less developed country. In describing these places pupils of all ages use a widening and increasingly precise geographical vocabulary. For example, pupils in Y3 write clear and extended descriptions of the location of Mynydd Isa. They accurately locate the village on a map of Wales by referring to the cardinal points of the compass, the proximity of towns and cities, and by its position in relation to the border between Wales and England.
133. In their studies of their own and other localities in Wales, pupils use a good range of enquiry skills to collect and record information and they apply these successfully in fieldwork activities. They confidently use a wide range of secondary sources, such as aerial photographs, maps at a variety of scales, and the Internet to develop their knowledge and understanding of places and particular patterns and processes.
134. Pupils also show a developing awareness and understanding of the effects of human action on the environment and that it is possible to have varying viewpoints on issues related to sustainable development.
135. Good progress is made in pupils' general understanding of the geography of Wales and some of its main physical and human features. Similarly, they show a good awareness of the major continents and oceans of the world and know how to use atlases and globes to locate places and features.
136. Pupils successfully develop confidence in using maps and by the end of the key stage they use a key to interpret symbols, appropriate co-ordinates to locate places and a scale to calculate accurately distances between places.

Shortcomings

137. There are no significant shortcomings.

Art

Grade 3: good features outweigh shortcomings

The inspectors agree with the school's self-evaluation.

Good and outstanding features

138. Pupils develop a good understanding of the visual language of line, tone, colour, pattern, shape and texture. They use appropriate language when discussing the work of artists and designers such as Monet and Picasso.
139. Y3 pupils' understanding of primary colours is secure and they have a good awareness of the results of two-colour mixing. They know about the artist Kandinsky and discuss his work confidently.
140. Some pupils show good understanding and reasoning skills when discussing their designs. They develop their designing and making skills well and show great care in recording their work. They make good progress in relation to control of line and tone when producing sketches and designs.
141. Y5 pupils show good observational skills when studying William Morris' designs. They have a good understanding of the visual qualities of his work and produce detailed observational drawings. Most produce pleasing paintings based on their original sketches, giving appropriate attention to colour and detail.
142. Pupils develop a good understanding of the principles of colour mixing and using colour to create effect. They apply this knowledge when painting their stylised seascapes and most produce work of a high standard. They discuss and evaluate their work effectively.
143. Pupils make effective use of sketchbooks to record their ideas, which reflects their level of knowledge and progress made in the acquisition of skills.
144. ICT is used consistently and effectively to enhance pupils' artwork. Pupils use paint programs confidently and skilfully to produce pleasing results.

Shortcomings

145. Pupils' skills in working in three dimensions in a variety of scales and with a range of materials are under developed.
146. Pupils show a limited knowledge of Welsh artists.

Music

Grade 3: good features outweigh shortcomings

The inspectors agree with the school's self-evaluation.

Good and outstanding features

147. Most pupils are developing a good knowledge of musical terms such as 'ostinato', 'tempo', 'piano' and 'forte'.
148. Pupils effectively explore a range of sound sources in response to a variety of stimuli from which they select and arrange sound effectively. For example, pupils respond to poems and simple stories to create mood and atmosphere using untuned percussion instruments. In undertaking such activities, pupils are able to select appropriate instruments for creating such effects.
149. Across the school, pupils sing folk songs and hymns in English and Welsh with pleasure and enjoyment. Some pupils successfully maintain a part as a member of a group when singing a round.
150. Pupils have a developing knowledge and understanding of the work of some established composers and express their thoughts and reflections on these.
151. Some pupils from across the age range take part in woodwind, brass and string lessons by visiting tutors. They make steady progress.

Shortcomings

152. Pupils' skills in appraising their own music and that of others and in composing are under developed.
153. Across the school, singing lacks appropriate care with regard to tone and dynamics.

School's response to the inspection

As a school, we welcome Estyn's new inspection arrangements and would like to thank the Inspection Team for their professional approach throughout. We feel confident that the Team's findings are based on firm evidence. They accurately reflect the work of the school and will be invaluable in assisting future developments.

From our own well established self evaluation culture, we were well aware of both our strengths and the areas for further development. It was highly rewarding to find that our self evaluation findings correlated so closely with the inspection findings.

We feel that the key line in the report can be found in paragraph 8, when it summarises Mynydd Isa Junior school as a 'very good school with some outstanding features'.

This confirms that we are rightly justified in being very proud of our school and also its community focus. The successes outlined in the report are testimony to the continued efforts of all the major stakeholders - pupils, parents, staff, governors and the wider community - over a number of years.

In particular, we are pleased with the recognition that key statistics indicate that both the quality of teaching and how well learner achieve, are already significantly above Welsh Assemble Government targets for 2007!

These successes can be attributed to the outstanding features of classroom teaching combined with the excellent behaviour of our pupils and their attitudes to learning.

These outcomes can also only be achieved if the climate of the school is conducive to this. Key Questions 3, 4 and 5 are vital to establishing how successful the school is at creating this ethos. Our school was afforded the highest grades possible for all three of these areas.

Mynydd Isa Junior School is a place where pupils are cared for, where their opinions are listened to and where their needs are responded to effectively.

The highly effective contribution of all staff and governors is also clearly recognised in terms of the quality support, leadership and management provided.

In concluding our response to the inspection report, we would like to add that our school has always been a place that does not rest on its laurels and we recognise how vital it is that we continue to build on our existing strengths. Recommendations and areas for further development will be incorporated into a new action plan (further information related to the plan will be shared with parents shortly). Progress against these targets will be reported in the Governor's Annual Report to parents.

Appendix A

Basic information about the school

Name of School	Mynydd Isa Junior School
School type	Community
Age-range of pupils	7-11 years
Address of School	Chambers Lane Bryn y Baal Mold Flintshire
Post-code	CH7 6SJ
Telephone number	01352 752714
Headteacher	Mr R. Collett
Date of appointment	April 2003
Chair of governors/ Appropriate authority	Mrs H. Sadler
Registered inspector	Mr J. Evans
Dates of inspection	4 th – 7 th October 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	57	75	77	70	279

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22 : 1
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	4.6 : 1
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	N/A	N/A	95.7	95.7
Spring 2004	N/A	N/A	95.5	95.5
Summer 2004	N/A	N/A	95.8	95.8

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			69		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	7	13	47	33	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	1	0	7	0	0	0	12	42	38	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	1	6	15	54	24	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	1	0	0	0	0	3	19	55	22	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	3	9	43	45	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	1	0	0	0	0	0	6	64	29	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	74	In the school	73
In Wales	70	In Wales	71

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

Appendix D

Evidence base of the inspection

- A team of four inspectors, including a lay inspector, inspected the school over a period of four days.
- The headteacher was the nominee and he played an extensive role in the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 96 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities, and support staff.
- Policies, schemes of work and other documentation were examined.
- 48 lessons or sessions were observed.
- A representative sample of written work was examined and pupils were heard reading in a variety of contexts.
- Discussions were held with pupils about their work and with the School Council about the life of the school.
- Pupils' behaviour was observed during break periods, lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies, registration periods and observed extra-curricular activities.
- Post inspection meetings were held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr John Evans (Registered Inspector)	Context, summary and recommendations, key question 1, 2, 6, English and geography
Mr Kerry Jones (Lay Inspector)	Contributions to key questions 1, 3 and 4
Mr Roy Griffiths (Team Inspector)	Key Questions 3, 5, 7, mathematics, Information technology and art
Mrs Anne Kenyon (Team Member)	Key Question 4 and music

The inspection contractor was:
 Evenlode Education Ltd
 6 Abbey Close
 Alcester
 Warks.
 B49 5QW

Acknowledgement

The inspectors would like to express their thanks to the governors, headteacher, staff, pupils and parents of the school for their co-operation during the inspection.

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

**Mynydd Isa Junior School
Chambers Lane
Bryn y Baal
Mold
Flintshire
CH7 6SJ**

Summary for Parents

School Number: 6642031

Date of Inspection: 4th – 7th October 2004

by

**Mr J. Evans
W116/8596**

Date: October 2004

Under Estyn contract number: T/05/04P

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A SUMMARY REPORT FOR PARENTS

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

The inspection of Mynydd Isa Junior School took place between 4th October 2004 and 7th October 2004. An independent team of four inspectors, led by Mr J. Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Summary

Mynydd Isa Junior School is a very good school with some outstanding features. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work.

Table of grades awarded

In this inspection, six subjects were inspected. The standards of achievement of pupils are as follows:

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

Standards

The pupils' standards of achievement in the subjects during lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	65%	24%	0%	0%

Subjects

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Information Technology	Grade 2
Geography	Grade 2
Music	Grade 3
Art	Grade 3

Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. The vast majority of pupils listen attentively and speak clearly and confidently. They attain good standards in their reading and they use books and other sources competently for research and pleasure. Pupils write well for a variety of purposes in a range of subjects. Numeracy skills are applied

effectively across the curriculum and pupils measure and calculate accurately and collect and represent data, for example, in subjects such as geography and science. Pupils use ICT confidently and effectively to reinforce their knowledge and understanding in a good range of contexts.

Pupils make steady progress in some aspects of their development in acquiring bilingual competence. They follow simple instructions well and are making good progress in reading and writing. Oral responses in Welsh are often limited and pupils lack confidence in speaking. They show a good awareness and understanding of bilingualism and its relevance to life in Wales.

At the end of key stage 2 in 2004, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were slightly above both the local and national averages. Compared to similar schools, the performance of pupils is a little below the median. Boys slightly under attain when compared to girls. These results were a little lower than in the previous three years, but in line with the targets set by the school.

Pupils with special educational needs in both the LRC and within the mainstream school make very good progress and achieve the targets set for them.

Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are all good. All pupils have a clear understanding of what is expected of them and their behaviour is excellent. The pupils' overall behaviour and attitudes reflect the great emphasis the school places on consideration, courtesy and regard for all who are involved with the school community. Attendance and punctuality are good.

Pupils' attitudes to equal opportunities are very positive and constructive. They show respect for the diversity of beliefs, attitudes and cultural traditions within society.

The quality of education and training

Good teaching is a very strong feature of the school. The proportion of grade 2 or above lessons is significantly above the average for Wales.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	71%	8%	0%	0%

Teachers plan meticulously and they take good account of the different ways in which pupils learn. They provide clear learning objectives, which are explained, to the pupils. Support staff are well deployed and provide good support to those pupils who have additional learning needs. Lessons successfully promote equality of opportunity for all pupils. The few shortcomings noted in the teaching relate to over long introductory sessions and the lack of pace in progressing to the next phase of the lesson.

The overall quality of assessment at the school is good. Pupils' work is marked regularly and there are many examples of good practice where teachers' marking relates to lesson objectives and includes positive comments and clear guidance on

how to improve. In some cases the marking is less rigorous in guiding pupils towards improvement. Reports to parents are detailed and comply with statutory requirements.

The school responds very well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The quality of schemes of work is very good and makes a good contribution to the progressive development of pupils' knowledge, understanding and skills in the subjects of the national curriculum.

Good provision is made for pupils' personal development. During acts of collective worship, which are broadly of a Christian nature, good opportunities are provided to pupils for quiet contemplation on their own and other people's lives. Pupils' experiences are enriched through a range of extra-curricular sporting and cultural activities.

Very good provision exists for pupil with SEN, both within the LRC and the mainstream school.

Leadership and management

The school has clear aims and objectives shared by governors and all members of staff. The headteacher, who has been in post since April 2003, provides very good leadership for the school and has ensured clear and appropriate direction for its work. The Senior Management Team and all subject leaders play an active role in planning and implementing school improvement. Shared aims and values amongst staff have a positive effect on pupils' personal, social and educational development.

The headteacher, governors and staff demonstrate a high commitment to improving standards and there is a long-established, inclusive approach to the self-evaluation process. Governors are well informed about the performance of the school.

The school has a detailed self-evaluation report, which is supported by a very good range of evidence, collected both internally and externally. The headteacher and subject leaders evaluate the quality of teaching and standards, through first-hand observation of lessons, the monitoring of planning documents and pupils' work. They also seek the views of parents and pupils by the use of questionnaires.

The school development plan (SDP) is a comprehensive document, incorporating all aspects of the school within it. There are too many priorities to be realistically achieved and success criteria for each action plan are not always precise enough to define the improvement expected.

The school has made good progress in all the key issues identified in the previous inspection report.

Pupils are well supported by qualified and experienced staff who are effectively deployed. Good use is made of buildings and there are stimulating and attractive displays evident to enhance learning. Space is limited in the Year 3 and 4 classrooms and storage facilities are inadequate in these areas. The school library is under developed as a suitable centre for good learning and support for all pupils.

Through careful budget management the school has ensured a good pupil: teacher ratio. Spending decisions are well matched to the school's priorities. Overall, the school achieves good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 Raise standards in art and music.
- R2 Maintain and further improve the current good standards of achievement and teaching throughout the school.
- R3 Give greater focus to short term priorities and define clear and measurable success criteria.
- R4 Continue to work with the LEA in order to improve the shortcomings in accommodation.

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

Acknowledgement

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