

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

A Report on the Quality of Education in

**Northop Hall C.P. School
Llys Ben
Northop Hall
Mold
Flintshire
CH7 6HS**

School Number: 6642032

Date of Inspection: 23/04/07

by

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

The inspection of Northop Hall C.P. School took place between 23/04/07 and 25/04/07. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. Northop Hall Primary School serves the village of Northop and its surrounding area. It lies in the area administered by Flintshire County Council.
2. The school caters for pupils between the ages of three and eleven years of age. At the time of the inspection, there were 154 full-time equivalent pupils on roll. Since the last inspection, there are 32 fewer pupils on roll. Pupils are admitted into the nursery class in the September following their third birthday and to the reception class in the September following their fourth birthday.
3. Pupils represent the full ability range. One pupil has a statement of special educational needs and there are six pupils either on school action or school action plus for extra support. The pupils are arranged into seven classes.
4. According to the school, the pupils are drawn from a catchment area described as being relatively prosperous. One per cent of the pupils receive free school meals.
5. English is the predominant language spoken at home.
6. The school was last inspected in 2001. The current head teacher has been in post since September 1994.

The school's priorities and targets

7. The school's main priorities and targets for 2007-08 include:
 - review all curriculum policies to include key skills;
 - introduce policies on Personal and Social Education, Global Citizenship and English as an Additional Language;
 - review the long-term and mid-term curriculum planning.

Summary

8. Northop Hall School is a good school with many outstanding features. It is a happy school where all pupils, including those with additional needs, benefit from the care and support of teachers and support staff. The ability of pupils to apply the skills they have learnt is an outstanding feature from nursery through to Year 6. Overall, good progress has been made since the last inspection particularly in the subjects identified as having shortcomings.
9. The inspection team's judgements differ to that of the school's in 5 out of the 7 key questions. The inspection team awarded a higher grade for key question 1,2,3,5 and 7 and gave a grade lower for key question 6.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade1
2 How effective are teaching, training and assessment?	Grade1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 1

Standards

10. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The school has underestimated how well learners achieve.

11. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

12. In all of the lessons observed, the standards of achievement were better than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 65 per cent of lessons inspected should be Grade 2 or better.

13. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.

Areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical Development	Grade 2	Grade 2
Creative Development	Grade 2	Grade 2

14. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh Second Language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 1	Grade 1

15. In 2006, end of key stage 1 teacher assessments, the percentage of pupils achieving level 2 or better in English, mathematics and science was above the Local Authority (LA) and the national averages. Similarly the core subject indicator was above the LA and national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50% of schools for each subject. Girls performed better than the boys in all subjects.

16. In 2006, end of key stage 2 teacher assessments, the percentage of pupils achieving level 4 or above in English and science was above the LA and national averages, but marginally lower in mathematics. The core subject indicator was above the LA and national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50% of schools for each subject. Girls performed better than boys in all subjects.

17. The progress made by pupils with special educational needs (SEN) is good.

18. Statutory targets are set at both key stages; these are appropriate and are based on careful assessment of individual children's potential. All pupils make very good progress in acquiring new knowledge, understanding and skills and in fulfilling their potential. By the end of key stage 2, pupils are particularly well prepared for the next stage of their education. The school is making an impressive contribution to the promotion of life-long learning. Life-long learning skills are well established by this time.

19. There are no differences in standards of achievement of pupils in terms of social background, language or race.

20. Pupils' ability to work independently, in pairs and as part of a group is very well developed.

21. Pupils across the school have a very good grasp of the basic skills associated with literacy and numeracy. Information and communications technology (ICT) skills are well developed at both key stages.

22. Pupils enjoy collaborating on creative and problem-solving activities and use an appropriate range of strategies to explore ideas creatively in a number of media. The quality of work by pupils across the school is of a very high standard.

23. In their bilingual development, pupils at both key stages are making good progress.

24. All pupils show very high levels of motivation, interest and enthusiasm in their work and concentrate well during lessons. Learning how to learn is reflected in all aspects of the pupils' education.

25. Pupils make very good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school.

26. There are good links between the school and its community and the school benefits greatly from these links.

27. Pupils' behaviour is excellent.

28. Attendance in the three terms prior to inspection was good, exceeding the expected targets.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

30. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 - 06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.

31. In lessons judged to have outstanding features, the following characteristics are frequently present:

- very effective classroom organisation;
- high levels of subject knowledge;
- imaginative strategies to develop pupil's skills and knowledge;
- objectives clearly understood by the pupils;
- very effective teamwork between all adults in classes helping to ensure that pupils remain focused and 'on task'.

32. Teachers are very aware of the needs of individual pupils and provide appropriate support. All members of staff are fully committed to equal opportunities for all, regardless of gender, ability or race.

33. Resources are used effectively to enhance the quality of lessons. The use of ICT particularly plays a prominent part in enhancing teaching and learning. This area of work is again an outstanding feature at the school.

34. Good provision is made for pupils' bilingual development.

35. Assessment practice is well established for all areas of learning. It is rigorous, consistent, and tracks pupils' progress from the time they start school. Teachers

know their pupils very well. Assessment practices are thorough and fully meet statutory requirements.

36. Some pupils are aware of what they need to do in order to improve their work, but this understanding is not shared by all pupils. Pupils' involvement in determining their own targets for improvement needs further development.

37. Pupils' work is marked regularly and teachers' comments are encouraging. However, teachers do not often write comments that explain how pupils can improve their work.

38. There are opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents contain useful evaluative comments on pupils' achievement and progress, but they do not advise what pupils need to do in order to improve their work, neither do they provide pupils or parents with an opportunity to comment on the work.

39. The school has a curriculum that is well planned and organised; it is rich and full of stimulating learning experiences. The provision the school makes for promoting key skills across the curriculum is outstanding. It enhances and enriches children's learning experiences in all areas of the curriculum.

40. Good provision is made for the development of pupils' spiritual, moral, social and cultural understanding. The provision for the development of moral understanding is good. Respect and consideration for others, truthfulness and the consideration of moral issues are essential features of the school's ethos. The promotion of harmony and social cohesion is working well. The school makes good provision for the development of pupils' cultural understanding.

41. Legal and course requirements are well met. The school curriculum adheres to the requirement of the National Curriculum.

42. Sustainability is an important issue in the minds of those pupils spoken to during the inspection. The school is one of only four in Wales to have received the Lifelong Achievement Eco Award and this is reflected in the outdoor learning environment.

43. The development of pupils' entrepreneurial skills is promoted well through various activities.

44. The school's link with parents has some shortcomings. Parents at both the pre-inspection meeting and in the questionnaires returned expressed a need for better communication between the school and the home.

45. Transition arrangements between the various high schools to which pupils traditionally transfer are well established.

46. The overall pastoral care of pupils is an outstanding feature of the school. The quality of the arrangements the school makes for the induction of new pupils is good. New children settle very quickly into the school. Pupils benefit from a supportive ethos where they feel secure and valued by all members of staff.

47. The school's provision for ensuring the healthy development and well-being of all pupils is good. There are some areas of access to the school, which need attention.

48. The provision the school makes for pupils with additional learning needs is good. It fully complies with the Code of Practice.

Leadership and management

49. The school has clear aims and values which promotes equal opportunities in all aspects of its work. These are clearly understood by all members of staff and are well reflected in the positive ethos that permeates the life and work of the school.

50. The contribution of all members of staff is valued and an atmosphere of close co-operation characterises the life of the school.

51. Whole-school targets are set according to statutory requirements and the school is aware of how well it performs. It analyses all assessment information carefully when judging the school's strengths and shortcomings and plans its curriculum accordingly.

52. The school takes account of national priorities and these have been integrated successfully into many aspects of school life.

53. Governors are not yet fully and effectively involved in contributing towards setting the strategic direction of the school, or in monitoring and evaluating the quality of provision and the standards pupils achieve. The governing body has recently seen a considerable change in membership and accept that they need to develop their role by focusing on issues relating to standards and quality.

54. They are aware of their statutory responsibilities and are working hard towards fulfilling these obligations. They need to ensure that the Annual Report to Parents and the School Prospectus include all the mandatory information required in them.

55. The head teacher, members of staff and governors are committed to maintaining and improving standards. The school's performance is regularly monitored and reviewed by members of staff through a very effective collaborative approach. They are based on an effective system of tracking what needs to be covered in subjects and to match pupils' attainment against the end of key stage level descriptors. This information is used effectively to influence planning. A self-critical and supportive culture is well established to improve provision and performance.

56. The self-evaluation report, although useful in identifying priorities for development, lacks judgements in relation to many aspects for each key question and on measuring performance by pupils. This makes it difficult for governors to determine what resource priorities to set. At present the school development plan is not sufficiently focused on pupils' progress and raising standards.

57. The school has a sufficient number of well-qualified and well-experienced teachers and support staff to meet the learning needs of pupils..

58. The quality and range of learning resources are good with outstanding features. The easy access pupils have to materials and equipment enables them to take much responsibility for their own learning. The school manages its resources well and ensures that spending priorities are well matched to the learning needs of pupils.

59. The indoor environment is bright and colourful, and provides an outstanding setting to support the quality of teaching and learning at the school.

60. Day-to-day administration is smooth and efficient. Administration members of staff provide a sensitive first point of contact for visitors to the school. Lunch-time members of staff supervise children well and the caretaker carries out her role and responsibilities effectively. The cleanliness of the school contributes strongly to the orderliness and attractiveness of learning areas. All members of staff are regarded as valued members of the school team.

61. The school gives good value for money.

Recommendations

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

R1 Address the shortcomings in Welsh as a second language.

R2 Improve communication with parents so that they are better informed about what is taught and how well their children are doing.

R3 Further develop pupils' involvement in identifying and setting their own targets for improvement.

R4 Ensure that the annual report to parents on pupil progress fully meets statutory requirements.

R5 Further develop the approach to self-evaluation and school improvement planning so that priorities are clear and focused on progress and achievement.

R6 Work with the Local Authority to improve security at the school.

R7 Address the shortcomings in relation to the statutory requirements of the governors' annual report to parents and the school prospectus.

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. 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.

Standards

Key Question 1: How well do learners achieve?

Grade 1: good with outstanding features

63. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The school has underestimated how well learners achieve.

64. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

65. In all of the lessons observed, the standards of achievement were better than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 65 per cent of lessons inspected should be Grade 2 or better.

66. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils make very good progress from the time they start in the nursery and into the reception class; this is built on successfully at key stage 1.

Areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical Development	Grade 2	Grade 2
Creative Development	Grade 2	Grade 2

67. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh Second Language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 1	Grade 1

68. In 2006, end of key stage 1 teacher assessments, the percentage of pupils achieving level 2 or better in English, mathematics and science was above the LA and the national averages. Similarly the core subject indicator was above the LA and national averages. When compared with similar schools across Wales, using the free

school meals indicator, the school was placed bottom 50% of schools for each subject. Girls performed better than the boys in all subjects.

69. In 2006, end of key stage 2 teacher assessments, the percentage of pupils achieving level 4 or above in English and science was above the LA and national averages but marginally lower in mathematics. The core subject indicator was above the LA and national averages. When compared with similar schools across Wales, using the free school meals indicator, the school was placed in the bottom 50% of schools for each subject. Girls performed better than boys in all subjects.

70. The progress made by pupils with special educational needs (SEN) is good.

71. Statutory targets are set at both key stages; these are appropriate and are based on careful assessment of individual children's potential. All pupils make very good progress in acquiring new knowledge, understanding and skills and in fulfilling their potential. By the end of key stage 2, pupils are particularly well prepared for the next stage of their education. The school is making an impressive contribution to the promotion of life long learning. Lifelong learning skills are well established by this time.

72. There are no differences in standards of achievement of pupils in terms of social background, language or race.

73. Pupils' ability to work independently, in pairs and as part of a group is very well developed. Pupils learn how to organise group activities fairly, share responsibilities and to ensure that everyone contributes.

74. Throughout the school, all pupils listen carefully to the teacher and to each other. They read with fluency, confidence and understanding and use their skills effectively across all areas of learning. Information and communications technology (ICT) skills are well developed at both key stages and by the end of key stage 2 pupils show a high degree of confidence and use a range of skills to support their work. Numeracy is also used to measure and calculate accurately, particularly in science, geography and design technology.

75. Pupils enjoy collaborating on creative and problem-solving activities and use an appropriate range of strategies to explore ideas creatively in a number of media. The quality of work by pupils across the school is of a very high standard. The ability of pupils to apply the skills they have learnt is an outstanding feature from nursery through to Year 6.

76. In their bilingual development, pupils at both key stages are making good progress with some of the more-able pupils at key stage 2 achieving good standards. They use Welsh regularly in and around the school and respond confidently to commands and questions.

77. All pupils show very high levels of motivation, interest and enthusiasm in their work and concentrate well during lessons. They are confident to ask questions and to tell the teacher if they are uncertain about the work they are about to do. Learning how to learn is reflected in all aspects of the pupils' education

78. Pupils make very good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school. They have a very good understanding of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Pupils understand well the principles of equal opportunities and show respect for the diversity of beliefs and cultural traditions in society.

79. There are good links between the school and its community and the school benefits greatly from these links. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in social and fundraising activities. Visits and visitors to the school help them to have a developing understanding of the world around them and give them a good start in understanding the importance of the world of work and citizenship.

80. Pupils' behaviour is excellent. They understand what is expected of them. They move around the school in a quiet and orderly manner. They show respect to their fellow pupils and to adults, listening and responding appropriately to instructions and requests. This contributes to the good progress made in lessons. Parents' responses to the standards of behaviour both in the questionnaires returned and at the pre-inspection meeting were positive.

81. There have been no exclusions from the school in the year prior to the inspection.

82. Attendance in the three terms prior to inspection was good, exceeding the expected targets. They were 95.9% for reception and 94.8% for the rest of the school. Pupils are punctual at the start of the day and lessons started on time. Registration is conducted in accordance with statutory requirements.

The quality of education and training

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

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 its self-evaluation report. The school has underestimated how effective the teaching and assessment is.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

85. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 - 06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.

86. In lessons judged to have outstanding features, the following characteristics are frequently present:

- very effective classroom organisation;
- high levels of subject knowledge;
- imaginative strategies to develop pupil's skills and knowledge;
- objectives clearly understood by the pupils;
- very effective teamwork between all adults in classes helping to ensure that pupils remain focused and 'on task'.

87. Teachers are very aware of the needs of individual pupils and provide appropriate support. All members of staff are fully committed to equal opportunities for all, regardless of gender, ability or race. All pupils are treated fairly and with respect. They say that learning is enjoyable and they feel confident in coping with every area of the curriculum.

88. Resources are used effectively to enhance the quality of lessons. The use of ICT particularly plays a prominent part in enhancing teaching and learning. This area of work is again an outstanding feature at the school.

89. Good provision is made for pupils' bilingual development. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are very enthusiastic about their efforts. All members of staff have a very positive attitude towards the language.

90. Assessment practice is well established for all areas of learning. It is rigorous, consistent, and tracks pupils' progress from the time they start school. Teachers know their pupils very well. The school has a wealth of information based on sound teacher assessment from which they plan work and set challenging activities for improvement. Assessment practices are thorough and fully meet statutory requirements.

91. Some pupils are aware of what they need to do in order to improve their work, but this understanding is not shared by all pupils. Pupils' involvement in determining their own targets for improvement needs further development.

92. Pupils' work is marked regularly and teachers' comments are encouraging. However, teachers do not often write comments that explain how pupils can improve their work.

93. There are opportunities for parents to meet with teachers formally and informally to discuss pupils' progress. Annual reports to parents contain useful evaluative comments on pupils' achievement and progress, but they do not advise what pupils need to do in order to improve their work, neither do they provide pupils or parents with an opportunity to comment on the work.

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

Grade 1: good with outstanding features

94. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The team identified greater strengths in the learning experiences the school provides for learners.

Outstanding features

95. The school has a curriculum that is well planned and organised; it is rich and full of stimulating learning experiences. While it adheres closely to the National Curriculum programmes of study it is essentially a skill-based curriculum. The emphasis is upon providing pupils with the essential skills to allow them to explore the content of curricular areas more fully and more confidently. It is aimed at helping all pupils, including those with additional needs to achieve high standards in knowledge, understanding and learning skills. This approach is highly effective and highly successful.

96. The provision the school makes for promoting key skills across the curriculum is again outstanding. It enhances and enriches children's learning experiences in all areas of the curriculum. Skills learnt in one area of the curriculum are used effectively in others.

Good features

97. The school makes good use of extra-curricular activities in sport that contributes effectively to pupil's physical and social development. Educational visits are used well to support curricular objectives. Residential visits for older pupils enhance understanding of the rights and responsibilities of belonging to a community and global citizenship.

98. Good provision is made for the development of pupils' spiritual, moral, social and cultural understanding. Acts of collective worship are special times when the school community comes together to share moments of spirituality. During the act of

collective worship, pupils have time for reflection and appropriate songs and prayers are used to promote worship.

99. The provision for the development of moral understanding is good. Respect and consideration for others, truthfulness and the consideration of moral issues are essential features of the school's ethos.

100. The promotion of harmony and social cohesion is working well. The school makes good provision for the development of pupils' cultural understanding. This is largely delivered through religious education and other subjects in the curriculum. Pupils gain a good understanding of the cultures and traditions of peoples who live in other parts of the world. The school sponsors a young person in Africa. Pupils are fully involved in this partnership and gain cultural understanding through the correspondence they receive.

101. Legal and course requirements are well met. The school curriculum adheres to the requirement of the National Curriculum. This includes topic work that is used well throughout the school. Sex education is well established and supervised by the school in conjunction with the school nurse. A member of the North Wales Police effectively supports strategies to highlight the dangers of substance misuse.

102. The use the school makes of the Personal and Social Education framework is evident within every aspect of school life.

103. The learning environment into which children come when they first start school is safe, secure and welcoming. As a result, children settle down very quickly. They begin to benefit straight away from the wide range of stimulating learning activities that are well planned by the teacher and learning support assistants. This provides a strong base from which the pupils gain confidence to tackle new learning experiences. This is evident in the quality work which they produce.

104. Links with industry are good. The school has a good partnership with Aberduna Quarry at Maeshafen, which provides pupils with varied learning opportunities. There are good links with local stores.

105. Good opportunities are provided through a range of school activities for pupils to develop their bilingual skills. Members of staff ensure that Welsh is used during assemblies, registration and generally throughout the school day. These situations often involve pupils in listening and responding to instructions. The school cook plays her part and converses with children in Welsh when serving lunches.

106. The Cwricwlwm Cymreig is well promoted throughout the school. They understand the importance of promoting the Welsh language.

107. The school's policies to promote equal opportunities and to tackle disadvantage and stereotyping are very successful. There is reference to equality in all school policies. All pupils including those with additional learning needs have equal access to all areas of the curriculum.

108. Sustainability is an important issue in the minds of those pupils spoken to during the inspection. The school is one of only four in Wales to have received the Lifelong

Achievement Eco Award and this is reflected in the outdoor learning environment. The school council encompasses Eco responsibilities and is keen to extend recycling possibilities.

109. The development of pupils' entrepreneurial skills is promoted well through various activities. The school council plays a part in decision making and effective communication ensures that pupils throughout the school feel a part of this process. Problem-solving skills in many areas of school life are well established and pupils develop these skills very well, particularly in lessons.

110. The school's link with parents has some shortcomings. Parents at both the pre-inspection meeting and in the questionnaires returned expressed a need for better communication between the school and the home.

111. Transition arrangements between the various high schools to which pupils traditionally transfer are well established. The school has worked with other primary schools to develop a common transition plan. Although the school does not have links with initial teacher training institutions it does welcome young people on work experience.

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

Grade 2: good features and no important shortcomings

112. Overall, the findings of the inspection team match the judgment made by the school in its self-evaluation report.

Outstanding features

113. Northop Hall is a happy school where all pupils, including those with additional needs benefit from the care and support of dedicated teachers and support staff. Teachers and learning support assistants know the pupils very well and are fully aware of their individual needs. Pupils have great confidence in their teachers. The school makes very effective use of a range of external services to support the needs of individual pupils, when the need arises. The overall pastoral care of pupils is an outstanding feature of the school.

Good features

114. The school has a good home-school agreement, which is well supported. There is an active Parent Teacher Association (PTA) and parents are welcome to play an active part in the school. Links with the community and other schools are good.

115. The quality of the arrangements the school makes for the induction of new pupils is good. New children settle very quickly into the school. Other pupils welcome newcomers into the school family and look after them until they are familiar with the routines in their classes and in the school. The head teacher and members of her staff monitor the settling in process and assist when necessary. The arrangements for the transfer of pupils to the secondary school are good and pupils suffer little trauma in the process.

116. Pupils benefit from a supportive ethos where they feel secure and valued by members of staff. They have access to effective personal and social education through the curriculum, through specific support programmes and, when necessary, through the constant support of their teachers. This is in line with national guidelines. These measures contribute significantly to the quality of support and guidance offered to pupils. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is good.

117. The school has effective measures in place to monitor punctuality, attendance and behaviour. The Inclusion Officer from the LA regularly visits the school to monitor attendance and check for any patterns of absences, which may emerge. Parents are reminded in the Annual Governors Report and the School Prospectus of the importance of regular attendance.

118. The schools provision for ensuring the healthy development and well-being of all pupils is good. Healthy eating is promoted with the School Council taking an active role in encouraging healthy snacks. There is a qualified first aider, with all members of staff having training in particular areas where there are pupils with specific needs. There are some areas of access to the school, which need attention.

119. The head teacher is the designated person with responsibility for Child Protection. Both the head teacher and the chair of governors have received an appropriate level of training. All members of the teaching and non-teaching staff have also had training. There is a Child Protection Policy in place in line with local procedures.

120. The provision the school makes for pupils with additional learning needs is good. It fully complies with the Code of Practice. Pupils with additional needs are identified as soon as they enter school. The additional-needs teacher, in consultation with the class teacher, writes the individual education plans. Well-focused targets are set and progress towards the targets is carefully monitored. Parents are involved from the start and they are encouraged to work with the school to support their child.

121. Pupils receive good extra support within their class or in a small group. The quality of the support enables pupils to take a full part in all mainstream learning and recreational activities.

122. Procedures for combating bullying are highly successful. Teachers expect positive behavior from everyone and pupils respond well to the expectation.

123. The school ensures that all pupils, including those with disabilities and children in the nursery and reception, have equal opportunities to take part in all that the school has to offer. The school actively strives to ensure that there is no discrimination according to race or gender. Pupils themselves agree that the school is successful in this.

124. The school has race relations, and diversity policies together with action plans that guide the school's approach to engendering positive attitudes. Procedures are successful, for pupils demonstrate good and balanced attitudes towards issues of racial intolerance and diversity in society. Pupils spoken to during the inspection said that children coming to our country from other parts of the world would feel at home in their school.

Leadership and management

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

Grade 2: good features and no important shortcomings

125. Overall, the findings of the inspection team do not match the judgement of grade 3 made by the school in its self-evaluation report. The school has underestimated the quality of leadership by the head teacher and members of staff.

126. The school has clear aims and values which promotes equal opportunities in all aspects of its work. These are clearly understood by all members of staff and are well reflected in the positive ethos that permeates the life and work of the school.

127. The contribution of all members of staff is valued and an atmosphere of close co-operation characterises the life of the school. There is very good team work among the members of staff and the school operates smoothly in an environment of mutual trust and understanding and it functions daily as a well organised community.

128. Whole-school targets are set according to statutory requirements and the school is aware of how well it performs. It analyses all assessment information carefully when judging the school's strengths and shortcomings and plans its curriculum accordingly.

129. The school takes account of national priorities and these have been integrated successfully into many aspects of school life. The receipt of the Basic Skills Quality Mark and the pupils' involvement with sustainability are good examples of this. These initiatives are having a positive impact on pupils' learning.

130. Partnership with other local primary and secondary schools is good.

131. The effective staff appraisal system promotes individual teacher's continuous professional development. Targets are agreed on a collaborative basis and focus on whole-school or classroom priorities. Attendance on professional development courses is purposeful.

132. Governors are not yet fully and effectively involved in contributing towards setting the strategic direction of the school, or in monitoring and evaluating the quality of provision and the standards pupils achieve. The governing body has recently seen a considerable change in membership and accept that they need to develop their role by focusing on issues relating to standards and quality.

133. Governors are aware of their statutory responsibilities and are working hard towards fulfilling these obligations. They need to ensure that the Annual Report to Parents and the School Prospectus include all the mandatory information required in them.

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

Grade 3: good features outweigh shortcomings

134. Overall, the findings of the inspection team do not match the judgement made by the school in its self-evaluation report as there are a number of shortcomings in this aspect of the school's work. The school awarded itself a grade 2 for this question.

135. The head teacher, members of staff and governors are committed to maintaining and improving standards. The school's performance is regularly monitored and reviewed by members of staff through a very effective collaborative approach. They are based on an effective system of tracking what needs to be covered in subjects and to match pupils' attainment against the end of key stage level descriptors. This information is used effectively to influence planning.

136. Although there is no direct monitoring through lesson observation taking place, new teachers to the school are effectively monitored, supported and guided by experienced colleagues. A self-critical and supportive culture is well established to improve provision and performance.

137. Teachers have been involved in the process of self-evaluation and have contributed to discussions to identify the school's best features and areas for development. The views of parents, pupils and other interested parties have not been sought.

138. The self-evaluation report, although useful in identifying priorities for development, lacks judgements in relation to many aspects for each key question and on measuring performance by pupils. This makes it difficult for governors to determine what resource priorities to set. At present, the school development plan is not sufficiently focused on pupils' progress and raising standards.

139. The inspection team's judgements differ to that of the school's in 5 out of the 7 key questions. The inspection team awarded a higher grade for key question 1,2,3,5 and 7 and gave a grade lower for key question 6.

140. Overall, good progress has been made since the last inspection particularly in the subjects identified as having shortcomings.

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

Grade 1: good with outstanding features

141. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The school has underestimated the number of outstanding features in the way it uses resources.

Outstanding features

142. The school has a sufficient number of well-qualified and well-experienced teachers and support staff to meet the learning needs of pupils. They are well

deployed and they all demonstrate excellence in teaching and in the learning experiences they provide for the pupils.

143. Learning support assistants and other members of staff work very closely with teachers to meet the needs of learners. They all make a valuable contribution in enhancing pupils' experiences and learning. A very good team spirit is evident.

144. Teachers and support staff receive appropriate levels of training. The head teacher and her team ensure that professional training is very well focused to develop curricular expertise and to maintain the high standards in teaching and learning. Training priorities are well managed and very successful.

145. The quality and range of learning resources are good with outstanding features. Computers are very well used by pupils in all classes for a range of purposes. The library is very well stocked and along with other sources of information such as CD ROMs contributes well to the standards pupils achieve across the curriculum.

146. Artifacts are very well used particularly in subjects such as history. Collections of Victorian artifacts, for example, provide many opportunities for pupils to handle objects from a bygone age and get a feel for history.

147. The easy access pupils have to materials and equipment enables them to take much responsibility for their own learning. Easy access provides pupils with opportunities to choose materials that best suit their purpose and equipment to best carry out their work. This excellent practice makes a strong contribution to the workmanlike atmosphere in classrooms and enhances the quality of learning that takes place there.

148. The indoor environment is bright and colourful, and provides an outstanding setting to support the quality of teaching and learning at the school. Teachers and pupils throughout the school make excellent use of display areas to celebrate achievements. Displays are of a very high quality and are changed regularly to reflect on-going work. Pupils show great pride in them and can explain their significance.

Good features.

149. Day-to-day administration is smooth and efficient. Administration members of staff provide a sensitive first point of contact for visitors to the school. Good use is made of information technology to support financial management and in the general running of the school. Lunch-time members of staff supervise children well and the caretaker carries out her role and responsibilities effectively. The cleanliness of the school contributes strongly to the orderliness and attractiveness of learning areas. All members of staff are regarded as valued members of the school team.

150. The school has responded well to workload agreements by providing non-contact time for teachers. Teachers are thereby given appropriate time for planning, preparation and assessment away from their classes.

151. Accommodation is good and adequate for the number of pupils on roll. It is clean and well maintained. The school is accessible to those with disabilities and there are disabled toilet facilities.

152. The school manages its resources well and ensures that spending priorities are well matched to the learning needs of pupils. Members of staff regularly audit the material need of the school. The governing body's finance committee monitors spending plans.

153. The school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

155. Baseline assessment is carried out soon after children start school. It is used well to identify children with additional needs and to shape teaching strategies to meet the learning needs of all children.

156. Nursery children attend part time on mornings only. Reception and nursery children are taught together. Nursery children benefit in this regard by the good example set by older children who are well established in the routines of the classroom and who demonstrate very positive attitudes towards learning. This is particularly beneficial when children first enter school.

157. All children flourish in the vibrant and stimulating learning environment. They make rapid progress in learning, because of the dedicated support given by members of staff, who positively engender enjoyment in learning.

Language, literacy and communication skills

Grade 2: good features and no important shortcomings

158. Pupils in nursery and reception respond well to books. They handle them with care and share the excitement of story with one another. They like to join in when an adult reads to them particularly with those elements of story that are repeated and express emotion. Pupils are making good progress in their early writing activities. Each individual child shows confidence in what they do at whatever stage of development they are. Pupils make the most of the opportunities provided to write for many different purposes and demonstrate great enjoyment in doing so. Their speaking and listening skills are developing well. They show high levels of concentration when listening to stories and when listening to their teacher. Whatever the activity, children can explain what they are doing and engage in conversations. They love sharing anecdotes with adults. Pupils make good progress in acquiring bilingual skills. They listen with understanding when they are spoken to in Welsh and respond appropriately.

Personal and social development

Grade 1: good with outstanding features

Outstanding features

159. Pupils in nursery and reception interact with one another and with adults exceptionally well. They share ideas sensibly and observe social etiquette in their conversations. They share materials and equipment without rancor. They work very

effectively when collaborating with others or when working independently. They will only seek the support of their teacher or nursery nurses when help is really needed. Their capacity for self-discipline is outstanding. They act responsibly throughout the day, for example at snack time when they take charge of their own domestic arrangements. They observe the traditions of the classroom sensibly and will apologise on the few occasions they transgress. They show exceptionally good attitudes towards learning and want to achieve.

Good features

160. Pupils' ability to concentrate over relatively long periods of time is good. This is enabling them to develop high standards in their work. They show that they can look after their own hygiene explaining why it is important to wash their hands, for example, after painting activities. They are beginning to gain a perceptive knowledge of themselves and can recognise and describe features they like in others.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

161. Pupils in nursery and reception are developing a good understanding of the world of mathematics. They are effectively acquiring the concepts of measurement, through the many activities available to them. Pupils compare sizes and can see practically, for example, that the pineapple is bigger than the apple. They judge the weights of different fruits in a similar way. Pupils are developing a good understanding of the meaning of mathematical words such as bigger, smaller, heavier, and lighter through such practical activities.

162. More-able pupils are eager to show their prowess in counting activities. They count to a hundred with ease and count up in fives from single-digit to two-digit numbers using their fingers. Most pupils recognise and name regular two-dimensional shapes and the more-able pupils name three-dimensional shapes.

163. They all use computers at some time in their mathematics work. They handle the mouse well and activate drop-down menus to access various computer functions.

Knowledge and understanding of the world

Grade 2: good features and no important shortcomings

Good features

164. Pupils in nursery and reception understand that all living creatures need food to survive. They know that their parents go to the supermarkets to buy food. More-able pupils know that it comes to the supermarket from elsewhere such as farms. They know that some foods are good for you and others if eaten too much are not. More-

able pupils indicate how fruit and vegetables grow. They know that some vegetables, for example, grow underground and that many fruits come from trees.

165. They have a good knowledge of adults who help them in and outside school. They know that many people's jobs are dangerous such as firemen and know that policemen are there to help people and to prevent crime.

166. Nursery and reception pupils have a well established and keen sense of curiosity. They use magnifying glasses appropriately to observe the texture and shape of tiny pebbles.

Physical development

Grade 2: good features and no important shortcomings

Good features

167. Nursery and reception pupils' fine motor skills are well developed for their age. They handle tools and equipment such as pencils and paintbrushes confidently and use cutting and sticking techniques to make box models.

168. In dance and mime activities, pupils use their bodies expressively. They are aware of personal space and successfully avoid others as they travel around the floor. In musical activities, they handle instruments well and are successful using their motor skills to play such instruments and make appropriate sounds.

169. In the outside area, pupils develop their gross motor skills through vigorous exercise such as running and jumping. They are developing their throwing and catching skills and hand-eye co-ordination well.

Creative development

Grade 2: good features and no important shortcomings

Good features

170. Nursery and reception pupils develop their creative skills effectively using a wide variety of materials and equipment. They enjoy making big pictures such as the large mural in the outside play area. They concentrate hard on creating colour, shape and form that they find pleasing. Some describe at length the content of their paintings and explain the reasons for their choice of images. Others, however, are more secretive and keep motivations to themselves.

171. Pupils further develop their ideas of form and shape by examining sections through cut fruits and using cut edges for printing. They try hard to make their prints clear and enjoy the effect of overlapping prints to make secondary shapes. They show great delight in singing in tune. They experiment with musical instruments to make pleasing sounds and enjoy listening to jolly music during assemblies.

Welsh second language

Key Stage 1: Grade 3: good features outweigh shortcomings

Key Stage 2: Grade 3: good features outweigh shortcomings

Good features

172. At both key stages, pupils' speaking and listening skills have good features and no important shortcomings.

173. At key stage 1, pupils build on the very good start they make in learning the language in the Early Years. They listen carefully and respond enthusiastically to questions. They know and use a range of vocabulary, phrases and sentence patterns. They ask and answer questions in familiar situations and their pronunciation and intonation is good. They apply their knowledge successfully in role play situations.

174. At key stage 2, pupils ask and answer questions about their interests and activities. They successfully take part in dialogues and role-play to build up knowledge and understanding of the language. They extend the range of language patterns with the aid of flashcards to include asking questions to their partners. They consolidate by asking and answering questions in the past tense well, including a negative response where appropriate.

175. At key stage 1, pupils' reading skills are beginning to develop. They show an understanding of simple text using a range of printed resources. They read prepared worksheets to help to complete written tasks based on their oral experiences.

176. At key stage 2, pupils are beginning to gain more confidence in reading out their work aloud. Pupils read simple texts which contain an increasing range of phrases and passages and successfully participate in group reading sessions. By the end of the key stage, the more-able pupils explain with understanding what they have read.

177. At key stage 1, writing skills are beginning to develop through tasks that include labelling, matching exercises and simple sentences to reinforce oral work.

178. As they progress through key stage 2, pupils are beginning to gain more confidence, building up a range of relevant words, phrases and sentence patterns. There are good examples of written work with appropriate attention to spelling and punctuation.

179. The quality of pupils' handwriting and presentation at both key stages is good.

Shortcomings

180. Opportunities for pupils to choose reading material of their own choice to enhance their reading skills are limited.

181. Opportunities for pupils to write independently work of their own choosing are limited.

Mathematics

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

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

Good features

182. At key stage 1, pupils quickly become familiar with number symbols and identify number patterns and sequences. They are developing recall of number bonds well.

183. They recognise the value of coins and calculate change in shopping activities. They exchange higher-value coins for the appropriate number of lower value ones.

184. Most pupils recognise two-dimensional and three-dimensional shapes and explain properties of some of them.

185. They identify simple fractions both practically and in paper activities.

186. In year 2, pupils are developing good levels of mental agility in quick fire mental mathematic sessions. They analyse place value in two-figure and three-figure numbers quickly and set their own questions in this regard for others.

187. Pupils have good understanding for adding two two-figure numbers and use it well.

188. At key stage 2, pupils build upon the mathematical skills learnt at key stage 1 effectively. They are building a good mathematics vocabulary which they use appropriately.

189. Pupils in lower key stage 1, have a good understanding of positive and negative integers. They understand the importance of zero in the demarcation of these territories and count forward and backward across it.

190. At key stage 2, pupils confidently compute using the four rules of number and handle computation in money, weight and capacity effectively. Their mental strategies are developing well as are their problem-solving skills. Older pupils understand the relationship between fractions, decimals and percentages and correctly state equivalent values.

191. Pupils recognise acute and obtuse angles and measure them using a protractor. Pupils in lower key stage 2 have a good understanding of symmetry. They determine practically whether specified regular and irregular two-dimensional shapes have lines of symmetry or not. As a matter of course, pupils look to see if shapes have more than one axis of symmetry.

192. In upper key stage 2, pupils fix and find the position of co-ordinates and use the knowledge for a variety of purposes including tracking a path across a grid.

193. Pupils at the end of key stage 2 use their well developed problem-solving skills in a range of investigative mathematics activities.

Design technology

Key Stage 1: Grade 2: good features and no important shortcoming

Key Stage 2: Grade 2: good features and no important shortcoming

Good features

194. Throughout the school, pupils demonstrate good skills in cutting, shaping, joining and assembling.

195. The process of designing, planning and making is well established and followed by all pupils. At both key stages, the quality of the finished product is always good.

196. Pupils' evaluative skills across the school are very good, they describe and explain in detail the objects they have designed, they judge how well it does the job it is designed for, what are its good features and what could be improved. They explain sensibly what they found difficult. They show confidence in advising each other when explaining what they have learnt.

197. At both key stages, pupils have a good understanding of how to access information to research the different topics. They use IT effectively to research and support them with their designs. Their knowledge of different computer programs, particularly at key stage 2, is very good.

198. At key stage 1, pupils' imaginative skills are put to good use to design face masks and a role-play area.

199. At key stage 2, pupils' knowledge of different fabrics and materials are good. This knowledge is put to good use when pupils compare a range of materials to categorise them based on different criteria.

200. At key stage 2, pupils' study simple mechanisms and use this knowledge well when making fair-ground designs. There are good examples of investigation on their purpose and use, and on the characteristics and variety of movements.

History

Key Stage 1: Grade 1: good with outstanding features

Key Stage 2: Grade 1: good with outstanding features

Outstanding features

201. Pupils throughout the school develop progressively the skills associated with historical enquiry very well. They utilize these skills rigorously in their historical research ensuring that the outcomes of their research are of a high standard. It is the continuity with which pupils develop these skills and the effective use pupils make of them that are the outstanding feature of pupils' work in history.

Good features

202. At key stage 1, pupils have a good understanding of the ways in which historical information can be gathered and presented. In their topic work on water, pupils at the end of key stage 1 review information from a number of sources about canal narrow boats. In small groups, they explore and discuss the different images they find. They look for and find information that helps them to compare living conditions for families living on narrow boats in times past with those for families living on land today.

203. Pupils at key stage 1, develop a good understanding of chronology from their construction of time lines. They identify important events in their own lives and list them chronologically. They construct sensitive questionnaires for their mothers to discover important events in their lives. Using the information gained they construct meaningful time-lines.

204. Pupils use their understanding of chronology to construct more ambitious time-lines to complement their work on famous Welsh people starting with Gerald of Wales and ending with Laura Ashley.

205. In lower key stage 2, following a fact-finding walk around their village, pupils discuss collaboratively, starting points for their local history research. They formulate questions and decide that open-ended questions will bring breadth and structure to their study. They identify place names and the architectural style of buildings as being possible sources of evidence to help discover how the village developed over time.

206. In upper key stage 2, pupils use collections of personal artifacts to gather information about their owners. They examine each artifact and suggest what it tells them about the owner's characteristics.

207. At the end of key stage 2, pupils are fully aware of the wide range of sources that they can use in their historical research. In their work on the Victorians, pupils select a number of sources to gain answers to questions about how people lived during that period. This enables them to present interesting studies, which include effective empathetic writing.

208. Pupils at the end of key stage 2 use visits to places of historical interest to gain first-hand experience and to advance their presentation skills in history.

Art

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

209. At both key stages, the quality of pupils' work in observational drawing in a range of different media is outstanding. They use a good range of materials and techniques to express and experiment with their ideas.

210. Pupils at both key stages make comparisons between their work and that of others from a range of cultures and discuss their ideas and feelings. The art work is imaginative, colourful and of a very high standard.

211. Pupils at key stage 1 have developed a good knowledge of colour and mix their own paints very competently in individual palettes from primary colours and white. They know the meaning of primary and secondary colours and use these effectively.

212. At key stage 2, pupils continue to mix their own colours and to develop a growing understanding of colour by matching colours well from observation. They develop their exploration of line, tone and form well by producing observational drawings of good quality.

213. Pupils at key stage 2 build on the good work done at key stage 1 and make good progress in developing the standard of detail in the artwork they produce. They make very good use of sketch books, appreciating the importance of evaluation and refinement. They are confident to make suggestions for improvements.

214. At both key stages, there is an appropriate balance between two-dimensional and three-dimensional work

215. At both key stages very good use is made of art to develop and illustrate ideas across a range of curriculum areas.

216. Very good use is made of IT to support learning at both key stages.

School's response to the inspection

217. The inspection findings recognise that we have maintained high standards since our last inspection and improved standards, particularly in the subjects identified as having shortcomings.

218. We are pleased that the inspectors found that pupils show very high levels of motivation, interest and enthusiasm in their work and concentrate well during lessons. In addition we are pleased that the inspectors also found that the school is making an impressive contribution to the promotion of life-long learning and that by the end of Key Stage 2 pupils are particularly prepared for the next stage of their education.

219. The care and support systems we have in place that underpin our curricular provision are recognised as an outstanding feature of the school. The outstanding skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements

that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy, secure place in which pupils grow in confidence and independence.

220. An action plan will be put into place to address the recommendations in the report. Improving communication with parents about how well their children are doing, further developing the involvement of pupils for setting their own targets for improvement, ensuring the annual report to parents and school prospectus fully meet the statutory requirements and sharpening the priorities in the Self Evaluation and School Development Plan, so that they are clearly focused on progress and achievement. All of these areas we believe we can confidently address. In respect of school security recommendations the Local Authority will be contacted immediately.

221. Raising pupils' standards of achievement in Welsh as a second language will be a priority for us. We will make sure that this subject is included in our School Development Plan. In addition, we will further provide more opportunities for staff to improve their knowledge and skills in Welsh as a second language, so that they can help pupils achieve higher standards in this subject.

222. We would like to thank the inspectors for their observations and comments regarding our school.

Appendix 1

Basic information about the school

Name of school	Northop Hall C.P. School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Llys Ben, Northop Hall, Mold, Flintshire.
Postcode	CH7 6HS
Telephone number	01244 815980

Headteacher	Mrs Pam Broad
Date of appointment	February 1994
Chair of governors/ Appropriate authority	Mr Mark Smale
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	23 rd – 25 th April 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11	18	18	13	23	18	28	25	154

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring Term 2007	92.9	95.6	94.6
Autumn Term 2006	95.1	96.9	96.0
Summer Term 2006	92.8	95.1	93.8

Percentage of pupils entitled to free school meals	1
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:				22
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	9.0	45.0	46.0
		National	0.4	3.6	12.2	64.0	19.7
En: reading	Teacher Assessment	School	0	0	13.6	40.9	45.5
		National	0.4	3.7	13.6	55.8	26.5
En: writing	Teacher Assessment	School	0	0	9.1	68.2	22.7
		National	0.4	4.9	14.0	69.1	11.6
En: speaking and listening	Teacher Assessment	School	0	0	0	50.0	50.0
		National	0.4	2.3	10.5	63.9	22.9
Mathematics	Teacher Assessment	School	0	0	5.0	64.0	31.0
		National	0.3	2.3	10.1	63.4	23.8
Science	Teacher Assessment	School	0	0	9.0	55.0	36.0
		National	0.3	1.5	8.8	65.4	24.0

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

In the school	90.9	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6								20
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5.3	10.5	42.1	42.2
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Mathematics	Teacher assessment	School	0	0	0	0	0	5.3	15.8	36.8	42.1
		National	0.4	0.1	1.0	0.3	0.5	3.4	15.1	47.2	32.0
Science	Teacher assessment	School	0	0	0	0	0	0	5.3	42.1	52.6
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	78.9	In the school	N/A
In Wales	73	In Wales	N/A

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 4

Evidence base of the inspection

A team of three inspectors inspected the school over a period of seven inspector days.

Twenty lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with members of staff and pupils about their work.

All documents presented by the school prior to and during the inspection were scrutinised.

Meetings were held prior to the inspection with the head teacher, members of members of staff, parents and the governing body.

Ten parents attended the meeting held prior to the inspection, and the parents' responses (32 in all) to the questionnaires distributed were analysed.

Post-inspection meetings were held with the head teacher, members of staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6, Welsh second language, design and technology and art.
Mr Kerry Knapper (Team Inspector)	Key questions 3, 4 and 7, early years, mathematics and history.
Mrs Justine Barlow (Lay inspector)	Contribution to all seven key questions.

The contractor was: Baker-Phillips Educational Communications Ltd.
Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

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