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REPORT BY H M INSPECTORS

NORTHOP HALL COUNTY PRIMARY SCHOOL

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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 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 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

Northop Hall County Primary School is a local authority maintained school which serves the village of Northop Hall and its surrounding areas. The school is a 3-11 primary; there are 174 full time equivalent pupils on roll. The 30 nursery class children are admitted on a part-time basis in the September after they have reached the age of three. The numbers on roll for the last four years have shown a steady increase.

The full-time equivalent of teaching staff is 7.5. The school is organised into six classes: Nursery/Reception; Year 1 (Y1); Y2; Y3/4; Y4/5; Y6. English is the first language of all pupils; Welsh is taught as a second language. The Y3/4 class is taught by two teachers who equally share the teaching.

The school considers the majority of its catchment area to be relatively prosperous; two per cent of pupils are registered as being entitled to receive free school meals.

There are 15 pupils on the school's Special Educational Needs (SEN) register, including four pupils who have a statement of SEN.

The head teacher was appointed in December 1993 and took up the appointment in February 1994. The school was previously inspected in 1996.

The main aim of the school is to provide an educational experience of the highest quality for each child, enabling each child to achieve his/her full potential and have the necessary life skills to make a positive contribution both within and outside school.

The targets in the current School Development Plan (SDP) are being addressed. The focus for the year has been: to plan for the enhancement of language, spelling and music; resolve storage issues, especially in relation to the storage of physical education equipment; reinstate the rolling programme of classroom decoration; improve the outside play area for the early years unit; provide additional equipment for physical education and music; further enhance business links and work with the local community.

2. MAIN FINDINGS

The main findings of the report

Northop Hall County Primary School provides pupils in KS1 with a good standard of education. Provision in KS2, taken overall, is good. The school is well managed and has a supportive governing body. The head teacher provides good leadership, and is given effective support by the senior managers and staff. Pupils' good behaviour and positive attitudes to work contribute to their standards of achievement.

Educational standards achieved by pupils

- Standards of achievement of children under five are very good; by the age of five, children exceed the desirable outcomes for children's learning. Baseline assessments indicate that attainment on entry to school is average for most children. Standards in the six areas of learning are as follows:

Language, Literacy and Communication Skills	Very good
Personal and Social Development	Very good
Mathematical Development	Very good
Knowledge and Understanding of the World	Very good
Physical Development	Very good
Creative Development	Very good

- KS1 pupils' standards of achievement were very good in 7% of the lessons observed, good in 73% and satisfactory in 20%. In KS2, pupils' standards of achievement were very good in 5%, good in 42%, satisfactory in 42% and unsatisfactory in 11%. The unsatisfactory achievement was observed in lower KS2.

In KS1 and KS2, pupils' standards of achievement in the National Curriculum (NC) subjects and religious education are as follows:

English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh	Good	Satisfactory
Design and Technology	Good	Satisfactory
Information Technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Satisfactory
Music	Good	Satisfactory
Physical Education	Good	Satisfactory
Religious Education	Good	Satisfactory

- The school's NC assessment in KS1 in 2000 in English show that 95% of pupils achieved level 2 and above; the national average was 82%. Forty five per cent of pupils achieved level 3, compared to the national average of 17%. Results in mathematics show that 100% of pupils achieved level 2 and above; thirty five per cent achieved level 3, which is above the national figure of 27%. Results from teacher assessments in science show 95% of pupils achieved level 2 and above; level 3 results were double the national average.
- In KS2, results in English show 93% of pupils achieved level 4 and above; figures for level 5 were in line with the national average. Results in mathematics show that 93% of pupils achieved level 4 or above; they were well above the national figure at level 5. In science, 100% of pupils achieved level 4 or above; the national average was 87%. Forty per cent of pupils achieved level 5, compared to the national average of 26%.
- Results in both key stages compare favourably with those from similar schools and compare very favourably with national figures.
- In both key stages, standards achieved in the key skills of literacy and numeracy are good. The use of information and communications technology (ICT) skills across the curriculum is very good, especially by older pupils.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. Pupils with SEN make good progress towards the targets set in their Individual Education Plans (IEPs).

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is good overall and reflects the positive, sharing and caring ethos of the school. Pupils' response to the provision is good.
- Pupils' behaviour and attitudes towards learning are good and sometimes very good. The school's Behaviour Code, introduced and established since the last

inspection, is a well-prepared document outlining clear expectations of pupils, staff and parents alike. The perceptions of some parents vary about procedures which should be followed if they have concerns about behaviour or bullying or any other aspect of school life. However, procedures are stated clearly in the Behaviour Code and members of staff are available at the beginning and end of the school day and are approachable.

- There is a happy and organised atmosphere in school, with pupils displaying mature and confident behaviour. Pupils are respectful of each other, and their relationships with adults are positive and as a result there is, overall, a purposeful learning environment with pupils applying themselves well to their work.
- The overall level of attendance is good. All registers are maintained in accordance with requirements and teachers are diligent in following guidelines on all attendance matters. There is no unauthorised absence, and pupils arrive punctually.
- The school strongly discourages parents from arranging family holidays during term time. However, registers for this year reveal a very high rate of holidays taken during term time and of pupils who take occasional day holidays. Taking these practices into account and allowing for absences such as illnesses and other approved reasons during the course of the school year, some pupils are missing a significant amount of school time.

Quality of education

- The quality of teaching of children under five is very good. In KS1, the quality of teaching was good in 60% of the lessons observed and satisfactory in 40%. In KS2, the quality of teaching was very good in 10%, good in 37%, and satisfactory in 42% of the lessons observed; it was unsatisfactory in 11%.
- Teaching in lower KS2 does not consistently challenge pupils enough in order to consolidate and extend the knowledge, skills and understanding acquired in KS1.
- The quality of assessment and recording is good and reporting to parents is satisfactory. A policy for assessment, which clearly states procedures, has been agreed and adopted by staff and governors. The annual report to parents becomes increasingly substantial as pupils move through the key stages. Reports in the core subjects in particular, give useful information regarding what pupils know, are able to do and understand in relation to the NC programmes of study. Some comments in the foundation subjects deal mainly with pupils' attitudes rather than their achievements. Targets for raising standards of achievement are identified. They do not, however, allow for a written parental response to the report.
- Overall, the curriculum provided by the school is good; for under fives it is very good and is good in KS1. Provision is satisfactory in KS2, due to the inadequate time allocated to teaching in some foundation subjects. This makes it difficult for pupils to systematically build on and extend the knowledge, skills and understanding acquired in KS1.

- The provision is socially inclusive and ensures equality of access and opportunity to all pupils. The quality of the whole-school planning for the development of key skills is satisfactory. Planning documents are at an early stage of development and not yet consistently used for all subjects.
- There is a whole school policy for homework, which states that homework will not be given on a regular basis, only if and when teachers deem it necessary. In the pre inspection questionnaires, of the 51 parents who responded, over a third stated that they were dissatisfied with homework provision.
- Although there is no written policy for personal and social education, arrangements are good and fully support pupils' academic progress. There is a strong emphasis on relationships between adults and pupils and the raising of pupils' self-esteem. Opportunities for the development of the Cwricwlwm Cymreig are a feature of the programme of study provided for pupils.
- The provision for support and guidance is good.
- The overall provision for pupils with SEN is good. The recently appointed SEN teacher provides good support for pupils on the SEN register. Withdrawal group and individual work is well planned and appropriate to pupils' needs. Records kept of pupils' progress are detailed and thorough and are used to plan further learning.
- There are very good links with parents and community, and the partnerships with schools and other institutions are good.
- The school prospectus, which is currently being re-drafted, is available to parents of all new pupils together with a copy of the Behaviour Code. The prospectus is user-friendly, but does not fully comply with the Welsh National Assembly requirements. The governing body's annual report is innovative in its approach and presentation, but it is incomplete as per memorandum 22/96 requirements. A Home School Agreement has been introduced, but with a low response from parents.
- The Parent Teacher Association (PTA) is highly supportive, organises a full calendar of events and annually raises over £4000. Parents are invited and encouraged to become volunteers in support of activities and, as a result, a large number give valuable assistance with classroom activities and school visits.
- The school's links with business and industry are very good and they have a beneficial effect on the quality of educational provision and resources. Although there is no policy for enhancing pupils' knowledge of the world of work, the school has established an extensive range of links which enhances pupils' achievement and experiences.
- There is a strong awareness of ecological issues and the school has succeeded in obtaining substantial financial support to develop this aspect of the curriculum.

The range of work undertaken and pupils' achievements since the last inspection report in relation to environmental, electricity and young engineers' project work are of a high standard.

Management

- The scope and effectiveness of the school's procedures for its evaluation of standards achieved and the quality of its provision are good. A self-critical culture has been established among staff and governors. Members of staff and governors contribute to the process of self-evaluation. The SDP contains a three-year projection plan, in which success and other criteria are identified for each area of development.
- The quality of leadership and management of the school is good.
- The governing body, which consists of a large number of recently-appointed members, is very supportive of the school and fulfils its statutory obligations. Members monitor the results of NC tests. Revised schemes of work are presented by subject co-ordinators and informal monitoring of the foundation subjects takes place. Formal monitoring by the governing body of pupils' standards in all subjects is not yet in place.
- The head teacher provides good leadership. Members of the senior management team are accessible and approachable and provide positive leadership in moving the school forward.
- The support staff, school secretary, caretaker, cleaner and lunchtime staff make a very valuable contribution to the smooth running of the school.
- The quality of staffing, accommodation and learning resources is good overall. The teachers are appropriately qualified and they are deployed to meet the needs of the pupils and to deliver the NC. Nursery nurses are employed for the nursery and reception classes. Their contribution is significant in the work of the school.
- Resources are sufficient, of good quality and are utilised effectively. The play area for the nursery and reception children is safe but rather cramped for the number on roll; there are plans to remedy this.
- Since the previous inspection, the school has made good progress overall in meeting the targets set in the action plan, which addresses the key issues from the previous inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Standards of achievement of children under five are very good. They make very good progress in all areas of learning: language, literacy and communication skills; personal and social development; mathematical development; knowledge

and understanding of the world; physical development and creative development. By the age of five, the children exceed the desirable outcomes for children's learning. Baseline assessments indicate that attainment on entry to school is average for most children.

- In the lessons observed in KS1, pupils' standards of achievement were very good in 7%, good in 73% and satisfactory in 20%. In KS2, pupils' standards of achievement were very good in 5%, good in 42%, satisfactory in 42% and unsatisfactory in 11%.
- In KS1 and KS2, pupils make good progress in their speaking, listening, reading and writing skills. They effectively use these in all aspects of their work. Pupils benefit from the structured literacy sessions and the study of quality texts.
- Standards in mathematics are good in both key stages. The use of numeracy strategies and a revised programme of work are having a beneficial effect on pupils' standards of achievement. Standards in science are good in KS1 and KS2.
- In KS1, standards in all the foundation subjects and religious education are good. In KS2, standards are good in information technology, history and geography; they are satisfactory in Welsh, design and technology, music, art, physical education and religious education.
- The 2000 NC assessments in KS1 in English show that 95% of pupils achieved level 2 and above; the national average was 82%. Forty five per cent of pupils achieved level 3, compared to the national average of 17%. Results in mathematics show that 100% of pupils achieved level 2 and above; thirty five per cent achieved level 3, which is above the national figure of 27%. Results from teacher assessments in science show 95% of pupils achieved level 2 and above; level 3 results were double the national average.
- In KS2, results in English show 93% of pupils achieved level 4 and above; figures for level 5 were in line with the national average. Results in mathematics show that 93% of pupils achieved level 4 or above; they were well above the national figure at level 5. In science, 100% of pupils achieved level 4 or above; the national average was 87%. Forty per cent of pupils achieved level 5, compared to the national average of 26%.
- Results in both key stages compare favourably with those from similar schools and compare very favourably with national figures.
- All pupils make good progress towards the targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment by the school of pupils' achievements as well as the results of NC assessment. Pupils with SEN make good progress towards the targets set in their IEPs.

3.2 Standards Achieved in Key Skills across the Curriculum

In both key stages, standards achieved in the key skills of literacy and numeracy are good. The use of ICT skills across the curriculum is very good, especially by older pupils.

- The majority of pupils concentrate and listen well in lessons. They are attentive, especially when listening to stories, and carry out instructions well.
- Pupils of all ages express their thoughts clearly and confidently using a varied vocabulary. They develop their good speaking and listening skills through role-play and discussions.
- Pupils' reading skills are used effectively in all subjects to extend their learning. Older pupils use their reading skills when researching topics in history, geography and science, using books, CD ROMs or the Internet.
- Numeracy skills are well applied in both key stages in subjects other than mathematics. In science and geography, pupils use standard units of measure and illustrate their findings with a range of different graphs or tables. In design and technology, pupils measure accurately when designing or making various items.
- The application of ICT skills features in a number of subjects in KS1 and KS2. Pupils are confident when word-processing and often improve the layout and presentation of their written work with pictures and graphics. Data handling skills are used in mathematics and science to collate and record information. Experience of monitoring and controlling is gained by Y6 pupils in music and history when they compose a medieval tune and a dance sequence for the 'roamer'.
- Pupils in both key stages plan, draft and improve their writing through editing and writing for a wide range of purposes.

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 overall and reflects the positive, sharing and caring ethos of the school. Pupils' response to the provision is also good.

- The staff create a supportive and happy community for pupils. The relationship between adults and pupils, and between the pupils themselves is friendly and positive. The school's good ethos is based on respect towards individuals, property and the environment. Pupils who have come from other schools soon settle down and feel at ease.

- Although pupils are not always given time to reflect quietly on issues that affect themselves and others, the daily acts of worship contribute positively to their spiritual and moral development. Spiritual development is further enhanced by sensitive discussions about feelings and about ecological matters.
- Pupils of all ages show positive attitudes towards the school and its activities. They display good social interaction and independent learning skills from an early age.
- Pupils' social awareness is well promoted by participating in campaigns to raise money for good causes, entertaining local senior citizens, attending residential courses and participating in inter-school competitions.
- Through their religious education studies, studies of other countries and communicating with schools in other countries, pupils are well aware of other cultures. Pupils' knowledge and understanding of Wales and its culture are well developed.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes towards learning are good and sometimes very good.

- The school's Behaviour Code introduced and established since the last inspection is a well-prepared document outlining clear expectations of pupils, staff and parents alike.
- There is a happy and organised atmosphere in the school with pupils displaying mature and confident behaviour. Pupils are respectful of each other and their relationships with adults are positive. As a result there is a purposeful learning environment with pupils applying themselves well to their work. However, a few KS2 pupils are occasionally restless.
- The perceptions of some parents vary about the procedures which they should follow if they have concerns about behaviour or bullying or any other aspect of school life. However, procedures are stated clearly in the school's Behaviour Code and members of staff are available at the beginning and end of the school day and are approachable.
- The school has clear aims in relation to behaviour and attitudes and the ethos it seeks to establish and, as a result, the school is a very lively, civilised and orderly community. The quality of school life is good.
- One pupil was excluded for a short, fixed period of time during the last year; the school followed the appropriate procedures.

4.3 Attendance

The overall rate of attendance is good.

- All registers are properly maintained and teachers are diligent in following guidelines on all attendance matters.
- A very effective computerised register system has been introduced during the course of this year. This innovative system assists in the efficient monitoring of attendance patterns.
- There is no unauthorised absence, and pupils arrive punctually.
- The school strongly discourages parents from arranging family holidays during term time. However, registers for this year reveal a very high rate of holidays taken during term time and of pupils who take occasional day holidays. Taking these practices into account and allowing for absences such as illnesses and other approved reasons during the course of the school year, some pupils are missing a significant amount of school time.

5. QUALITY OF EDUCATION

5.1 Teaching

- The quality of teaching of children under five is very good and enables them to make progress in all areas of learning. By the age of five, the children exceed the desirable outcomes for children's learning. Baseline assessments indicate that attainment on entry to school is average for most children.
- Early years teachers and support staff have a secure knowledge and understanding of the desirable outcomes for children's learning and set very high expectations in order to develop children's skills, knowledge and understanding.
- The level of cooperation in planning and teaching between and across the early years and KS1 is a feature of the teaching programme
- In KS1, the quality of teaching was good in 60% of the lessons observed, and satisfactory in 40%. In KS1, teachers have a secure knowledge and understanding of the subjects they teach. Lessons have clear aims and intended learning outcomes. Expectations in terms of discipline and standards of work are consistently high; pupils' response is good.
- In KS2, the quality of teaching was very good in 10% of the lessons observed, good in 37%, and satisfactory in 42% of the lessons observed; it was unsatisfactory in 11%.
- The unsatisfactory teaching observed in lower KS2 does not consistently challenge pupils enough in order to consolidate and extend the knowledge, skills and understanding acquired in KS1.

- In upper KS2, teachers have a secure knowledge and understanding of the subjects they teach. Expectations in terms of discipline and standards of work are consistently high and pupils respond well, particularly in Y6. Tasks are challenging and encourage independent learning.
- Work is generally well matched to the needs of pupils, with appropriate tasks set for individuals, pairs, or groups. Overall, pupils are provided with good support, including those with SEN.
- Teaching methods are suitably varied and reflect the needs of the subject as well as the pupils. They are increasingly encouraged to think critically, creatively and imaginatively.
- There is regular oral feedback on pupils' work which has a positive effect on their progress. The quality of the relationships between teachers and pupils is often very good and promotes pupils' achievements.
- The standards of teachers' assessment and recording of pupils' progress are good overall. They are effectively used in future planning in order to raise the standard of pupils' achievements.
- The teaching provides pupils with a range of opportunities to develop and apply their knowledge and understanding of their heritage and the Cwricwlwm Cymreig.
- Support staff work closely with teachers and make a very valuable contribution to pupils' education.

5.2 Assessment, Recording and Reporting

The quality of assessment and recording is good and reporting to parents is satisfactory.

- A policy for assessment, which clearly states procedures, has been agreed and adopted by staff and governors.
- The school has adopted the LEA's baseline assessment. This provides early and useful information on individual children. Teachers use this information to plan relevant experiences and to identify pupils with SEN.
- In KS1 and KS2, opportunities for assessing pupils' knowledge, skills and understanding in the core and foundation subjects are identified in teachers' medium-term planning.
- Teachers know their pupils well and informal assessment of their achievements in the core and foundation subjects takes place on a day-to-day basis. This is used very effectively to plan future work for individual pupils.

- Teachers, from the nursery class to Y6, maintain a detailed continuous record file for each pupil; the emphasis is on the core subjects. National Curriculum statements are highlighted in a different colour for each year group, enabling progression to be identified within each class.
- Teachers' daily diaries contain pertinent comments on pupils' progress and inform planning for the core and foundation subjects. In KS1, pupils' oral comments are also recorded for assessment purposes.
- Samples of work in the core and foundation subjects are kept in pupils' individual continuous record books, enabling progress throughout the school to be monitored. As they move into KS2, pupils take greater responsibility regarding the content of their Best Yet books. These are useful to both the pupils and parents as a guide to monitor progress and identify areas for development.
- Whole-school assessment is undertaken on a regular basis when pupils from Y1 to Y6 are involved in a common task at different levels. The outcomes are used to assess progression and continuity in pupils' work.
- Pupils' work is, in the majority of cases, regularly marked, usually in their presence. Written comments are supportive. Teachers' oral comments give pupils good guidance as to how they can improve their work.
- Teachers keep records of pupils' reading experiences, which increasingly focus on higher order reading skills.
- The annual reports to parents become increasingly substantial as pupils move through the key stages, particularly in the core subjects when they give useful information regarding what the pupils know, can do and understand in relation to the NC programmes of study. Some comments in the foundation subjects deal more with pupils' attitudes rather than their achievements.
- Targets for raising standards of achievement are identified in the reports. They do not allow for a written parental response to the report. There is, however, an opportunity for parents to meet teachers in order to discuss the reports soon after they are distributed.

5.3 Curriculum

Overall, the curriculum provided by the school is good. The provision is socially inclusive and ensures equality of access and opportunity to all pupils.

- Curriculum provision for the under fives is very good and is good in KS1.
- Provision is satisfactory in KS2, due to the fact that the time allocation for teaching some foundation subjects is insufficient. This makes it difficult for pupils to effectively build on the knowledge, skills and understanding they acquired in KS1.

- The school is at present reviewing its policy documents and schemes of work. They are in place for the core subjects and Welsh.
- The quality of the whole-school planning for the development of key skills is satisfactory. Planning documents are at an early stage of development and not yet consistently used for all subjects.
- There is a whole-school policy for homework, which states that homework will not be given on a regular basis; only if and when teachers deem it necessary. In the pre- inspection questionnaires, of the 51 parents who responded, over a third stated that they were dissatisfied with the homework provision.
- The school's provision for extra-curricular activities is satisfactory and includes sporting activities. Regular educational visits and visitors enrich the curriculum. There is a close link between the school and the community.
- Although there is no written policy for personal and social education, arrangements are good and fully support pupils' academic progress. There is a strong emphasis on relationships between adults and pupils and the raising of pupils' self-esteem.
- Information technology is well used to support learning across the curriculum.
- Opportunities for the development of the Cwricwlwm Cymreig are a feature of the programme of study provided for pupils.
- Equal opportunities are offered to all pupils.

5.4 Support, Guidance and Pupils' Welfare

The provision for support and guidance is good.

- There is a good rapport between staff and pupils and the staff know their pupils well. Pupils feel secure and relaxed in the school environment and respond positively to teacher's high expectations of behaviour and attitude to learning.
- Procedures for child protection are well established, clearly defined and understood by all staff.
- Personal and educational guidance is effective. Staff plan interesting and varied opportunities, enabling pupils to develop socially and academically.
- First aid procedures are appropriate and health and safety issues are carefully monitored.

5.5 Provision for Pupils with SEN

The overall provision for pupils with SEN is good.

Four pupils have statements of SEN; fourteen are on Stage 2 and three are on Stage 3 of the Code of Practice for SEN.

- The recently appointed SEN teacher provides good support for pupils on the SEN register. Withdrawal sessions for group and individual work are well planned and appropriate to pupils' needs. Records kept of pupils' progress are detailed and thorough and are used to plan further learning.
- Individual educational plans, with clear learning targets, are drawn up by class teachers and the SEN teacher. These are regularly reviewed and new targets set.
- Teachers provide pupils in lessons with differentiated work and tasks, which are appropriate to pupils' ability.
- Pupils with statements of SEN receive specialist support from outside agencies on a regular basis.
- There is evidence of pupils making good progress due to the additional help given and some are taken off the SEN register completely.
- The head teacher maintains contact with parents and keeps them informed at each stage.
- All pupils with SEN are fully integrated into the life of the school and receive a broad and balanced curriculum. Their self-esteem is enhanced and they make good progress.

5.6 Partnership with Parents and Community, Schools and Other Institutions

There are very good links with parents and community, and the partnerships with schools and other institutions are good.

- The school prospectus, which is currently being re-drafted, is available to parents of all new pupils, together with a copy of the Behaviour Code. The prospectus is user-friendly, but does not fully comply with the Welsh National Assembly requirements.
- The governing body's annual report is innovative in its approach and presentation, but it is incomplete as per memorandum 22/96 requirements.
- Parents receive a constant flow of correspondence and information about school events and activities and the school operates an 'open-door' policy whereby parents are welcome to make an appointment to discuss problems at a mutually convenient time. In addition, parents often have contact at the beginning and end

of school day with their children's teachers, and parents appreciate this arrangement.

- Parents are twice annually invited to discuss pupils' work and progress; there is very good support for these meetings. A Home School Agreement has been introduced, but with a low response from parents.
- The PTA is highly supportive, organises a full calendar of events and annually raises over £4000.
- Parents are encouraged to support school activities and a large number give valuable assistance with classroom activities and school visits.
- There are effective links with the playgroup which meets in the pavilion adjacent to the school. The Nursery is integrated within the Infants' Department, with children being familiar and comfortable with highly effective and well-established routines. The annual arrangements for receiving pupils into the school are smooth and thorough.
- There is a beneficial range of links with the local community which are woven into the school's annual programme of activities.
- There are links with other primary schools through football and netball leagues. The annual arrangements for the transfer of Y6 pupils to their secondary school are well established and efficient.
- Pupils' awareness of the needs of others is raised by supporting a national charity each year, and other worthy causes.
- Currently, there are no links with teacher training institutions but the school annually welcomes young people on work experience.
- Pupils maintain live and interesting links via the Internet with schools in Australia and Canada.
- The range and number of partnerships make a valuable contribution to the life of the school, the quality of education provided, pupils' general development and standards of achievement.

5.7 Partnership with Industry

The school's links with business and industry are very good and they have a beneficial effect on the quality of the educational provision and resources.

- There is no policy for enhancing pupils' knowledge of the world of work, but the school has established an extensive range of links which enhances pupils' achievement and experiences.

- There are detailed whole-school schemes of work for thematic work from the Nursery to Y6 which are educationally stimulating and raise pupils' awareness of the world around them and the world in general.
- There is a strong awareness of ecological issues and the school has succeeded in obtaining substantial financial support to develop this aspect of the curriculum. The range of work undertaken and pupils' achievements since the last inspection report in relation to environmental, electricity and young engineers' project work are of a high standard.
- The school makes good use of the community and the environment generally as resources for learning.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of provision are good.

- A self-critical culture has been established among staff and governors. Members of staff and governors contribute to the process of self-evaluation. They are aware of its findings and are committed to school improvement. There are shared values and norms about learning, behaviour, relationships and equality of opportunity.
- Staff are valued and encouraged to take responsibility for their part in the development of the school. They draw their evidence from the accurate assessments made of their strengths and developmental needs made during school-based review.
- The current SDP, for the period 1999-2001, was prepared by the head teacher, staff, and governors. Informal consultation regarding its contents took place with the PTA and the main elements of the plan were placed on the agenda for discussion at the annual parents' meeting with governors.
- The SDP has been reviewed annually by staff and governors and is closely monitored in terms of progress. Targets for action are allocated to the appropriate committees who prepare detailed action plans, monitor progress and report to the full governing body.
- In the monitoring and setting of targets, the school takes account of different groups of pupils in terms of ability, gender, and linguistic and social background.
- Effective analysis is made of NC assessments in all core subjects and quantitative and qualitative targets are set for future improvement.
- A clear programme of action is devised for the management and organisation of the school and for the development of curricular areas; the current focus is on

language, music and physical education Resources are allocated and organised effectively and staff training needs are identified.

6.2 Leadership and Efficiency

The quality of leadership and management of the school is good.

- The governing body, head teacher and senior staff provide leadership which gives a clear direction to the school's work. They have a shared sense of purpose that promotes and sustains improvements.
- The governing body, which consists of a large number of recently-appointed members, is very supportive of the school and fulfils its statutory obligations. Members monitor the results of NC assessments; revised schemes of work are presented by subject co-ordinators and the informal monitoring of the foundation subjects takes place.
- The formal monitoring of pupils' standards in all subjects by governors does not take place.
- Clear aims and policies, focused on pupils' needs, have been developed. They are known and understood, and are implemented by staff and governors. There are clear lines of communication which operate effectively.
- The head teacher provides good leadership. Members of the senior management team are accessible and approachable and provide positive leadership in moving the school forward.
- The support staff, school secretary, caretaker, cleaner and lunchtime staff make a very valuable contribution to the smooth running of the school.
- The school makes efficient use of all resources available including money, staff, time, accommodation and learning resources to achieve its educational outcomes.
- The outcomes of spending are regularly evaluated by assessing the benefits to the school of its expenditure on staffing, premises and learning resources. The governing body also ensures that it can account for the expenditure to which it has committed itself. The school budgets systematically; establishing appropriate priorities.
- The school has appropriate measures for eliminating oppressive behaviour and harassment, including all forms of bullying, sexism and racism. There is a well-structured Behaviour Code which is known and understood by pupils and is distributed to parents.
- The school has made good progress overall in addressing the key issues from the previous inspection report.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good overall.

- The teachers are appropriately qualified and are well deployed to meet the needs of the pupils and to deliver the NC.
- Teachers make good use of the training opportunities available to improve their knowledge and skills in many areas of the curriculum. These are usually linked to the SDP and to the teachers' own professional needs.
- There is no formalised system in place for the induction of new teachers, but they are well supported by the existing members of staff who serve as mentors as and when necessary.
- Members of staff have an annual professional discussion with the head teacher during which their developmental needs are identified.
- Nursery nurses are employed for the nursery and reception classes. Their contribution is significant in the work of the school.
- Resources are sufficient, of good quality and are utilised effectively. However, there is a lack of appropriate artefacts for the teaching of history and religious education, and of tools and materials to support design and technology.
- The school building and grounds are in good condition and are clean and attractive. Staff and pupils take pride in their school and display their work tastefully.
- The play area for the nursery and reception children is safe but rather cramped for the number on roll; there are plans to remedy this.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Not applicable for this report.

Provision for the under-fives

The educational provision for the under fives is appropriate and very successfully promotes the desirable outcomes for children's learning.

The standards achieved by nursery (3-4 years of age) and reception children (4-5 years of age) are very good in language, literacy and communication skills, social and

personal development, mathematical skills, knowledge and understanding of the world, physical and creative development.

The two age groups are taught cooperatively, sometimes in paired activities, with a nursery child working with a reception child.

Language, Literacy and Communication Skills

Good features

- Children in both classes listen very attentively, and confidently talk about their experiences. They use a wide-ranging vocabulary with fluency to express thoughts and convey meaning.
- Children make up their own stories and poems and very confidently co-operate in role play in the 'travel agents' shop corner.
- In both classes, pupils enjoy looking at, reading and handling reading and reference books. Reception children are achieving high levels of competence in reading. Early skills of writing are very well developed.
- Four year old children recall previous work and know sounds well. They form letters correctly.
- Children respond to stories and rhymes and choose sentences to correspond to the text. The children are beginning to build sentences and write independently.
- They write in a variety of forms; holiday lists, postcards and luggage labels and use holiday brochures and reference books to support their work relating to holidays.
- Children respond well to the incidental Welsh used throughout the day. They understand and respond to simple questions in Welsh.

Personal and Social Development

Good features

- Children in the early years unit show a very high level of confidence and maturity, establishing effective relationships with other children and adults. They work increasingly independently, and as part of a group, persevering in their learning and seeking help when needed. Children sensibly select appropriate activities and resources.
- Children in both classes show an eagerness to explore new learning, to initiate ideas and to solve problems.
- They show sensitivity to the needs of others. Beginning in the nursery, children behave appropriately in sharing fairly and taking turns.

Mathematical Development

Good features

- Three year old children sort objects according to size, colour and type. They confidently count to 5 and 10 and explain how many objects they can see. Children recall numeracy rhymes and songs, some in Welsh, and enjoy working on simple counting games.
- Children are developing a good vocabulary for comparing objects by size and shape and finding them in the environment. Four year old children describe flat and solid shapes and name them, noting simple properties and sorting and matching shapes. They relate shapes to objects in everyday life and in the environment. Children cut out and decorate nets as baskets for peppermint creams that they have made.
- Reception children understand the concepts of bigger/smaller, more than/less than, add/take away, fewer, lighter and heavier and longer/shorter. They have an understanding of halves and quarters.
- Children are beginning to understand time and volume through a range of activities and gain understanding of basic weighing and measuring when cooking.

Knowledge and Understanding of the World

Good features

- All children have developed good basic investigative skills.
- They increasingly make use of an atlas and globe in order to find holiday destinations and understand basic facts about those countries. Children make simple deductions and ask sensible questions.

- Children have a good understanding and knowledge of the roles of adults who work in the school and in the community.

Physical Development

Good features

- Younger children move confidently and show good control and coordination when handling tools and large play equipment. They have a good awareness of space.
- Four year old children show good body control and balance, moving to a regular beat and working at different levels. They make a variety of shapes and perform forward rolls of a good quality. Children are beginning to appreciate that exercise affects the body. They show very good control when tracing and cutting shapes.

Creative Development

Good features

- Children make good progress in creative work by exploring colour, texture, shape, form and space through a range of media. They take pride in their work, which is of a very good quality.
- Children work independently and co-operatively when producing a large-scale collage. They apply paint and other materials with care and express their ideas and feelings through art. Children work with pliable materials and create simple shapes.
- Using the computer, older children independently choose a border to decorate a poem which the class has created. They print out the text and glue it to card, leaving an even border.

Shortcomings

- There are no significant shortcomings.

Welsh

Not applicable for this report.

English

Standards of achievement of oracy, reading and writing are good in KS1 and KS2.

Good features

- In both key stages, pupils increasingly understand that language serves a range of purposes and they need to vary their writing to suit the needs of their audience or readers.
- Pupils speak clearly, with confidence and accuracy; KS1 pupils expressively recite a range of poems. They very confidently take part in role play, such as on the 'pirate ship'.
- Key Stage 2 pupils effectively communicate knowledge and understanding in a range of contexts. They interact with their peers and teachers, using the appropriate vocabulary. In discussions, pupils express opinions and justify their points of view.
- Across the key stages, the listening skills of the great majority of pupils are developing well. They concentrate for long periods of time and have good recall of what they have heard.
- Pupils effectively use a range of strategies to help them to become good, and sometimes very good, readers. They have a firm understanding of what they have read and discuss characters and critical incidences within a story. From the earliest ages, pupils read with expression. They use a variety of strategies to enable them to spell new vocabulary.
- Key Stage 1 pupils understand the functions of a glossary, index, title page and contents page. They readily recognise alphabetical order, creating and illustrating a glossary of terms connected with piracy,
- In KS2, pupils study a broad range of literature, showing enjoyment and the ability to analyse text, discuss characters and plot. They appreciate the work of a range authors, including Shakespeare. Pupils search for information, using books, CD-ROMs and the Internet.
- Year 4/5 pupils' understanding of the interrelationship between listening, speaking, reading and writing develops when they consider the essentials of an effective television advertisement. The information is used to write and act out the script, timing the finished version.
- Key Stage 2 pupils write at greater length and the standard of presentation is good amongst the majority of pupils. They show a growing awareness of punctuation and grammar and many reach high standards. The use of individual spelling lists is having a beneficial effect on standards.
- Pupils are developing greater fluency of writing and begin to use language creatively to express ideas in a variety of forms and styles. Older KS1 pupils have a clear understanding of the structure of a story. The quality of poetry writing is good.
- In KS2, factual writing is developed through the composition of individual e-mails to pen pals in a Canadian school.

- Pupils in both key stages draft and redraft their written work. They make effective use of ICT for word processing.

Shortcomings

- The standard of handwriting and presentation of work is not consistent across the key stages.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils quickly become familiar with number symbols, recognise number sequences and start to identify patterns. They are confident in using basic numeracy skills. They have a good understanding of number bonds to 10 and numerical patterns to 100, including odd and even numbers.
- In Y2, pupils count forwards and backwards with different numbers and show an understanding of simple multiplication and division. They recognise the value of coins and 'buy' items and calculate the necessary change.
- Year 2 pupils gather information, such as the colour of pupils' eyes or hair, and illustrate their findings in the form of a simple graph. They confidently name 2D shapes, use simple standard units of measure, recognise simple fractions and are starting to tell the time.
- In KS2, pupils continue to reinforce their work in numeracy with an increasing understanding of number patterns and relations. They effectively deal with tasks in number, shape and measurement.
- Pupils' mental strategies are developing well and they explain their thinking and working out. They have a good range of mathematical terms, which they confidently use.
- Older KS2 pupils show a good understanding of place value, know their multiplication tables well and recognise the relationship between percentages, fractions and decimals.
- They recognise and name 2D and 3D shapes, understand that some shapes have complex lines of symmetry and use co-ordinates to find or fix a position. Pupils name, draw and read angles accurately.
- Pupils collate data, which is often based on class questioning or, very often, on investigations in other subjects, and they draw and analyse graphs with confidence.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils develop good observational skills. When looking at different fruit, for example, they observe and carefully record findings.
- Pupils have a basic knowledge of the properties of different materials and fabrics, and use the correct terminology to describe them. They distinguish between natural and man-made materials.
- Through regular investigative work, pupils have an increasing understanding of the concept of a fair test. They plan and organise experiments independently and recognise the need to measure and record accurately. Pupils are developing a good understanding of simple electrical circuits, forces and light.
- Pupils communicate and justify their findings orally using scientific vocabulary.
- In KS2, pupils further develop their understanding and knowledge of plants through investigations and observations. They make reasoned predictions when investigating materials and when making or separating solutions.
- Pupils further develop a firm understanding of fair testing and appreciate its importance in evaluating the evidence gained. They predict, observe, measure and record their experiments carefully.
- Pupils make good progress in their study of forces, electricity and magnetism.
- They know the requirements of a healthy diet, the importance of exercise and the harmful effect of smoking, alcohol and drugs on the body.
- Pupils know that light travels in straight lines and how shadows are formed. They explain the relationship between the earth, the moon and the sun.
- In Y6, pupils' investigative and recording skills are further developed with the regular use of ICT equipment.

Shortcomings

- There is a lack of challenge to the work of pupils in lower KS2, which inhibits pupils' acquisition of knowledge, skills and understanding

Welsh second language

Standards of achievement in oracy, reading and writing are good in KS1 and satisfactory in KS2.

Good features

- Pupils listen purposefully to adults and to their peers, and respond to the use of incidental Welsh throughout the day.
- Across the key stages, pupils communicate information as they acquire vocabulary and learn sentence patterns. Key Stage 1 pupils talk about the weather and their likes and dislikes; older pupils work in pairs to question one another about their families.
- In both key stages, pupils take on the role of ‘Helpwr y Dydd’ and question their peers.
- KS1 pupils confidently read with expression from the class or ‘big book’ as individuals and as a class, understanding what they have read. Older pupils’ reading ability develops satisfactorily across the key stage. Most pupils understand what they have read.
- Pupils write in an increasing variety of forms and for different purposes as they move through the key stages. Key Stage 1 pupils increasingly write in sentences; older pupils write in paragraphs and through dialogue, modelled on structured examples.
- Pupils use their proficiency in reading to enhance their work in speaking and writing in Y4/5, when they prepare a letter about their school.
- Pupils’ knowledge of Welsh culture develops well across the key stages.

Shortcomings

- There is a lack of continuity and progression in pupils’ knowledge, skills and understanding in KS2 which inhibits their progress in speaking, reading and writing.

Design and technology

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Across both key stages, pupils discuss different designs when drawing pictures of models and they identify the equipment and materials needed. They discuss their finished products and consider possible improvements.

- In KS1, pupils select and cut out pictures, use templates and assemble collage pictures with a variety of materials, showing good levels of skill and independence.
- Pupils use construction kits to good effect to develop their imagination and dexterity.
- Pupils' pirate puppets and hats show good imagination and making skills. They assemble their products by cutting and shaping components and materials with precision.
- In KS2, pupils further develop their evaluating skills. Their designs of various commemorative cards demonstrate a good use of materials and techniques.
- Older pupils design and make board games linked to other subjects such as geography and mathematics. They show good imagination and the careful use of measuring and cutting tools.
- Pupils' understanding of designing and making an item for a purpose or a need is developing well as seen in their boxes for Easter buns, useful bags, posters and pamphlets.
- In Y6, pupils design and make items with moving parts using their knowledge and understanding of cogs, gears and forces.
- Pupils are aware of the need for safe practices when using tools and for hygiene when handling food.

Shortcomings

- In KS2, there is a lack of variety of experiences and opportunities to promote capability. The quality of some of the finished products shows a lack of care and individuality.

Information technology

Standards of achievement are good in KS1 and KS2; they are very good in Y6.

Good features

- In KS1, pupils use the 'mouse' effectively and confidently; this is very apparent in their designs and pictures produced from a 'paint' program. They introduce text to their artwork, change borders, clear, open and close programs, save and print their work. They control the 'roamer' and are beginning to appreciate the e-mail system.
- In KS2, pupils are confident with word processing and can enhance their work by introducing different coloured borders and artwork. Pupils change font size and style, save and retrieve, edit their work and print in different colours or format.

- Pupils recognise and know the function of the symbols on a 'roamer' and can program it to move in different directions and at different angles along a predetermined route.
- Older pupils create a database, use spreadsheets and select appropriate graph types.
- In Y6, pupils make effective use of CD-ROMs and the Internet to gain access to appropriate programs for research in other subjects. They contact schools in different parts of the world when sending and receiving e-mails.
- They compose music, control scientific experiments and are planning a multi-media presentation on Plas Mawr, following a recent visit.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in KS2.

No history lessons were observed in KS1, but evidence gained through discussion with pupils and other work suggest that standards are good.

Good features

- Pupils' chronological awareness develops well across the key stages and they make good use of timelines. Vocabulary relating to the passage of time also shows very good progress. Older pupils place the periods of history which they have studied in chronological order.
- Pupils in KS1 recall a range of stories and events about the lives of people in the past, such as Jemima Nicolas and Grace Darling. They are beginning to understand why people acted as they did and that those actions had consequences. Pupils identify differences in ways of life in the past, such as the lack of electricity.
- Key Stage 2 pupils have a clear and thorough understanding of the characteristic features of the lives of the rich and poor during the Tudor period.
- Key Stage 1 pupils understand that they can find out about the past from a range of sources, including artefacts, museums, buildings and people. Older pupils offer opinions about Tudor monarchs, giving their reasons and using evidence to support their views.
- In both key stages, pupils use a wide range of sources, such as sites, photographs, primary sources and CD-ROMs to support their learning. Pupils interrogate

sources, such as contemporary woodcuts of a Tudor school, reaching increasingly sensible and reasoned conclusions. Older pupils' ability to ask historical questions is developing.

- Older pupils understand the unreliability of oral history and that interpretations of history are subject to bias.
- Pupils in both key stages organise their findings appropriately and use a variety of methods to communicate their knowledge and understanding.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in geography are good in KS1.

No geography lessons were observed in KS2, but evidence gained through discussion with pupils and other work suggest that standards are good.

Good features

- Pupils, across the key stages, have an increasingly secure and developing knowledge and understanding of the location, features and character of places. KS1 pupils identify what sort of place Northop Hall is. Key Stage 2 pupils understand the characteristic features of St Lucia. Links with schools in Australia and Canada further pupils' understanding of places.
- Pupils in both key stages have an appropriate understanding of the patterns and processes in physical and human geography. Year 2 pupils understand that rivers rise in high ground and flow to the sea; older pupils identify the differences in ways of life and features of Northop Hall and Anglesey.
- Mapping skills develop appropriately across the key stages. Key Stage 1 pupils devise pirate maps, creating keys and using the points of the compass. They use a globe to find areas of water.
- KS2 pupils use a range of maps, including those of different scales, and aerial photographs. Geographical skills are consolidated and developed through field studies during residential courses.
- Pupils, across the key stages, acquire and use a widening range of appropriate geographical terms. They use them with confidence and accuracy.
- In both key stages, pupils have a well-developed knowledge and understanding of the character and identity of Wales.

- Pupils communicate their findings in a variety of ways such as graphs showing rainfall and temperature.
- The school's status as an Eco School raises pupils' awareness of environmental issues.

Shortcomings

- There are no significant shortcomings.

Modern foreign languages

Not applicable for this report.

Art

Standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils learn to colour well, using the skills of colour mixing and shading, for example, when painting in the style of Van Gogh.
- Pupils work with a range of media in both key stages and learn to appreciate the work of famous artists, including Welsh artists; KS2 pupils paint landscapes in the style of Mary Lloyd Jones.
- Older pupils apply the elements of the visual elements of art through their pencil drawings of Shakespeare's birthplace. Following a visit to an art gallery, they draw portraits based on the work of Tunncliffe and make pastel drawings of sheepdogs in the style of Kyffin Williams. Other stimuli for pupils' work include film music.
- In KS1, understand that paintings can communicate many different things. They express opinions regarding the work of famous painters, giving reasons for their decisions.
- In both key stages, pupils' use of computer drawing and painting programs is good.

Shortcomings

- Pupils' acquisition of knowledge, skills and understanding is limited by the lack of variety in the opportunities provided.
- Pupils' ability to evaluate their own and the work of others is underdeveloped.

Music

Standards of achievement are good in KS1.

No music lessons were observed in KS2, but evidence gained through discussion with pupils and other work suggest that standards are satisfactory.

Pupils in Y5 and Y6 have benefited from their recent involvement in a project run by the Royal Liverpool Philharmonic Orchestra.

Good features

- Pupils, particularly in KS1, use voice and instruments to confidently perform before an audience. The school ensemble performs on occasions, such as when the school entertains local senior citizens.
- During acts of collective worship, pupils sing tunefully and rhythmically, sometimes in a three part round. They understand the importance of good posture when singing.
- Pupils in KS1 understand basic musical vocabulary, using terms such as 'duration' and use hand movements to indicate changes in pitch. They used pitched percussion instruments to play a simple accompaniment during class singing. Pupils compose in response to the stimulus of bubbles bursting at different times.
- Pupils explore a range of sound sources from which they select, combine and arrange sounds effectively and imaginatively. Key Stage 2 pupils create compositions using a variety of metal sounds; playing to a common pulse.
- Key Stage 1 pupils comment on the feelings evoked by recordings of music.
- Using a computer program, Y6 pupils are beginning to compose music; some pupils programme a pair of 'roamers' to dance to the medieval music they create.
- In both key stages, pupils sing a range of traditional and modern Welsh songs.
- A number of pupils receive school-based lessons in violin and cello.

Shortcomings

- Pupils' knowledge, skills and understanding acquired in KS1 are not progressively developed in KS2.
- Pupils' appraisal of their own and the music of others, from different cultures, is underdeveloped.

Physical education

Standards of achievement are good in KS1 and satisfactory in KS2, with good features in Y6.

Good features

- In KS1, pupils are developing effective control of their body movements, and their awareness and use of space is good.
- Pupils create a sequence of movements using different parts of the body, demonstrating good balance and posture.
- Pupils show good hand and eye co-ordination when catching and striking a ball. They work hard to improve their skills and show a great deal of enjoyment. Pupils react well to instruction and collaborate well in pairs and in groups. They handle basic apparatus confidently and sensibly.
- In KS2, pupils further develop their skills of passing, dribbling and controlling a ball. Their use of space, speed and change of direction to pass an opponent is developing well.
- In Y6, pupils show a high level of ball control. They work hard to improve their skills of throwing, catching and striking individually, in pairs and in a short game situation. They are enthusiastic, take turns, play to the rules and are happy to demonstrate to their peers.
- Key Stage 2 pupils develop and extend their physical skills during residential courses.
- Pupils reach national expectations in swimming.

Shortcomings

- There is insufficient pace and rigour in some lessons in KS2; pupils are inactive for too long, inhibiting their acquisition of the appropriate skills.

Religious education

Standards of achievement are good in KS1 and satisfactory in KS2.

The programme of study addresses the requirements of the Agreed Syllabus for Flintshire.

Good features

- In KS1, pupils understand the characteristics of being a Christian and that religion is important to people throughout the world. They recall many stories from the Bible and understand the main differences between the Old and New Testament.

- They appreciate the need for family and friends and the importance of people who help us.
- In both key stages, there is an increasing understanding of Christian festivals with specific reference to worship and celebration. Visits to the local church and visitors from it help pupils' understanding of religious symbolism.
- Pupils develop sensitivity to the feelings of others and appreciate values such as sharing, caring and helping through their involvement in charity work.
- Older pupils, in studying aspects of other religious traditions, including their festivals and ceremonies, are developing an understanding of, and respect for, different cultures.

Shortcomings

- Pupils' awareness of the rich diversity of other world religions is limited by the lack of good quality teaching resources and artefacts.
- There is a lack of continuity and progression in pupils' learning in KS2.

Religious studies

Not applicable for this report.

Personal and social education

Not applicable for this report.

Business studies

Not applicable for this report.

Child development

Not applicable for this report.

Classics

Not applicable for this report.

Community Languages

Not applicable for this report.

Computer studies

Not applicable for this report.

Drama

Not applicable for this report.

Economics

Not applicable for this report.

Electronics

Not applicable for this report.

Geology

Not applicable for this report.

Health education

Not applicable for this report.

Home economics

Not applicable for this report.

Humanities

Not applicable for this report.

Keyboard skills

Not applicable for this report.

Latin

Not applicable for this report.

Law

Not applicable for this report.

Psychology

Not applicable for this report.

Sociology

Not applicable for this report.

Vocational education

Not applicable for this report.

Other(s)

Not applicable for this report.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has carefully assessed the progress made in the implementation of the action plan which addresses the key issues from the previous inspection report, namely,

Key Issue 1

Improve standards in information technology.

- During the current inspection, standards of achievement were judged to be good in both key stages. The use of ICT across the curriculum is very good.
- Staff have received in service training and the role of the coordinator is very well developed.

Key Issue 2

Continue to produce plans for each subject that map out NC programmes of study fully from Nursery to Y6 to ensure a consistent level of continuity and progression between key stages.

- During the current inspection, the NC programmes of study was found to be mapped out, ensuring consistency in the planning for continuity and progression between and across the key stages. The planning, however, particularly in some foundation subjects, has not been not fully implemented, and there remains a lack of continuity and progression in the teaching and learning from Nursery to Y6.

Key Issue 3

Develop further the monitoring role of the head and curriculum leaders to ensure consistent standards across subjects and key stages.

- Satisfactory progress has been made since the previous inspection.
- The head teacher informally monitors the delivery of the curriculum.

- Curriculum co-ordinators began to monitor some subject areas in January 2000 and present reports on their findings to class teachers and the head teacher.
- The school has mapped out the way ahead for the development of this monitoring process in a more formal manner.

Key Issue 4

Formalise the roles, structures and documents relating to SEN to ensure the provision responds fully to pupils' specific needs.

- During the current inspection, the provision for pupils with SEN was judged to be good, with pupils making good progress towards the targets in their IEPs.

Key Issue 5

Reconsider elements of nursery accommodation.

- A purpose built early years unit was opened two years ago.
- The educational provision for the under fives was judged to be appropriate, very successfully promoting the desirable outcomes for children's learning.

Key Issue 6

Clarify the role of the head, governing body and LEA in matters of delegated responsibility.

- The roles are now clear and are being effectively fulfilled.

Key Issue 7

Complete the full range of governing body statutory policies;

- All statutory policies are in place, but the requirements of Welsh National Assembly Circular 22/96 are not fully met in the school prospectus or the governing body's annual report.

8.2 Key Issues for Action

To maintain and build on the good standards achieved by pupils and to improve aspects of the provision, the school needs to:

- address the shortcomings in the subjects and aspects and, in KS2, to raise standards where they are satisfactory;
- ensure that the knowledge, skills and understanding acquired in KS1 are progressively built upon and extended, particularly in lower KS2, and that the appropriate time allocation is given to all subjects;
- formalise the monitoring roles of the governing body, head teacher and curriculum coordinators with regard to standards of achievement and

teaching in order to ensure appropriate continuity and progression across the key stages in all subjects.

APPENDIX

A. Basic Information About the School

Name of School	Northop Hall County Primary
School type	Community
Age-range of pupils	3-11
Address of school	Llys Ben Northop Hall Mold Flintshire
Post-Code	CH6 5QN
Telephone Number	01244 815980

Head teacher	Mrs P Broad
Date of appointment	December 1993
Chair of Governors	Mrs Naybour
Registered Inspector	Mrs J Davies
Dates of inspection	25. 06.2001 – 28.06.2001

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	15	24	28	23	21	19	18	26	174

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	7.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil : adult (fte) ratio in nursery classes	15:1
Average class size, excluding nursery and special classes	26:1
Teacher (fte): class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	R	KS1	KS2	Whole school
1	91.2	93.3	93.5	93
2	94	94.3	96.7	95
3	89.3	93.3	92.1	92

Number of pupils excluded during 12 months prior to inspection.	1
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2000

National Curriculum Assessment KS1 Results: 2000			Number of pupils in Y2: 17					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	5	50	45	0
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	0	5	50	45	0
		National	0	4	14	57	25	0
	Task/Test	School	0	0	5	50	45	0
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	0	6	71	24	0
		National	0	5	14	70	11	0
	Task/Test	School	0	0	6	71	24	0
		National	1	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	5	45	50	0
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	0	0	65	35	0
		National	0	2	10	65	23	0
	Task/Test	School	0	0	0	65	35	0
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	0	5	65	30	0
		National	0	2	11	71	17	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:	95	In Wales:	80

- D Pupils who are excepted under statutory arrangements from part or all of the NC
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1
n Tests do not cover these levels

END OF KEY STAGE 2: 2000

National Curriculum Assessment KS2 Results: 2000							Number of pupils in Y6: 15					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	7	60	33	0
		National	0	0	2	1	1	6	21	48	21	0
Mathematics	Test/Task	School	0	0	0	0	0	0	7	73	20	0
		National	0	2	2	n	n	5	17	48	26	0
	Teacher assessment	School	0	0	0	0	0	0	13	65	35	0
		National	0	0	2	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	7	53	40	0
		National	0	0	2	n	n	5	22	44	25	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	40	40	0
		National	0	0	2	0	0	4	17	52	25	0
	Test/Task	School	0	0	0	0	0	0	0	60	40	0
		National	0	2	0	n	n	3	14	55	26	n

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:	80	In the school:	86
In Wales:	63	In Wales:	63

- D Pupils who are exempted under statutory arrangements from part or all of the NC
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1
n Tests do not cover these levels

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of nine inspector days in the school.

Before the inspection:

1. meetings were held with the head teacher and staff, the governing body and with the parents; 14 parents attended the pre-inspection meeting;
2. questionnaires were distributed to all parents and the 51 completed questionnaires were analysed; the inspection team took note of the results;
3. school documentation was examined;

During the inspection:

4. evidence of lessons observed was based on inspecting 40 lessons or part lessons across the age groups;
5. other observations included assemblies and registration and extra-curricular activities;
6. discussions were held with the head teacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
7. discussions were held with pupils about aspects of their work and life in school;
8. inspectors listened to representative samples of pupils read;
9. there was scrutiny of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the head teacher, staff and governing body to provide oral feedback of the inspection findings.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mrs J Davies	Rgl	English Welsh (second language) History Geography Music Art	Standards of achievement Quality of teaching Assessment, recording and reporting Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action
Mr M D Jones	Team	Early Years Mathematics Science Design Technology Information Technology Physical Education Religious Education	Key skills Spiritual, moral social and cultural development Curriculum Support, guidance and pupils' welfare SEN Staffing, accommodation and learning resources
Mr J H James	Lay		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry

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

