

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

***NANNERCH VC PRIMARY SCHOOL  
NANNERCH  
MOLD***

***School Number: 664-3002***

***Date of Inspection: 29-31 October 2002***

***by***

***MRS S M Barnes  
Registered Inspector***

***Date: 17 December 2002***

***Under Estyn Contract Number: CT38/02P***

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## **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:

	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

Key Stage (KS) 1 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

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

The school is a relatively small, voluntary controlled primary, having only 76 pupils between the ages of three and eleven. The pupils are taught in four classes by the five teachers and the average class size is 22. Some year groups are particularly small, for example there were only three pupils in Y6 in 2002. As a consequence, test scores for these pupils are not published, to maintain confidentiality and care must be taken when comparing the results of one year-group with another. The school is situated in the village of Nannerch and is housed in an old building, which has been extended and refurbished in recent years. Pupils come from a mixture of owner-occupier and rented housing in the village and also from surrounding villages and hamlets. The area is socially advantaged overall and the majority of the pupils are from relatively prosperous homes. Just under five per cent of pupils are entitled to free school meals. Ten per cent of the pupils have special educational needs (SEN), which is lower than average. No pupil has a statement of need. All pupils speak English as a first language. There have been no recent exclusions. The children start in the nursery in the term of their third birthday. The school has a clear set of aims, the first of which is to develop a broad curriculum and endeavour to help every child to realise their maximum potential. Collective worship is subject to different inspection arrangements under the control of the school governors.

## 2. MAIN FINDINGS

### **The main findings of the report**

Nannerch School is a friendly, hardworking school with a very significant number of good features. Staff and governors work together well to promote high standards.

- The educational provision for the under-fives is appropriate and promotes the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills	Good
Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Satisfactory
Creative development	Good

- In Key Stage 1 (KS1), and Key Stage 2 (KS2), standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

<b>Subjects</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Satisfactory
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Very Good	Very good
Physical education	Good	Good
Religious education	Good	Good

- Standards pupils attain in applying their skills across the curriculum are good.
- Pupils with special needs achieve good standards, due to the good levels of support they are given.
- The provision for pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school. School attitudes and values have a very positive effect upon the pupils. The *Cwricwlwm Cymreig* is actively promoted across a range of subjects such as history, geography, religious education and dance as well as featuring prominently in class displays.
- Pupils' standards of behaviour are good and attitudes to learning are very good. Pupils display a positive attitude to work. They listen attentively to the teachers and respond well.
- The attendance of pupils is good. They are punctual to school and lessons start on time.
- The school ensures equality of opportunity for all its pupils. There are good opportunities for pupils to learn about and to respect the cultural diversity of the world in which they live.
- The quality of teaching is good overall throughout the school. The high standards noted by the previous inspection have been effectively maintained. All of the teaching was at least satisfactory. Just under ninety per cent of the teaching observed was at least good. One sixth of the teaching was very good. Good teaching was observed in all classes.
- The quality of assessment, recording and reporting of pupils' progress is generally good. Information contained in the school prospectus and annual governors report to parents comply fully with statutory requirements. Marking is prompt and accurate and indicates positive features as well as areas for improvement. The school makes good use of data from national tests to set targets for school improvement.
- A useful assessment sheet has been devised for the foundation subjects in KS2; it has not yet been introduced to KS1.
- The curriculum is appropriately broad and balanced, and meets statutory requirements and those of the Locally Agreed Syllabus. It reflects the overall aims of the school well and is appropriate to pupils' needs, interests and abilities. Curriculum areas are well-

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planned at KS1 and KS2. Sound policies are now in place for all subjects, and provide a good basis for teachers' planning. The provision made for children under five is appropriate. It is carefully planned to cover all the six areas of development and ensures that nursery and reception children achieve well overall and make good progress towards the desirable outcomes for learning. However, opportunities for development of skills of balance and co-ordination are not regular enough.

- Good opportunities are provided in extra-curricular activities particularly in games and sport.
- Overall, the quality of support and guidance to pupils is good. Teachers and support staff know their pupils well and respond positively when asked for help. The governors take their commitment to health and safety issues very seriously and appropriate policies and procedures are in place. There are good induction arrangements for young pupils entering school for the first time and for the transfer of pupils to Mold Alun High school. Child protection procedures are understood well by all teachers and staff.
- The school has established and maintains good partnership with parents and the community. Despite its rural location it has also established good links with industry. Curricular course work is enhanced by these links.
- The provision for pupils with SEN is well co-ordinated and documented. Pupils with special needs are well integrated into the life of the school. Good support is provided for pupils identified as having SEN. Procedures for early identification and monitoring are in place and are in line with the revised Code of Practice. Pupils with special needs are quickly identified and their progress is monitored very carefully.
- While teachers, including the headteacher, are aware of what is being taught in other classes, there is, as yet, no formal monitoring of teaching, with criteria set, to help the dissemination of good practice. The school has identified this as an area for development and training is currently being undertaken by the headteacher.
- The quality of self-evaluation and planning for improvement is satisfactory overall. Criteria have been agreed against which school's performance can be effectively monitored.
- The leadership of the school is good and has resulted in a good level of improvement since the previous inspection. Virtually all of the issues raised have been effectively resolved. In addition, standards in subjects have been at least maintained and in art, technology and physical education they have been raised. The accommodation has been extended and improved which is now having a positive impact on standards in physical education and for nursery children, for example. Relationships are good and there is a good ethos, which has a positive impact on all aspects of the school day.
- The quality and quantity of learning resources are good in NC subjects and religious education. There have been significant improvements to the accommodation since the previous inspection.

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

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards achieved are good overall. The high standards noted at the time of the previous inspection have been effectively maintained.

- Standards achieved are at least satisfactory in all lessons observed and in most they are at least good. They were good in just under 90 per cent of lessons observed. On occasions standards achieved are very good. The high standards noted at the time of the previous inspection have been effectively maintained.
- Due to the small school size and some very small cohorts, there are fluctuations year by year but tracking of individual pupils indicates that they achieve well. The most recent results are not published as the very small size of that year group makes it impossible to maintain pupil confidentiality.
- Children in the nursery and reception class achieve good standards in most of the six areas of learning for children under five in relation to their prior attainment. In physical skills their, standards are satisfactory.
- Pupils of all abilities, including higher attaining pupils and those with SEN achieve well and attain appropriate standards at both key stages
- Standards are good at KS1 in nearly all areas of the curriculum. They are very good in music.
- Standards are good at KS2 in English, mathematics, science, Welsh second language, information technology, history, geography, physical education, religious education and art.
- Standards are very good in music.
- Standards are satisfactory at KS2 in design and technology.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards pupils attain in applying their skills across the curriculum are good.

- Children under five in the nursery and reception classes apply skills of literacy, numeracy and the use of information and communications technology (ICT) effectively throughout the day. Standards are good.
- Skills in speaking and listening are good throughout the school. Pupils listen well to each other and their teachers. They answer questions and take part in discussions with enthusiasm.
- Skills in reading and writing are good at both key stages. Good opportunities are provided in lessons for pupils to use their skills to research work in other subjects, such as history and science, and to write about the things they find out.
- Pupils use computer skills effectively to support their work in other subjects. They type up written work in language, produce graphs and tables in mathematics and research information in history, geography and science.

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- Pupils use mathematics skills well to help them in other subjects. For example, they find the average of three measurements of their heart rate, in a science lesson.
  - Information technology skills are effectively used to research for other subjects, communicate ideas and handle data.
  - Standards in the key skills achieved by pupils with SEN are good.

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

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The provision for pupils' spiritual, moral, social and cultural development is good and reflects the positive and caring ethos of the school.

- The daily acts of collective worship are of a Christian character and contribute well to pupils' spiritual and moral development. Collective worship is subject to different inspection arrangements under the control of the school governors.
- School attitudes and values have a very positive effect upon the pupils.
- The *Cwricwlwm Cymreig* is actively promoted across a range of subjects such as history, geography, religious education and dance as well as featuring prominently in class displays. The school holds its own eisteddfod.
- Opportunities are provided in religious education for pupils to reflect on their feelings and to express their responses to family and friends. There are good opportunities for pupils to learn about and respect cultural diversity.
- Close links with the community and church helps to make pupils aware of the part they can play in society.
- The school promotes successfully general cultural awareness of pupils by arranging school concerts and visits to the Liverpool Philharmonic, Loggerheads, Erddig Hall and abroad to Holland.
- Pupils have a good awareness of those less fortunate than themselves through visits to the school by a number of visitors and outside organisation like the Salvation Army. Local and national as well as international charities are well supported.
- They have a good awareness of the difference between right and wrong. Older pupils take good care of younger pupils at playtime and during the lunch break.
- Good opportunities are provided in extra-curricular activities particularly in games and sport involving teachers, parents and coaches, including those from the FA of Wales and Dragon Sports. A number of parents pay for pupils to receive lessons in French.
- The school ensures equality of opportunity for all its pupils.

### **4.2 Behaviour and Attitudes**

Pupils' standards of behaviour are good and attitudes to learning are very good. The standard of discipline and the general good will that is felt throughout the school shows that the policies concerning this aspect are effective.

- Parents are appreciative of the standards of behaviour promoted by the school.

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- Pupils display a positive attitude to work. They listen attentively to the teachers and respond well. They remain focused on the task in hand even when the lesson is overlong.
  - Pupils and parents are supportive of the school's system of rewards and punishment, involving the use of house points and the Gold Book as well as the Black Book and consequential loss of privileges. The school prospectus incorporates a home-school agreement.
  - Pupils are on the whole polite and friendly they show courtesy and respect to each other, adults and visitors with the exception of a minority of older boys.
  - Policies are in place for behaviour, discipline and anti-bullying. There have been no exclusions.

### **4.3 Attendance**

The attendance of pupils in the preceding three school terms was good.

- Pupils are with few exceptions punctual to school and lessons start at the stipulated times.
- Registration of pupils is carried out correctly and the school registers are in the main correct. The school makes every effort to monitor and improve attendance.
- There are instances however where pupils being absent of family holidays of more than 10 school days, have not been marked as unauthorised absences as is correct.
- The school has in place policies and practices, which ensure that absences are thoroughly investigated.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall throughout the school. The high standards noted by the previous inspection have been effectively maintained.

- All of the teaching was at least satisfactory. Just under 90 per cent of the teaching observed was at least good. One sixth of the teaching was very good. Good teaching was observed in all classes.
- Teachers plan activities effectively for the differing abilities of the pupils in their class. For example, in a language lesson for the youngest pupils, the teacher made sure that older and more able pupils were challenged effectively by the tasks they were set, while younger pupils and those with SEN were supported well.
- Teachers make good use of their individual skills and subject knowledge by exchanging classes for the teaching of some aspects, such as information technology and physical education.
- Resources are used well to support pupils' learning. For example, in language lessons pupils use white boards to write their responses, so that teachers can see at a glance how much each pupil has learnt.
- Relationships are good and teachers have appropriately high expectations of pupils' response and behaviour.

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- Lesson planning is good. Teachers make good use of discussion at the start of lessons to review what pupils know and recap at the end to check the progress they have made. This information is used well to identify clear learning outcomes for following lessons.
  - Teaching of pupils with SEN is good and they make good progress towards their learning targets as a result.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment, recording and reporting of pupils' progress is generally good.

- The school policy outlines the nature and purpose of assessment and states that assessment provides a base for future planning and helping children to progress.
- The requirements of the SEN Code of Practice are met and individual education plans (IEPs) are regularly reviewed. Short-term lesson plans include assessment opportunities that relate to learning outcomes.
- Information contained in the school prospectus and annual governors report to parents comply fully with statutory requirements.
- Marking is prompt and accurate and indicates positive features as well as areas for improvement
- The achievements of the under-fives are assessed and recorded effectively through the use of Travelling Together in the nursery and Baseline Assessment in reception. Use is made of this evidence as well as statutory assessment, standardised spelling and reading tests to target individual pupils. Cognitive tests are used to predict pupil levels in core subjects at key stage two.
- The school makes good use of data from national tests to set targets for school improvement in its school development plan (SDP).
- School records of achievement compiled at the end of the year contain a full picture of pupils' achievement and progress, both academic and personal.
- A useful assessment sheet has been devised for the foundation subjects in KS2; it has not yet been introduced to KS1.
- Teachers keep detailed records on pupils' progress in their record books, but this information has not been formulated into clear individual targets for pupils to use to improve their achievement.
- Parents are generally pleased with the quality of the end-of-year reports and opportunities are provided for formal meetings with class teachers; pupils' strengths and weaknesses are identified as what to do next as a means of improving achievement. Informal open nights are held in September for pupils who have moved to new classes and a more formal one in October for the early years, followed by a formal open evening for Y1-Y6 in March.

## **5.3 Curriculum**

The curriculum is appropriately broad and balanced, and meets statutory requirements and those of the Locally Agreed Syllabus.

- The curriculum provided reflects the overall aims of the school well and is appropriate to pupils' needs, interests and abilities.

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- The provision made for children under five is appropriate. It is carefully planned to cover all the six areas of development. It ensures that nursery and reception children achieve well overall and make good progress towards the Desirable Outcomes for Learning. However, opportunities for development of skills of balance and co-ordination are not regular enough.
  - Curriculum areas are well-planned at KS1 and KS2. Sound policies are now in place for all subjects, and provide a good basis for teachers' planning. They are helpful to bring consistency to the teaching, assessing and developments of subjects.
  - Statutory requirements are met and there is appropriate provision for boys and girls from all groups.
  - There are effective links between different subjects, for example good use of ICT in history, geography and science and good use of numeracy and literacy skills throughout the curriculum.
  - Arrangements for the pupils' personal and social education are good. There is an effective policy in place, based on national guidance, which is understood by all staff and implemented well. Provision for sex education and equality of opportunity are good. The school is socially inclusive and care is taken to ensure that the curriculum and other school activities provide equality of access and opportunity.
  - There is suitable provision for extra-curricular activities to enhance pupils' learning. Pupils have appropriate tasks to perform at home such as reading and these have a beneficial effect on the progress they make.
  - The *Cwricwlwm Cymreig* is given appropriate emphasis. Good use is made of opportunities to extend pupils' knowledge of Wales and Welsh culture.
  - Homework is used effectively to support pupils' learning.
  - The curriculum for children with SEN is good and they are effectively supported to make good progress in their learning.

#### **5.4 Support, Guidance and Pupils' Welfare**

Overall, the quality of support and guidance to pupils is good

- Teachers and support staff know their pupils well and respond positively when asked for help. Pupils are well supervised during break time, at the end of the school day and on school visits. However, arrangements at the end of the lunch period prevent the nursery class from gaining prompt access to the hall.
- The governors take their commitment to health and safety issues very seriously and appropriate policies and procedures are in place. There are good induction arrangements for young pupils entering school for the first time and for the transfer of pupils to Mold Alun High school.
- The school is in the process of adopting the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) Framework and guidance for personal and social education. There is access to professional support from appropriate outside agencies as and when necessary, such as the school nurse to teach sex education.
- The school effectively implements its policy for personal and social education. The school ensures equality of opportunity for all.

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- Child Protection procedures are understood well by all teachers and staff.

### **5.5 Provision for Pupils with SEN**

The provision for pupils with SEN is well co-ordinated and documented. Good support is provided for pupils identified as having SEN and they make good progress.

- The governors and staff are aware of the relevant arrangements with the link governor being appropriately involved, informed and supportive.
- Procedures for early identification and monitoring are in place and are in line with the revised Code of Practice. Pupils with SEN are quickly identified and their progress is monitored very carefully.
- Pupils with SEN are well integrated into the life of the school. There is an atmosphere of care and support for pupils of all levels of prior attainment. They attain good standards in line with their ability.
- Records for pupils with SEN are clear and good use is made of external assessment and support, where this is appropriate.
- Outside agencies are suitably involved in assessing pupils' needs and advising in planning their learning programme.
- Pupils on the register are well supported by clear and helpful IEPs, which are sufficiently targeted on their individual needs, known to all staff and reviewed regularly.
- The school keeps parents appropriately informed of progress through reports and consultative meetings.

### **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has established and is maintaining a good partnership with parents and the community.

- The breadth and quality of information on school life prepared for parents is good.
- Through parents' evenings and the Annual Report, parents are well informed on the development of their child.
- Parents praise the ease of access to both the headteacher and individual teachers and their readiness to listen to their concerns.
- There are secure arrangements to ensure parents co-operation concerning pupils' homework.
- The School Parent and Teachers Association is active and very successful in raising valuable funds to enrich pupils education.
- Parents assist the school staff with non-curricular events such as swimming.
- The school plays an active part in the life of the community.
- There are close links with the local church with pupils attending church services and with the Rector regularly visiting the school.
- A member of the community comes into school to listen to pupils reading and other members come to talk on local history and personal experiences.

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- The school enters into local festivities and joins in charitable events and appeals.

### **5.7 Partnership with Industry**

Despite its rural location the school has formed a good partnership with industry.

- Curricular course work is enriched with visits to industrial sites and companies.
- Infants make local visits, which are curricular based.
- Local firms and businesses support the school by financial donations, sponsorship and the supply of goods.
- A member of staff has received a one-day training course in business management.
- The school has not as yet explored the possibilities for wider links through the medium of information technology, which overcomes its geographical strictures.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- Criteria have been agreed against which the school's performance can be effectively monitored. Results of national tests and commercial assessment results are analysed, together with tracking of individual pupils' progress.
- National and local data are used appropriately to compare aspects of the school's performance against that of other schools. When setting targets for each year group, the school takes into account the differing abilities of different groups of pupils.
- The school has set suitable priorities for improvement. Targets are incorporated into the SDP, where costs, responsibility and dates for completion are also itemised. Governors are suitably involved in the monitoring of analysis and plans of action.
- While teachers, including the headteacher, are aware of what is being taught in other classes, there is, as yet, no formal monitoring of teaching, with criteria set, to help the dissemination of good practice. The school has identified this as an area for development and training is currently being undertaken by the headteacher.
- Useful policy documents and schemes of work have been developed for all areas of the curriculum. These provide good guidance for teachers to ensure continuity and progression in pupils' work. Standards of planning and evaluation are good overall. Staff with management responsibilities lead their areas effectively.
- Good procedures are in place to develop skills in literacy, numeracy and information technology.
- Staff training is linked appropriately to both the needs of the school and the staff concerned.

### **6.2 Leadership and Efficiency**

The leadership of the school is good and has resulted in a good level of improvement since the previous inspection. Relationships are good and there is a good ethos, which has a positive impact on all aspects of the school day.

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- Available resources of money, staff, time, resources for learning and accommodation are managed efficiently.
  - The aims of the school are appropriate and known to all. They are revised annually. School development is suitably linked to the promotion of those aims.
  - Budget setting is well linked to the aims of the school, the school development plan and the available resources. Effective steps are taken to ensure value for money.
  - Governors are very supportive. They are well involved in the day-to-day life of the school and know it well.
  - The headteacher knows her staff well and leads the school effectively. She monitors teachers' planning regularly.
  - Routine administration and organisation is very good. The secretary is very efficient and welcoming.
  - Statutory requirements are complied with and the school takes good note of Welsh Office guidelines.

### **6.3 Staffing, Accommodation and Learning Resources**

The quality and quantity of learning resources are good in NC subjects and religious education. There have been significant improvements to the accommodation since the previous inspection.

- There is a suitable provision of staff to meet the varying needs of all pupils. Staff are well qualified and deployed appropriately to be of maximum benefit to pupils. Good use is made of individual teacher's areas of expertise when organising teaching of the various subjects at both key stages.
- Staff in service training (INSET) is well targeted to the needs of the school as well as the professional development of those involved.
- The accommodation has been greatly enhanced since the previous inspection and the extended spaces provided by the hall and classrooms are used very efficiently both before and after school and during the school day.
- The school makes effective use of its community resource areas in physical education and valuable learning experiences are provided through visits to educational establishments and field study trips.
- Some of the classrooms for the oldest pupils are quite small, and there is no designated nursery classroom, although the school makes good use of other spaces, such as corridors and the headteacher's office, to ensure that this has no negative impact on teaching and learning.
- Displays of work, awards and artefacts enhance the environment effectively. They celebrate pupils' achievements in all aspects of school life. The care with which pupils' work is presented reflects the value teachers place on it.
- Teaching areas are bright, clean and attractive, and teachers organise them effectively, including space in the new large staff room to provide space to teach some areas of the curriculum, such as mathematics and information technology.

- Resources are good overall. They are used effectively to meet the needs of the curriculum for the early years and at both key stages. They are stored efficiently, clearly labelled and accessible to staff and, where appropriate, to pupils.
- A new hall, staff room and resource room has improved teaching accommodation but the school has no purpose built nursery area or convenient access to wet play in all classrooms.
- There are limited resources for the development of balance and co-ordination for nursery and reception children. Nor is there a designated safe outdoor space for them to use on a daily basis.
- Each classroom has a personal computer linked to the Internet. The teachers' resource room is well stocked and is effectively organised.
- The school makes good use of the school library and loan service.
- The building is well maintained and the classrooms and corridors are filled with well-prepared displays containing pupils' work to stimulate ideas and celebrate achievement.

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

### **Standards achieved by pupils**

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

Currently the educational provision for the under-five's taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the nursery and reception classes are good overall. However children have insufficient, regular opportunities to play on large equipment and trucks and tricycles to effectively develop skills of co-ordination, balance and upper body development and standards in physical development are satisfactory.

#### **Physical development**

- Children in reception manipulate thread and beads with appropriate dexterity.
- Nursery children glue and position decorations onto their stick puppets with appropriate coordination.
- Most hold pencils with an efficient pincer grip and trace over lines with reasonable accuracy. They remain broadly within lines when colouring pictures.

#### **Communication, language and literacy**

- Nursery children listen to simple instructions and follow them well. They have emerging confidence to speak to others about their interests, describing their favourite dressing up clothes, for example.
- They enjoy listening to stories, such as the "Little Red Hen" and some join in with enjoyment with repeated phrases.
- They talk actions through, reflecting on what they are doing-"I'm going to use this one".
- Reception children copy write with appropriate accuracy. They use developing awareness of print to identify simple signs in the shop, such as 'open' and 'closed'.
- They write their names with developing confidence. Recognising several of the letters of the alphabet.

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- They handle books carefully, turning the pages in order and talking about the pictures.

**Knowledge and understanding of the world**

- Nursery children look at different types of clothes and how different clothes are worn for different occasions. They show curiosity about everyday objects and comment and ask questions about the world.
- They talk about spiders they have seen at home in the bath and are aware they need a certain environment-“He needs to go outside”.
- Children in the reception class learn about the differences between natural and man-made materials. They test materials to discover which would make the best waterproof coat for the class teddy bear.
- They learn about different parts of the world and take one of the three class Teddys with them when they visit places of interest, sending postcards back to their class teacher.
- They use the computer to complete simple matching programs, to support work in mathematics.

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### **Personal and social development**

- Nursery children play alongside each other happily and are generally amenable and co-operative. They separate from their parents and carers with confidence and have a positive approach to new experiences.
- Reception children relate well to each other and to adults. They know how to take turns and to share equipment.
- Children think of things to thank God for.
- Reception children play in the shop and house co-operating with each other as they imagine a story.
- They are starting to take responsibility for some of their own needs, such as washing hands and putting away toys and other equipment.

### **Mathematical development**

- Nursery children count to three when playing with toys. They start to use number as part of everyday conversation.
- They sort items according to colour and are learning positional vocabulary such as 'in front', 'on top' and 'behind'.
- Children in reception can count to five and understand the use of number cards from zero to five. Some children correctly identify numerals to nine.
- They sort and match coins and other familiar objects. They add simple combinations of one and two pence coins, after some initial confusion over the amount of coins and their value.

### **Creative development**

- Reception children draw figures with recognisable features.
- Nursery children make attractive collages.
- Older children paint and make effective folded pictures.
- They play imaginatively in the class shop and home corner, using equipment to support their imaginative play effectively.

### **Shortcomings**

- Skills in large physical movements such as balancing and climbing are insufficiently well developed.

### **English**

Standards are good in both key stages. These standards are broadly comparable with the previous inspection.

### **Good features**

- Pupils in KS1 listen attentively and respond enthusiastically to questions from the teacher. They interact well with one another and use appropriate language. In KS2, they contribute readily, confidently and relevantly to class discussions and present their opinions in a clear and balanced way, responding appropriately to the opinions of others.

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- Key Stage 1 pupils are familiar with reading strategies and employ them appropriately. A home-school reading programme is well supported by parents. Older KS2 pupils read accurately, fluently and with expression. Reading scheme books are supplemented by in-class library books as well as access to a regular mobile library service. Book reviews are recorded and marked diligently by teachers.
  - Standards in writing at both key stages are good. Pupils are involved frequently in writing experiences for a wide range of purposes and audiences. Due emphasis is given to letter formation and handwriting. Key Stage 2 pupils are increasingly able to produce purposeful and sustained writing using accurate spelling and punctuation in an appropriate style of handwriting.
  - In KS1, pupils use their knowledge and understanding of phonological patterns effectively in their development of spelling. In KS2, dictionary work and the use of thesauruses develop the pupils' ability to focus on the spelling of words and the correct use of synonyms. Regular spelling tests reinforce these skills.
  - Effective use is made of writing frames to develop writing skills across the curriculum and KS2 pupils are able to write in an appropriate style as in a particular period in history, such as the Victorian era.

### **Shortcomings**

- There are no significant shortcomings

### **Mathematics**

Standard in mathematics are good at both key stages. This indicates that standards have been effectively maintained since the previous inspection, which also judged them to be good.

### **Good features**

- Pupils in KS1 count confidently forward and back in tens, fives and twos. They can name an odd or even number between any two given numbers and have good recall of numbers up to ten.
- They choose appropriate methods, such as addition or subtraction, to resolve simple number problems.
- Pupils have a good knowledge of place value, which they use effectively when working in their books. They partition numbers into sets and complete number chains confidently.
- They have a suitable developing mathematical vocabulary and a good knowledge of simple two and three-dimensional shapes.
- Older pupils use graphs and tables to help in their understanding of work in other subjects, such as science. Pupils in Y5 and Y6 interpret tables to show individual preferences or to plot the changing temperature in different countries, using negative figures where appropriate.
- They learn about probability and look at correlation between factors such as height and weight. They work out problems using rounding to the nearest ten, hundred or a thousand.
- They are aware of symmetry and can draw the lines of symmetry on regular shapes.
- They work with fractions, reducing them to their simplest forms. They work with decimals, including multiplying them and ordering them according to value.

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### **Shortcomings**

- There are no significant shortcomings.

### **Science**

Standards in science are good at both key stages. Standards have been effectively maintained since the previous inspection, when they were judged to be good.

#### **Good features**

- Pupils in KS1 know the names of the parts of plants and parts of the human body.
- They learn to make predictions, such as how much a pair of tights will stretch when different objects are suspended in them.
- They sort materials and know how some things, such as chocolate and eggs, will change when they are heated.
- Pupils in Y3 and Y4 sort and classify different types of seeds effectively, correctly matching the type of seed to the method of dispersal.
- They use research materials well, such as classification books and computer programs to support their work in science.
- Pupils learn about electricity and make circuits using batteries, switches and wire.
- Pupils in Y5 and Y6 learn that heart rate differs in different situations. They know that the heart is a vital organ and that blood passes through the heart to be pumped around the body.
- Older pupils begin to develop effective hypotheses to explain differences in the things they observe.
- They use information from visits into the locality well to develop their knowledge of living things and their environments.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards in Welsh as a second language are good in both key stages. In the previous inspection standards were very good. Good use is made of incidental Welsh; the '*helpwr heddiw*' system is in place.

#### **Good features**

- In all classes, pupils show enthusiasm in oral work and they readily participate as a class, in groups, as pairs or individually. They display a positive attitude towards the language.
- Pupils listen attentively and emulate the correct pronunciation and intonation when new language patterns and phrases are introduced. All pupils use correct greetings and phrases when questioned by their teachers or peers and they respond confidently and appropriately for their year group.
- As they move through the key stages, pupils use the language patterns with developing accuracy and for a range of varied purposes and contexts. Pupils enjoy role-play

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opportunities to put into practice their language patterns. Key Stage 2 pupils make good use of expressive language in increasingly lengthy dialogues.

- In both key stages, they successfully produce good pieces of writing on the basis of the language patterns they have learnt.
- Pupils sing Welsh songs and hymns and recite Welsh prayers in services and at the end of the school day. Welsh is the language used for registration. The school holds its own bi-annual eisteddfod to raise awareness of Welsh culture and traditions.

### **Shortcomings**

- There are no significant shortcomings

## **Design and technology**

Standards in design technology are satisfactory overall. They are good at KS1 and satisfactory at KS2. This is similar to the judgements made at the time of the previous inspection, when they were also judged to be satisfactory.

### **Good features**

- Pupils in Y1 and Y2 design masks and decorate them attractively.
- They effectively plan the ingredients to make fruit salad.
- Pupils in KS1 make initial designs of puppets they want to make and list the materials they will need to make them. The finished models are close to the original designs.
- Year 3 and Y4 pupils design gardens and adventure playgrounds and make models of them using paper and card in boxes. They use skills they have learnt to make ‘pop up books’ with paper and card to illustrate the growth of seeds in work linked to science.
- In work linked to geography they prepare food in the style of Ghanaian recipes.
- Older pupils in Y5 and Y6, design advertisements for food, using word processing skills on the computer effectively. They also design posters to encourage dental hygiene and make attractive mother’s day cards.

### **Shortcomings**

- Pupils in KS2 do not regularly plan their work in detail, listing what equipment and resources they will need. Nor are they sufficiently skilled in making written evaluations of how successful their designs have been and how they might improve them.

## **Information technology**

Overall, standards of achievement are good in both key stages. This is an improvement since the previous inspection, when they were judged to be satisfactory.

### **Good features**

- Pupils use information technology to exchange and share information. For example, pupils in Y1 and Y2 write poems about the seaside, which they type up and illustrate with pictures of shells and fish.
- Older pupils produce their own book of traditional tales. They design the cover and the contents page and produce attractive illustrations in work linked to literacy.
- They design and print Christmas cards successfully, using word processing skills to write their messages.

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- In Y3 and Y4, pupils use computer programs to find things out. They learn about shapes and their properties, using mathematics programs.
  - They use programs to find the properties of shapes and write their names in Welsh, using the computer.
  - They develop their computer skills effectively in work linked to art when older pupils study the work of William Morris and discover which shapes reverse and rotate to make repeating patterns.
  - Pupils in Y5 and Y6 research the exchange rate for pounds and euros, prior to their trip to Holland, calculating the value of various coins.
  - They learn to review, evaluate and modify their work as they progress.
  - They learn to write lists of instructions to make things happen.

### **Shortcomings**

- There are no significant shortcomings.

### **History**

Standards in history are good in both key stages, which is a similar judgment made in the previous inspection. History is planned to alternate either on a termly or half termly basis with geography.

### **Good features**

- In KS2, pupils' understanding of life in Victorian times has been stimulated successfully by visits to the Victorian school in Llangollen and Erddig Hall, Wrexham. They have learnt of the contrast between the lives of the rich and poor and the daily life of children then and now, particularly life in a workhouse.
- Pupils have a good knowledge and pride of their locality. Key Stage 2 pupils, whilst researching the Mold riots used drama as an effective learning media.
- In their study of the Second World War, pupils have been able to compare home life during this period with that of today with its modern appliances.
- In recording their efforts pupils have used successfully a variety of sources including old photographs, materials, artefacts and reference material.
- Good quality displays contribute effectively to enriching pupils' understanding and interpretation of history and their depth of knowledge.
- In KS1, pupils have a developing awareness of chronology through discussions which centred on toys in particular new and old teddies. They can talk confidently about what they did in the past.
- Pupils' learning is enhanced through the use of a good range of resources and links where appropriate to personal computers, the Internet and CD-ROMs.

### **Shortcomings**

- There are no significant shortcomings.

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## **Geography**

The scrutiny of teachers' planning files, scheme of work, pupils' files and class displays together with discussions with teachers and pupils indicates that the standard is good at both key stages.

This is a similar judgment as to the previous inspection. Geography is planned to alternate either on a termly or half-termly basis with history.

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### **Good features**

- Pupils have a secure and developing knowledge of the locality in both key stages. They observe and collect information through visits around the school and Nannerch where they study various locations.
- Key Stage 2 pupils study includes Loggerheads, local towns, Ghana and countries in Europe. They effectively develop their understanding of environmental change, waste management and the seaside.
- The annual Y5 and Y6 trip to Valkenburg enables pupils to understand how places differ and to compare and contrast life in their own locality with that in Holland, Belgium and Germany.
- Field study trips are arranged in KS2 to Wepre Lane to study the river Dee. Pupils acquire and apply their skills and techniques to record their findings on the flow, depth and speed of the Dee as line graphs and illustrated diagrams. They use photographs and extended written accounts well to illustrate their visit.
- Mapping skills are developing well in both key stages. Pupils use co-ordinates, symbols and keys to identify local features on maps.
- Pupils make good use of Ordnance Survey maps whilst on study visits and they use appropriate geographical terms when communicating their observations.

### **Shortcomings**

- There are no significant shortcomings.

### **Art**

Standards of achievement are good in both key stages. This is an improvement since the previous inspection, when they were judged to be satisfactory.

### **Good features**

- Pupils in KS1 make careful drawings of fruit, using pastels. They blend the colours carefully to achieve their desired results.
- They paint pictures of flowers and autumn leaves, with good attention to detail.
- Pupils in Y3 and Y4 make collage pictures of owls, in work linked to literacy.
- They blend different shades of one primary colour effectively to make “jig-saw” pictures and portraits.
- They weave different materials to make relief pictures of fish and knit snakes and other animals to make attractive three-dimensional representations.
- They use ICT effectively to design and make attractive Father’s day cards.
- Pupils in Y5 and Y6 look at work in the style of various artists and write thoughtful evaluations of their styles.
- They use music as an inspiration for art-work and make patterns and pictures to illustrate their thoughts.
- In work linked to science, older pupils make careful pencil sketches of animal bones, shading their work with sensitivity.

### **Shortcomings**

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- There are no significant shortcomings.

## **Music**

Standards in music are very good overall. The high standards noted by the previous inspection, have been effectively maintained.

### **Good features**

- Pupils at KS1 learn the difference between high and low, fast and slow and loud and quiet sounds.
- They know about beats and can count the beats in their names and in the names of different animals. They are effectively developing their knowledge of rests and spaces in music.
- They have a developing knowledge of musical terminology and compose simple rhythmic pieces thoughtfully.
- They take part in performances with confidence and enjoyment.
- Pupils sing tunefully and in time. Older pupils in KS2 sing very well in two parts, and with descant, responding appropriately to instruction from the conductor.
- They sing a good range of both English and Welsh songs tunefully and with good expression.
- They know how to play a range of tuned and un-tuned instruments appropriately.
- A good number of pupils take the opportunity to learn to play other instruments, such as woodwind and violin, which they play confidently in assemblies and at other times.
- Older pupils write appreciative and perceptive reviews of music they have heard after a visit to the Royal Liverpool Philharmonic Schools' Concert.
- Older pupils recognise and identify different parts of the orchestra. They have a good vocabulary of specific musical terms, such as crescendo and diminuendo.
- Pupils effectively develop performing skills in musical concerts for an audience of parents and the school community. The high quality of the singing, acting and musical accompaniment has a positive impact on pupils' self esteem.

### **Shortcomings**

- There are no significant shortcomings.

## **Physical education**

Standards are good overall in both key stages and swimming is very good. This is an improvement since the previous inspection, which judged standards to be satisfactory. Swimming continuous to be of a very good standard. Year 5 and Y6 pupils engage in outdoor and adventurous activities whilst on the school trip to Holland, Germany and Belgium.

### **Good features**

- Pupils are involved in a wide range of sporting activities involving staff, parents and coaches from the Football Association of Wales, Dragon Sports, short tennis, cricket and crown green bowling. The school has a good level of success in competitive games such as soccer, tennis, cricket and swimming where pupils compete against others from local schools.

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- Pupils achieve high standards in swimming. Both key stages are involved on two half-termly sessions during the year at Holywell baths. The support of parents supervised by the school staff in the well-structured swimming scheme, enables the school to match activities to the appropriate swimming development of the pupils.
  - The new hall with its new apparatus is an improvement on the previous arrangements for teaching gymnastics in the village hall, and has had a positive impact on standards achieved. Time constraints are however placed on its use by the need for the area to be a nursery in the afternoons.
  - Key Stage 2 pupils dress appropriately for lessons and give due attention to warm up and cool down routines.
  - In gymnastics lessons, pupils respond well to opportunities to build up sequential movement sentences and make adjustments to refine and improve their performance.
  - Pupils are developing effective control of their body movements and their awareness of a constantly changing situation is good.
  - Older Y5 and Y6 pupils achieve good understanding of how to judge their performance and use this information to refine and improve the quality of their work.
  - Year 5 and Y6 pupils on the whole are able to collect and store large mats from the storeroom in an orderly and safe manner.

#### **Shortcomings**

- There are no significant shortcomings.

#### **Religious education**

Standards are good in both key stages. Standards were good in the previous inspection.

#### **Good features**

- Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural education. Pupils understand the importance of religion in peoples' lives.
- The school has close links with the local church and clergy. Pupils regularly visit the church to celebrate Christian festivals make good progress in learning about its significant features and purpose within the act of worship.
- Pupils in both key stages have a good knowledge and understanding of the beliefs and practices of Christianity and other faiths as set out in the Locally Agreed Syllabus.
- Key Stage 1 Pupils are familiar with a wide range of Bible stories from the Old and New Testament. They remember facts from the stories and can relate these to concepts and feelings such as care, compassion and responsibility and helping others. Pupils' understanding of the need to care for and protect babies was effectively developed through discussions of the story of Moses.
- At KS2, pupils can reflect on their own feelings and express their responses by relating them to personal relationships. Year 3 and Y4 pupils linked the theme of special times and places during their lesson on Judaism, to their relationships with family and friends.
- Pupils' understanding of symbolic meaning is developed through use of a well-structured scheme of work and a wide range of books, resources and artefacts.

#### **Shortcomings**

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- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

There has been a good level of improvement since the previous inspection and the school is in a good position to continue to improve still further.

The key issues for improvement highlighted by the previous report were:

- Improve the quality of long-term planning in the non-core foundation subjects, giving priority to design and technology (This has been effectively completed and there are sound schemes of work for all subjects).
- Ensure that pupils make greater use of information technology across the curriculum (This has also been effectively resolved).
- Improve recording in the foundation subjects so that there is a clearer indication of what pupils have achieved (The school has started to record pupils' achievements in the foundation subjects at KS2. It is planned to start recording at KS1 in the near future).
- Formulate a curriculum plan for the under-fives that takes specific account of the Desirable Outcomes in the six areas of learning (The planning of the curriculum for young children in the foundation stage is now good overall, although they still have insufficient regular opportunity to practise skills in balancing, climbing and hanging from their arms).
- Set clear targets in the SDP for raising and maintaining standards and evaluating outcomes (This is now done).
- Ensure that NC assessment results are communicated to parents through the prospectus and the annual report from the governing body (This is now effectively done).
- Give attention to safety matters (Due attention is given to safety matters as they are identified).
- Standards have been raised in art, information technology and physical education.
- In addition, there have been improvements in the accommodation, which now includes a school hall.

### **8.2 Key Issues for Action**

In order to raise standards further the school needs to:

- Put in place planned systems to monitor teaching formally, with criteria set for observation, to disseminate good practice within the school;
- Develop accurate, manageable systems to record pupils' progress in the non-core subjects of the curriculum at KS1, in line with school plans;
- Develop provision for large, physical development for children under five in the nursery and reception class, and plan its use so that they have daily opportunities to balance, climb and develop upper body movements appropriately;
- Raise standards in subjects, which, while satisfactory overall, have some shortcomings.

## APPENDIX

### A. Basic Information About the School

Name of School	Nannerch VC Primary School
School type	Voluntary Controlled
Age-range of pupils	3-11
Address of school	Nannerch Village Nr Mold Flintshire
Post-Code	CH7 5RD
Telephone Number	01352 741377

Headteacher	Mrs Morfudd Fisher
Date of appointment	June 1991
Chair of Governors	Mr Kevin Weston
Registered Inspector	Mrs S M Barnes
Dates of inspection	29-31 October 2002

### 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	10	9	12	13	9	8	12	3	76

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	3.7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil : adult (fte) ratio in nursery classes	9:1
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2001	96	94.2	92	94.1
Spring 2002	92.7	95.2	94	94
Summer 2002	97.4	97.3	96.5	97.1

Number of pupils excluded during 12 months prior to inspection	0
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## C. Results of National Curriculum Assessments and Public Examinations

<b>National Curriculum Assessment KS2 Results: 2002</b>	Number of pupils in Y6: 3
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As the number of pupils eligible for assessment at the end of KS2 was fewer than five, summary information is not included.

## D. The Evidence Base of the Inspection

- The inspection was carried out by a team of three inspectors, over a period of two and a half days.
- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Fourteen parents attended a meeting to give their views of the school.
- Thirty questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Twenty-four lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, Welsh, science and other subjects.
- A wide range of pupils' written and other work was examined in all classes.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the staff.
- The work of pupils with SEN was examined.
- Documents relating to the financial management of the school were discussed.
- Budget figures were examined.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mrs S M Barnes	RgI	Context of the school Main findings Standards of attainment Key skills Quality of teaching Curriculum Provision for pupils with SEN Leadership and efficiency Progress since the last report Self evaluation and efficiency	early years mathematics science technology information technology music art
Mr G Morris	Lay	Attendance Links with parents Links with industry	
Mr G Williams	Team	Behaviour Spiritual, moral, social and cultural development Support and guidance Assessment, recording and reporting Staffing, accommodation and learning resources	Welsh second language English history geography physical education religious education

*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.*