

**INSPECTION UNDER SECTION 10 OF
SCHOOLS INSPECTION ACT 1996**

REPORT

on

PARK JUNIOR SCHOOL

School Number: 665 / 2138

Date of Inspection: 15th to 17th October 2001

by

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Registered Inspector: W109 / 5539

Under OHMCI contract number: T/87/01P

REPORT BY H M INSPECTORS
On
PARK JUNIOR SCHOOL, LLAY

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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:

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	5-6	6-7	7-8	8-9	9-10	10-11	11-12	2-13	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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is situated in the model village of Llay which was built for a coal mining venture in the 1920s. Mining operations ceased in 1966. The area is described as mainly economically disadvantaged. The vast majority of its pupils are drawn from the immediate area. The number of pupils on roll has remained steady over the last four years and currently is 186. The projections for the next few years show a falling roll. The intake of pupils covers the full range of ability. There is a special educational needs unit which caters for 17 pupils who have statements for moderate learning difficulties. There are another 45 pupils, in main-stream classes, on the special educational needs register. Twenty per cent of pupils are entitled to free school meals, which is the same as the national average but slightly higher than that of the local authority. English is the language used in the homes of all pupils.

The school was last inspected in June 1996.

The school aims to provide a balanced and broadly based curriculum which meets statutory requirements, promotes the well being of pupils and prepares them for adult life. The school motto is *Dim ond y Gorau – Only the Best*. Priorities for development include: continuing application of strategies to raise standards in English and mathematics; developing skills of staff with new aspects of information and communications technology; encouraging use of incidental Welsh, introduction of a new scheme for music; promotion of use of the school library by pupils and the continuing professional development of staff. The governing body is fully aware of the implications of the falling roll and gives a high priority to keeping class sizes as low as practicable.

2. MAIN FINDINGS

The main findings of the report

Park Junior School is a good school where pupils make mainly good progress in both their personal and academic development. A strength of the school is its overall good quality of teaching. However, there are some areas that require further development.

Standards of achievement

- In half the lessons, pupils achieve good standards. In the other half, standards are satisfactory.
- The pupils' standards of achievement in the different subjects of the National Curriculum and religious education are as follows:

Subject	KS2
English	Good
Welsh as a second language	Satisfactory
Mathematics	Satisfactory
Science	Good
Design and technology	Satisfactory
Information technology	Unsatisfactory
History	Good
Geography	Good
Art	Good
Music	Satisfactory
Physical Education	Good
Religious Education	Good

- Since the last inspection, standards have improved in over half the subjects but declined in Welsh as a second language and information technology.
- Across the curriculum, standards are good in the key skills of literacy and communication, satisfactory in mathematics but unsatisfactory in information and communications technology.

- Pupils with special educational needs, both in the special unit and mainstream classes, make good progress towards the targets set for them.

Educational provision

- The school provides a broad and varied curriculum that meets the requirements for teaching religious education and all National Curriculum subjects except for aspects of information technology.
- All subjects have suitable schemes of work.
- Regular planning meetings between teachers taking classes of pupils of the same age leads to all pupils having a similar curriculum.
- The school has not implemented planning to teach the key skills across the curriculum.
- The provision for pupils' personal and social education is good.
- Pupils have a good awareness of their national and local heritage and culture, supported particularly well with carefully planned educational visits.
- There is an appropriate range of extra-curricular provision including Urdd meetings and sporting activities.
- Homework reinforces pupils' learning.
- The quality of teaching was satisfactory in 25% of lessons, good in 65% and very good in 10%.
- Teachers and learning support assistants work well together and have high expectations of pupils.
- Overall arrangements for assessment, recording and reporting are unsatisfactory. The school is not using assessment to sufficiently raise standards across the curriculum.
- Provision for pupils with special educational needs is good and fully meets the Code of Practice.
- Parents appreciate the ready access to discuss matters with staff at formal meetings and other times when there is a need.
- Arrangements for the support and guidance of pupils are good.
- Partnerships with parents, other schools and the community are good.
- Partnership with industry is satisfactory.

Spiritual, moral, social and cultural development

- Pupils respond very well to the school's good provision for their spiritual, moral, social and cultural development.
- There is daily worship when pupils have the opportunity to think about themselves and others.
- There is a very good level of respect by pupils for other pupils and adults.
- Pupils have a good understanding of the culture of Wales and other countries.

- Pupils' behaviour is very good at all times and this is a major contribution to the high quality of life in the school.
- Pupils' attendance is satisfactory. Punctuality during the school day is very good.

Management and efficiency

- There is an appropriate number of suitably qualified teachers.
- Teachers benefit from attending further professional development training. There is a need for further training of teachers in information and communications technology.
- Learning resources are at least satisfactory with the exception of information and communications technology where there is a lack of reliable hardware and appropriate software.
- There is a very good ethos and sense of close community in the school.
- Whilst the school carries out self-reviews and produces plans for its development, these are not sufficiently linked to each other and to finance to be fully effective.
- Overall leadership and management are good with the headteacher and deputy headteacher setting good examples of care and effectiveness.
- The financial systems in the school have been fully audited and approved.
- The school is developing effective systems to improve the quality of teaching and the curriculum.
- Daily routines and procedures are very well established and effective.
- The office staff, caretaker, cleaner and mid-day staff make a positive contribution to the smooth running of the school and pupils' well being.

Progress since the last inspection

- The previous inspection of June 1996 identified key issues for development. Briefly, these issues involved: raising standards in art; improving learning resources in several subjects; aspects of teaching; management issues and improving accommodation.
- The school has done much to put nearly all these matters right.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

In half the lessons, pupils achieve good standards, in the remainder of lessons, standards are satisfactory.

- Standards are good in English, science, history, art, geography, physical education and religious education.
- Standards are satisfactory in mathematics, Welsh as a second language, design and technology, and music.
- Standards in information technology are unsatisfactory.
- Since the last inspection, standards have improved in over half the subjects taught.

- Standards have declined in Welsh as a second language and information technology.
- Pupils of all capabilities, including those with special educational needs, are, overall, making good progress.
- The targets set for recent National Curriculum assessments (SATs) were greatly exceeded but were set at a low and unchallenging level.
- In recent years there has been a significant upward trend in SAT results. The performance of boys compared with girls has shown no significant difference.
- Comparing the 2000 SAT results with all primary schools in Wales, the percentage gaining Level 4 or better was high for English and about average for mathematics and science.
- Comparing the 2000 SAT results with other primary schools in Wales having a similar proportion of free school meals entitlement, the percentage gaining Level 4 or better for both English and mathematics was high and for science was about average.
- At the time of the inspection there were no national comparative figures available for the 2001 SATs, but the school results for 2001 indicate a similar outcome to the 2000 results for English and mathematics with science showing improvement.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in key skills across the curriculum are good in literacy and communication, satisfactory in numeracy but unsatisfactory in information and communications technology.

- Pupils listen well and respond by speaking clearly when they discuss or contribute to many subjects and show good progress. They work co-operatively in groups and pairs and handle and interpret written information with growing competence.
- Pupils use their well developed reading skills to good use. Pupils write in a variety of forms and for a good range of purposes in several subjects. For example, in history the older pupils write perceptively when they consider the response of individuals to such events as the Great Plague. However, pupils individual research skills are underdeveloped.
- Pupils use of Welsh as a second language is more limited but they make satisfactory progress as they move through the school.
- Pupils' ability to apply their numeracy skills in various subjects is satisfactory. For example, in their science work they select and use appropriate measuring apparatus and handle the data they collect in a logical manner.
- Pupils' use of information and communications technology to support their learning is unsatisfactory. Whilst pupils make limited use of word processing, they mainly reproduce written work rather than use it for composition and editing. At the time of the inspection, the pupils did not have access to the Internet to retrieve information or use e-mail. The limited, relevant software they have access to does not provide sufficient scope for their work.
- In July 2000, the school was awarded the Basic Skills Quality for improving basic skills in language and mathematics.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, social and cultural development is good. Their moral development is very good.

- The school has a friendly atmosphere and is a supportive community for all pupils. Respect for others is a strength of the school.
- Pupils understand the difference between right and wrong and show respect for property. They appreciate the need for school rules and know them well.
- Pupils learn to care for others less fortunate than themselves when they support many charities throughout the year.
- Relationships between adults and pupils in the school are good. Pupils work harmoniously as a whole class and in small groups in a positive manner. They share learning resources well.
- Pupils use their own initiative in a conscientious way. The use of the *helpwr heddiw* and the prefect system within the school support this.
- Pupils' social and cultural development is enhanced by extra-curricular activities such as the Urdd, instrumental tuition and sporting activities.
- Pupils have a good understanding of the culture of Wales through visits to places of interest in the immediate locality and further afield and also the study of Welsh composers and artists.
- The daily act of collective worship makes a satisfactory contribution to pupils social, moral, spiritual and cultural development.
- Pupils are made aware of the cultures of other countries. For example, in their music they become familiar with instruments from other lands. In religious education, they study aspects of Judaism and Hinduism.

4.2 Behaviour and Attitudes

Pupils' behaviour is very good and their attitude to their work is good.

- The procedures in place for promoting good behaviour are clearly understood by pupils and supported by parents. They are effectively implemented throughout the school.
- In lessons, pupils maintain concentration well and, through interest and persistence, they become sufficiently independent in their work to complete tasks with a minimum of support.
- Enthusiastic discussion is a feature of many lessons with pupils showing confidence in expressing their views and ideas.
- Pupils' positive attitude to learning is a significant factor in enabling them to generally make good progress and achieve good standards in relation to their ability.
- The quality of life in the school is very good and the high expectations for pupils' conduct are reflected in the ways pupils show respect and confidence in their relationships with staff and are supportive of each other.
- Parents report that bullying is not an issue and none was observed during the inspection. Parents have complete confidence that any incidents would be dealt with promptly, fairly and effectively by the headteacher and staff. There have been no exclusions from the school.

- All pupils have equality of opportunity and pupils with special educational needs are effectively supported to become included in all aspects of the school.

4.3 Attendance

Overall, pupils' attendance is satisfactory.

- Though the school takes opportunities to inform parents that holidays taken during term-time impede progress, these and illness adversely affect figures.
- Punctuality at the start of the school day is good and lessons, particularly physical education, start promptly.
- The great majority of pupils are keen to attend school.
- Absence is rigorously monitored and appropriate action taken when necessary enabling the school to make satisfactory progress towards its target of improving the attendance of individuals where necessary.
- Registration procedures are efficient and meet requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in all lessons. In 10% of lessons, teaching was very good, in 65% it was good and in 25% it was satisfactory. This is a significant improvement since the last inspection.

- In many classes, there is a planned pattern to lessons in that pupils are introduced to the work they have to do, the main activity of the lesson follows and there is a final whole class session.
- The use of clear and measurable learning objectives is not a consistent feature of teachers' planning. Where precise learning objectives are used in the introductory session to a lesson, pupils have a clear understanding of what is expected of them and teaching concentrates on these targeted outcomes in pupils' learning.
- Pupils' work is regularly marked, often with encouraging comments. There is little use made of specific learning objectives to help pupils make progress.
- Teachers use an appropriate range of different methods of grouping pupils to suit the planned learning.
- Lessons proceed at a good pace with positive relationships between pupils and between pupils and teacher. An enthusiasm and involvement in learning is generated well.
- Pupils are appropriately challenged, through relevant questioning, and successfully encouraged to give their own thoughts and opinions. Teachers have high expectations of pupils' achievement in lessons and behaviour throughout.
- Lessons are made enjoyable and relevant to pupils through use of appropriate humour, the teachers knowing the pupils well and good use of a practical approach to learning.

- There are regular planning meetings between teachers of similar age classes and these ensure a similar curriculum is taught to all pupils. The detail of separate lessons is left with the individual class teacher.
- Whilst classes have been set, making use of prior achievement, there is too great a tendency to plan learning activities on an age basis in each class. At times, this results in pupils being given work which is not best suited to move their learning forwards.
- Teachers' knowledge of the National Curriculum is generally good, with the exception of information and communications technology where the school has correctly identified a need for further training. Knowledge of Welsh and music is not always secure.
- The quality of teaching for pupils in the special educational needs unit is good overall. The teaching of language is very good. The class teacher, learning support assistant and the classroom assistant work well as a team.

5.2 Assessment, recording and reporting

Overall, the quality of assessment, recording and reporting is unsatisfactory.

- Teachers know the pupils well, are sensitive to how a lesson is progressing and make appropriate changes if there is a need.
- Pupils are placed into classes by ability. When they start in the school the SAT and other assessments carried out in the associate infant school are used for this purpose.
- The school sensibly re-tests the pupils when they have had time to settle in school and makes appropriate adjustments where needed.
- Parents value the reports they receive on their children's progress. Whilst reports describe what pupils can do, they do not state what pupils need to do to improve.
- There is very good access for parents to discuss their children's progress. This contact between parents and teachers takes place on two formal parents evenings but also at any other times when there is a need. Parents appreciate these arrangements.
- There is thorough analysis of SAT results through most helpful links with one secondary school. Using this information, particular areas of the curriculum in English, mathematics and science are changed to raise standards.
- There are annual tests in reading and number work which the school uses to make sure pupils are in the most suitable class. Movement of pupils takes place if the results of testing indicate it.
- These annual tests are also used to set targets for pupils' performance in future SATs. The validity of this process is questionable as the targets set are unrealistically low.
- The school is not making sufficient use of National Curriculum assessment criteria, upon which SATs are based, for its own assessment purposes .
- A good feature of the assessment processes in the school is a record book in which pupils complete a significant piece of work in either English, mathematics or science.
- This work has written comments added by the teacher and is useful in showing the progress the pupil has made. As the work done is part of the pupils' day-to-day activities, It does not make an additional burden on use of pupils' and teachers' time.

- Significant time is spent collating pupils' work in record files and completing attainment grids for English and mathematics, but the use of these systems to raise standards is not obvious.
- For the majority of subjects, the school does not have a system to assess pupils' progress in a manageable manner and use the outcomes to promote higher standards.
- Arrangements for assessing pupils with special educational needs fully meet the requirements of the Code of Practice. Good records of regular assessments of pupils' progress are kept for each pupil attending the special educational needs unit and those on the special needs register. These records clearly show the good progress made by pupils. However, this good data is not collated to provide a clear picture of the strengths and weaknesses of provision. Consequently, the school is not well placed to decide priorities for future development.

5.3 Curriculum

The school provides a broad and varied curriculum that motivates pupils and offers them a coherent programme of learning. The curriculum meets the requirements for teaching religious education and the subjects of the National Curriculum with the exception of aspects of information and communications technology.

- Subject schemes of work are at least satisfactory and sometimes good, for example science and Welsh. The newly purchased scheme for music is in its early stages of implementation and has yet to be evaluated.
- The termly and weekly plans contain sufficient detail for teachers to plan their individual lessons and provide continuity and progression across the curriculum.
- The school's initiative in paying particular attention to literacy and numeracy across the curriculum has led to the awareness of cross-curricular planning for these skills. However, the formal planning for inclusion of the key skills of literacy, numeracy and information and communications technology is unsatisfactory.
- The Cwricwlwm Cymreig receives good attention. Through the planned curriculum, enriched by educational visits, pupils' awareness of their national heritage and the traditions and culture of their own locality are enhanced.
- Other school visits, including residential stays in outdoor pursuit centres and to compare the village with other areas such as Conwy, are well planned and enhance pupils' personal, academic and social experience.
- Extra-curricular activities enrich the curriculum, particularly in sports where there is a good range of games played.
- A recent innovation in the school is the teaching of personal and social education as a subject in its own right. This provision, together with the general nature of relationships, the good role model set by adults and the values taught, is effective.
- Increasing use is made of incidental Welsh as a medium of instruction throughout the school. Whilst teachers' plans indicate that every effort is made to ensure that this is done, it is not always carried out.
- Homework is appropriately set and consolidates work done in the classroom, thereby reinforcing pupils' learning.
- All pupils, including those with special educational needs, have full access to the schools' curriculum.

- No pupil has been disapplied from the National Curriculum.

5.4 Support, guidance and pupils' welfare

Arrangements for the support, guidance and welfare of pupils are good.

- Pupils know who they can talk to if they need help. They are confident that their problems will be taken seriously and sorted out. They are fully aware of the school's procedures and help each other when the need arises.
- Staff know the pupils well and pupils' needs are monitored from the time they start school. Information passed on from the infant school provides invaluable help in settling pupils in to new routines.
- Parents have every confidence in the headteacher and all other staff should a particular problem arise. They feel they will be listened to and appropriate action will be taken.
- The school holds regular fire drills and inspection of equipment and buildings. When problems are found, it takes action to either put things right or refers matters to the appropriate authority for action.
- The governing body and parents are particularly concerned about the congestion by cars at the start and end of the school day. The arrangements for parking means that pupils have to cross the oncoming traffic to get to the school gate. The risk to pupils is reduced by parents not opening car doors into the traffic and pupils crossing sensibly.
- There are appropriate procedures for sex education from staff and outside agencies. Health education is an established part of the curriculum. The school has just introduced a programme for personal, social and health education which prompts pupils to consider their own emotions and actions.
- There are appropriate procedures for child protection. Whilst staff have not attended recent training, there is good contact with support agencies and procedures are well known.

5.5 Provision for pupils with special educational needs

The school's provision to meet pupils' special educational needs is good overall.

- Provision to develop their literacy skills is very good and it is satisfactory in meeting numeracy needs.
- The effective integration of pupils admitted to the school's unit for pupils with moderate learning difficulties is very good and has substantially improved since the last inspection.
- Pupils in the special educational needs unit and in the mainstream school are making good progress.
- There are very good procedures for meeting pupils' needs in line with the Code of Practice. These are efficiently managed and administered by the Special Educational Needs Co-ordinator with regular reviews of pupils' progress, updates of individual education plans and annual reviews of pupils' statements which suitably involve parents and associated professionals.

Provision to meet the special educational needs of pupils in main-school classes

At the time of the inspection, 45 pupils within main-school classes were included on the school's special educational needs register.

- Pupils with special needs are quickly identified. When teachers have a concern over a pupil's progress, in any aspect of development, good procedures are followed. If outcomes of appropriate assessments and discussion with parents indicate it, the pupil is included on the special needs register and an individual educational plan is drawn up.
- Registered pupils are very well supported in the development of reading skills in class and in withdrawal groups. Good teaching of basic letter sounds and blends secures pupils' ability to understand words. Very good use of praise and encouragement enables pupils to approach reading and writing tasks confidently. Pupils make good progress.
- A significant number of registered pupils have numeracy as an area of concern but there are no numeracy targets set on individual educational plans. During lessons, they work at targets set by the class teacher but do not receive any additional support. As a consequence, their progress is variable and some find the work set too challenging.

Provision within the designated Special Needs Resource Unit

At the time of the inspection, 17 pupils attended the Special Needs Resource Unit for junior aged pupils with educational needs stated as moderate learning difficulties.

- The unit is very well managed and equipped with suitable resources for meeting special needs appropriate to the age and abilities of the pupils.
- Unit staff are very well qualified and experienced in special educational needs and work effectively as a team to support pupils' learning.
- Unit staff are effectively deployed to support pupils within the unit and when they are being taught within mainstream classes.
- Pupils are effectively integrated into lessons with their main-school peers. In the mornings they are taught literacy and numeracy within the unit and integrate into main-school lessons for curriculum subjects other than English and mathematics according to timetables. In the afternoons they are all integrated into mainstream classes. In this way the school ensures that they have a suitably broad and balanced curriculum experience.
- The quality of teaching within the unit is good overall. Teaching of literacy is very good and pupils make very good progress in spelling, reading and comprehension skills. Teaching of numeracy is satisfactory with good development of pupils' knowledge and understanding of basic shape and measurement. There are shortcomings in developing pupils' basic number concepts and particularly their development of a secure understanding of place value. By Year 6, more-able pupils can use a multiplication square to support their calculations and use a calculator effectively for additions such as $42+36+12$.

5.6 Partnership with parents and community, schools and other institutions

Overall, the school has good partnerships with parents, the community, other schools and institutions. These partnerships make a positive contribution to pupils' learning and the standards they achieve.

- The high levels of satisfaction parents express for both school and staff was a strong feature of the inspection and parents make a very good contribution to school life.
- Good information is provided for parents in various forms including the two open evenings, the annual report and documentation.
- Parents of Year 6 pupils appreciate the meeting held to explain SATs and the Year 6 revision club.
- Parents find the school very welcoming and approachable and feel that any enquiries they have will be fully dealt with.
- There is a home-school agreement which clearly sets out high expectations for the school, parents and pupils.
- Several parents and other members of the community, help regularly in the school and they make a useful and supportive contribution to pupils' standards and progress.
- A committee of parents runs an annual summer fair which raises significant funds for the school and also for the associated infant school.
- There are good, established links with Llay Community Council, which pays for pupils' swimming lessons and provides school equipment.
- The school is well used and valued by the community it serves. It is a meeting place for organisations including the community council, a local history society, local craftspeople, the Guides and Brownies.
- Pupils benefit from formal survey work in the village, particularly for their history and geography studies.
- Supportive arrangements are in place for pupils joining the school and good links promoting curriculum continuity are established with one of the receiving secondary schools.
- The school provides, and benefits from, providing appropriate initial teacher training places on a regular basis.

5.7 Partnership with industry

The school's partnership with industry and commerce is satisfactory in enhancing standards, provision and the curricular and extra-curricular experiences of pupils.

- Local companies and businesses sponsor prizes, give donations and support the annual summer fair.
- Year 6 pupils visit factories on the nearby industrial estate, enabling them to gain some insight into the world of work.
- Telecommunication engineers have worked on computers with pupils.
- Projects involving the former regional Training and Enterprise Council, have been used to bring professionals, including architects, into school to work with pupils.
- No staff development takes place in the context of industry or commerce.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- The school has carried out three separate, self-evaluations in the last year. Whilst this shows a commendable open attitude to self-review, the outcomes have not fed directly into development planning and all the review systems are different. Staff and the governing body have been involved in these reviews.
- The school recognises the need to tie one system of self-review into its development planning.
- The senior management team have been involved in putting together the school development plan. The governing body are informed of the evolving plan and have the opportunity to comment.
- The school development plan is firmly tied to the items identified under in-service training and promote the relevant professional development of staff and the evolution of the curriculum.
- The school development plan has a clearly laid out format and identifies personnel, priorities and staffing costs. The plan lacks the wider scope of precision of dates, costing for implementation of change through appropriate learning resources or other capital spend and quantitative criteria for success. The plan covers one year only with no written indication of future priorities.
- Curriculum co-ordinators carry out monitoring duties both formally, as identified and funded in the school development plan, and informally. Where the formal monitoring involves the observation of teaching and learning, constructive written comments are shared with the teacher being observed. The teaching of a few subjects has been monitored well.
- Outcomes of monitoring, by the curriculum co-ordinators and the headteacher, have led to curriculum changes and the purchase of new learning resources. These innovations are not implemented in a planned manner, resulting in intended change taking place in several areas at once. This arrangement does not allow for an efficient evaluation of planned change.
- The school, through a partnership with a secondary school, makes a thorough analysis of its SAT results to improve the areas of identified weakness in the curriculum.

6.2 Leadership and efficiency

The overall leadership and management provided by the governors, headteacher and teaching staff with management responsibilities is good. Financial efficiency is satisfactory.

- There is a very good ethos and sense of close community in the school. The staff, governing body, parents and the wider school community share a common purpose of giving *Dim ond y Gorau – Only the Best* for the pupils.
- The governing body is committed to doing their best for the school. The governors act in a critical manner and give much practical support to the school. Whilst the governing body uses sub-committees, they are only set up when the need arises. Meetings of the full governing body are held at least each term and are minuted efficiently.
- The headteacher is hardworking, dedicated and provides good leadership through his example of care and concern for the school. The deputy headteacher carries out her significant duties

effectively. Together, the headteacher and deputy headteacher provide an essential pivot for the well-being of all aspects of the school.

- The senior management team is well placed to influence and report on the main activities in the school. Meetings of the team are called when there is a need.
- Curriculum co-ordinators provide positive support to their colleagues and have a good overview of their responsibilities.
- Staff meetings are held regularly and cover relevant matters but at times the quantity of topics covered is very demanding.
- The school has policies which cover an appropriate range of issues but several of them do not relate concisely to the current position of the school.
- The efficiency of daily routines is very good. Teaching time meets recommendations and is used to the full.
- Good use is made of learning resources. The accommodation is put to good use with the exception of the library and the large atrium which are underused.
- The most recent auditor's report found only a few minor issues which have since been put right. The school funds are audited annually.
- A significant amount of funds are donated to the school to provide basic learning resources. These funds have recently purchased new resources for reading, science, music and assessment in English.
- One of the main aims of the governing body is to keep class sizes as low as possible. This has been achieved through carrying forward a relatively large budget surplus, use of a National Assembly for Wales grant and a low spend from the main school budget on learning resources. With projected falling rolls the governing body faces some difficult decisions regarding the future budget.
 - Whilst there is much thought given to the budget, financial planning does not sufficiently include all funding sources set against ongoing costs and plans for improvement in an all-embracing school development plan.
- The secretarial staff, caretaker, cleaners and mid-day staff make a positive contribution to the running of the school and pupils' well-being.
- The school complies with National Assembly for Wales statutes and guidelines with the exception of not teaching the whole of the National Curriculum for information and communications technology.

6.3 Staffing accommodation and learning resources

The management of staff, accommodation and learning resources is good.

- The school has an adequate number of appropriately qualified teachers.
- The teachers benefit from attending relevant in-service courses and from the guidance of local education authority advisers. However, the impact of attending relevant course on the raising of standards within the school is not evaluated.
- All support staff make a very positive contribution to teaching and learning and the quality of life in the school.

- All subjects except one have at least an adequate provision for learning resources. The quality and quantity is good in English, art and physical education. There is unsatisfactory provision for information and communications technology. Whilst the school has a good number of computers, the majority are either old, unreliable or limited in their use. The computers are organised in such a way that it makes the teaching of information and communications technology demanding on time. There is a lack of suitable software to support learning and also hardware, such as sensors and apparatus for control.
- The accommodation is bright, cheerful and very clean. The staff create a stimulating and attractive environment and the use of display in the special educational needs unit is exemplary. The external appearance of the building does not reflect the high quality of the indoor environment.
- There is adequate space for the number of pupils and the needs of the curriculum. However, the downstairs community room does not provide effective support for teaching music due to lack of space and natural light.
- Outdoor facilities include a good quality, hard surfaced play area and a playing field.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement in English are good.

Good features

- Pupils listen and respond well in a range of contexts. They increasingly offer spontaneous comments and ask relevant questions, which indicate a good understanding of the topic under discussion.
- By Year 6 the pupils work together in pairs and groups and are responsive to each other's views. A significant number of pupils express and justify their opinions.
- Throughout the school, pupils read an increasing range of good quality books and compare their views and opinions. The most able pupils are avid readers and by the time they are in Year 5 they have favourite authors. Most pupils visit the local library and read extensively at home. Pupils discuss the plot and characters in a story. They successfully retrieve and collate information from non-fiction books in their classwork.
- Pupils write across a wide range of contexts to meet a broad variety of purposes. They become increasingly aware of the importance of register and the needs of different audiences. Many pupils write expressively and interestingly and have a good control of syntax and a rich vocabulary. By Year 5 they can present and develop a view point, reviewing novels and poems by commenting maturely about content. Lower ability pupils produce extended pieces of work.

Shortcomings

- The use of the school library to develop pupils' independent investigative skills is underdeveloped.

- The use of information and communications technology to facilitate composition and editing is underdeveloped.

Welsh Second Language

Standards of achievement in Welsh second language are satisfactory.

Good features

- Pupils listen to a range of instructions and the vast majority have a satisfactory level of understanding.
- By Year 6 pupils express themselves by using a range of sentence patterns and an increasing vocabulary.
- The majority of pupils are beginning to respond to one another and a few offer spontaneous contributions.
- Throughout the school, pupils read a variety of simple books in Welsh, but they lack the fluency and, sometimes, the understanding.
- By Year 6 pupils write their own individual text using a variety of sentence patterns and verb forms albeit with varying degrees of accuracy. The most able pupils make good progress throughout the key stage.
- The use of incidental Welsh throughout the school successfully supports the pupils' progress in speaking and listening.
- The good structure of the scheme of work and the positive support from the *athrawes bro*, ensure continuity and progression in pupils' skills.

Shortcomings

- A significant number of pupils have an insecure grasp of oral patterns and respond in short, often one word answers.
- A few average ability pupils do not fully understand the texts they read and guess unfamiliar words.
- Pupils find difficulty with the level of grammatical work they are set.
- Pupils' ability to write extended pieces of work is inhibited by over dependence on work sheets which only require limited answers.

Mathematics

Standards in mathematics are satisfactory.

Good features

- The majority of younger pupils have a clear understanding of place value in tens and units.

- Nearly all the younger pupils make good use of their knowledge of number when they set out subtraction sums of numbers below 100. They know that the largest number must be written before the subtraction sign and the smaller after.
- These younger pupils, including those with special educational needs, use mental strategies to good effect. For example, when counting onwards or backwards they “hold” one number in their head before doing the counting. This improves the accuracy of their work.
- The older, more able pupils are very familiar with addition and subtraction of number to the first decimal place. They are developing a clear understanding of the relationship between fractions and decimals to the third place.
- They explain their reasoning clearly and describe numbers in a variety of ways, such as either zero-point-seven or naught-decimal point-seven.
- Nearly all the oldest pupils have an appropriate understanding of the relationship between the first decimal place and fractions.
- In their interpretation of different graphs, there are several good examples of pupils using written work to explain their working and answers.
- Several pupils make appropriate use of information and communications technology to explore the tessellation of shapes and use a data-base to record different ways to spend a total of £2.
- Pupils have an appropriate understanding of area, the properties of a circle, angle and symmetry.
- Pupils of all ages apply their mathematics to problems in a satisfactory manner but the work done by the oldest pupils, in association with a secondary school, is very good.

Shortcomings

- Pupils’ mental work with addition and subtraction is reasonable but mental work involving multiplication and division is lacking in pace and accuracy.
- Pupils make insufficient use of information and communications technology in their mathematics. When information and communications technology is used, not all pupils complete the work through lack of access time to a suitable computer.
- Presentation of data in charts and graphs is inconsistent in quality.

Science

Pupils achieve good standards in science.

Good features

- The younger pupils make good progress and achieve good standards in all the required areas of their science work.
- By the end of Year 4 they have a good knowledge of materials and effectively classify them according to their properties, for example transparent or water-proof. They know about the movements of the sun, moon and earth and understand shadow, day and night.

- They have a good knowledge of living things, the functions of parts of plants and what a plant needs to grow. They can use a thermometer, know the boiling and freezing points of water and about insulation and conduction.
- More able pupils in Year 5 and Year 6 respond positively when they are challenged to plan and carry out experiments and investigations.
- They have a good understanding of the ways they can ensure that the results they achieve are valid by taking full account of the criteria for a fair test. For example, they thoughtfully discuss their plans, “brainstorm” their ideas and agree the things which need to be kept the same.
- They make sensible predictions of likely outcomes when investigating the factors affecting evaporation rates.
- Less able pupils make good progress and achieve average standards through a good practical approach. They have a good grasp of fair testing and co-operate well in group investigations such as comparing the evaporation rates of different liquids.

Shortcomings

There are no significant shortcomings.

Design and Technology

Standards in design and technology are satisfactory.

Good features

- Younger pupils have used their knowledge of simple electrical circuits to make a burglar alarm. They have also designed other, non-electrical, warning devices involving a wide range of materials from string to flour.
- Older pupils have designed and made a car powered by a battery and small electrical motor. They use appropriate tools to make the wooden frame and dowel and hardboard disks for the wheels.
- The oldest pupils have extended their studies of the dwellings of native North Americans to build shelters from newspaper and waterproof sheeting. The principles of stable and waterproof structures has been thoroughly tested using a watering can.
- The work on waterproof structures has been recorded well taking into account the aspects of designing, making and evaluating the project which has been set to a specific design brief.
- The range and packaging of commercially made biscuits are being studied by the oldest pupils. Through this study they gain a better knowledge base to start their own food making and packaging project.

Shortcomings

- Whilst the oldest pupils are involved in work which fully meets the requirements of National Curriculum design and technology, the process of designing, making and evaluating products against a specific brief is not firmly established in all classes.
- Pupils do not always record their work in a systematic manner. This does not reinforce the basic design process.

- Pupils' written work is completed in a variety of exercise books or loose sheets which does not give the subject an appropriate status.

Information Technology

Standards in information technology are unsatisfactory.

Good features

- Pupils of all ages work carefully and with great patience on the wide range of makes and ages of computers. The basic operations of opening, changing, saving and printing work are suitably established but, because of the unreliability of the equipment, are not always successful.
- The younger pupils make good use of a database to enter facts about characters and events in history or money facts in mathematics. They know how to produce both bar and pie charts.
- Word processing, involving both standard and decorative fonts, is used appropriately by pupils of all ages. Occasionally, suitable pictures are included using clip art.
- Pupils who have mastered a particular skill using the computer instruct one or two others in their class. These small groups of pupils use good speaking and listening skills in this process.

Shortcomings

- Computer skills are passed on from pupil to pupil in small groups and it takes a long time to instruct the whole class as there is limited access to computers in each class.
- When set a task, only a limited number of pupils complete the work due to the unreliability of equipment and limited access to computers in each class.
- Whilst pupils use computers in lessons to support their learning, the software they use is not always appropriate. For example, word processed work in history is illustrated with clip art which is not appropriate to the context.
- Pupils' work in the use of simulation programs and also in the control of objects on the monitor screen is very limited.
- Pupils do not use information technology to control events, enter and manipulate data in spreadsheets and sense and record physical data, such as temperature.
- Pupils make insufficient use of e-mail and the Internet even though they have the basic skills to do so.
- Most of the above shortcomings are due to a lack of reliable and appropriate resources which are suitably organised to give maximum use by pupils.

History

Standards in history are good.

Good features

- In their studies of the Great Fire of London, younger pupils show a good understanding of the effect on people at the time through their written work. They do this work after the style of Samuel Pepys.
- Younger pupils research the background of prominent people at the time of the Stuarts. They describe the causes and effects of events, such as the Gunpowder Plot.
- In their studies of the second world war, pupils appreciate the effect on the population when they consider the use of gas masks, identity cards, the “black market” and the general promotion of the “war effort”.
- The oldest pupils produce some very perceptive writing when they consider the feelings of children who were evacuated from the cities to Llay.
- The oldest pupils have a clear understanding of their local heritage. They are well aware of the Gresford disaster and produce very emotional written work to describe its effects.
- Pupils’ research skills are good. For example, they have carried out careful data analysis of the records for Wrexham Association Football Club in the 1934/35 season and they have a good understanding of the technical terms used in census data.
- In their detailed study of the 1891 census figures for Llay, pupils compare where families lived now and then, the numbers in families, their occupations and the towns where people moved from.
- History is brought to life when pupils make visits to places which are directly linked to their studies. These places include Tatton Park, Chirk Castle and a Victorian schoolroom in Llangollen.
- Throughout the school, pupils have a good understanding of times in the recent and more distant past.
- Pupils appreciate that there are several sources which can be used to learn about history, such as what is written, what is remembered and objects from the past.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in geography are good.

Good features

- Pupils in Year 3 and Year 4 identify similarities and differences between two different locations from their direct study of their own locality and that of a seaside town. They accurately describe the natural physical features comparing mountains and hills, river and estuary. They recognise man-made features such as roads, buildings, streets, tunnels, bridges and railways. They understand reasons for locations for activities such as holidays and mining.
- Pupils’ knowledge and understanding of geography progress well in Year 5 and Year 6. They become confident with maps and atlases and identify the countries of Britain, several in Europe and world-wide and name many capital cities. They identify features on maps and know the main geographical symbols.
- They know the points of the compass and how the movement of the earth in relation to the sun affects the seasons of the year and the changes in climate in different parts of the world. More able

pupils know about latitude and longitude, North and South Poles and the Equator and have a good understanding of time differences between London, New York, Sydney and Moscow.

- By the end of Year 6, pupils have a sound knowledge and understanding of maps including scale and co-ordinates; a good understanding of the similarities and differences between localities in Wales, Europe and in a less developed country such as Kenya; and factors affecting climate, food, work and social and cultural differences.

Shortcomings

- There are no significant shortcomings

Art

Standards of achievement in art are good.

Good features

- Pupils in the Year 3 /Year 4 classes enjoy their artwork. They explore colour well in painting and use it effectively to make recognisable images of bonfires and landscapes using pointillism. They are creative in working with clay to produce coloured Roman tiles. They develop good skills of sketching, drawing and collage and make good progress in line and basic perspective when illustrating topic-work on Homes and Materials.
- During lessons on texture and pattern, less able pupils explore and describe their chosen materials for weaving and use scissors and glue with growing confidence. More able pupils skilfully cut and fix small coloured pieces into their chosen designs for mosaics. They use computer programs to develop their design skills for tile patterns.
- Pupils continue to make good progress in Year 5 and Year 6 classes. Their work in the style of famous artists, such as Warhol and Picasso, shows a good appreciation of techniques in their designs and pictures of food labels and self-portraits.
- They develop a good understanding of light and dark and use them well in sketch work of three-dimensional objects. Effective monochrome pictures are created as pupils apply their ideas from experimenting with paints.
- Throughout the school, pupils use a wide range of media and techniques. Standards have improved considerably since the last inspection.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in music are satisfactory.

Good features

- Pupils make satisfactory progress throughout the school in listening to a wide variety of music and expressing opinions on what they have heard. They correctly identify various elements accurately, including pace and dynamics.
- Pupils record their own work using a graphic score to produce their own sound pictures of various themes. Pupils share their ideas well in small groups.

- Pupils perform their own work in class with increased confidence and a sense of pride.
- The majority of pupils refine their work with perseverance and articulate the ideas behind their music with increased interest.
- Pupils are acquiring a rich repertoire of English and Welsh songs.
- Several pupils enjoy singing in the school choir and some also have individual instrumental lessons.

Shortcomings

- Because of the lack of classroom space, only a limited number of pupils make use of the available instruments when they are creating their own compositions.
- Pupils' singing lacks enthusiasm. Their diction is unclear and they are not aware of breathing techniques.

Physical Education

Standards in physical education are good.

Good features

- Pupils in Year 3 and Year 4 achieve good standards in gymnastic activities. They make good progress in developing balance and co-ordination skills as they learn to move on feet and hands in a variety of ways. They concentrate and thoughtfully devise combinations of movements such as hop-scotching, stepping and jumping when travelling on feet and frog-jumps, crawling and crab-walks when travelling on hands and feet.
- Pupils confidently demonstrate their movement ideas to the class and make judgements about the moves they like best and try to improve their own performance.
- They work well in pairs to devise a sequence of balances using hands and feet.
- Pupils in Year 5 and Year 6 show good levels of performance in their work. They use large apparatus confidently and co-operate effectively in groups as they set out and clear away the apparatus. They understand the importance of warm-up and cool-down routines.
- Pupils respond enthusiastically to the challenges of extending their movement and balance skills on apparatus set at different heights from the floor and enjoy a real sense of achievement. They learn from each other and successfully improve the quality of movements across the apparatus making tall or small shapes and balancing on different parts of the body.
- Suitable provision is made for swimming and outdoor activities. Pupils benefit from a well balanced programme of gymnastics, games, dance and athletics over the course of a year.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards of achievement in religious education are good.

Good features

- Pupils have an extensive knowledge of Biblical events and know many stories associated with the life of Jesus. The majority of pupils compare the living conditions at the time of Jesus with those of today. The more able pupils show an empathy and understanding of the circumstances in which Biblical characters found themselves.
- The majority of pupils know, in depth, of the festivals associated with Christianity and how they are celebrated. They are aware of the artefacts which are used during Christian festivals. Lower ability pupils describe the work of the vicar and they appreciate that the catholic priest and the Jewish rabbi have similar roles.
- The majority of the oldest pupils recall in great detail stories and facts about important religious leaders in Welsh history, such as St David, and also from the religions of other countries. They have an understanding of how Christians are organised into different denominations.
- The majority of pupils understand that religions have different holy books and are aware of the what the Bible means to Christians. They are also aware of the places and patterns of worship associated with Judaism and Hinduism.
- Pupils have a good understanding of the purpose of worship and the use of prayer. Many pupils write their own prayers and show increasing maturity.
- All pupils are developing an understanding of the nature of human relationships and of the need to be grateful and appreciative. They are aware that others are less fortunate than themselves and they show concern for them in contributing to humanitarian causes such as Operation Christmas Child.
- The oldest pupils are aware of contemporary moral issues and appreciate the validity of different points of view.

Shortcomings

- Pupils lack the ability to ask penetrating questions which would lead to a better understanding of fundamental issues.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous inspection of June 1996 identified the following key issues for the school.
To:

1. Raise standards of achievement in aspects of art and improve methods of display;
2. Raise teachers' awareness and improve expertise in providing differentiated tasks for the wide range of pupils' abilities;
3. Review short-term spending priorities in order to improve curriculum resources in technology, art, Welsh, English and mathematics and enhance classroom support for pupils with SEN, especially in mixed age classes;
4. Implement an appraisal system and develop a structured In-service policy linked specifically to school needs;

5. Review the current management structure in order to raise the management profile and impact of the deputy headteacher and senior management in monitoring pupils' progress and raising standards;
6. Review the use and allocation of space to enable classes with similar age groups to collaborate more effectively.

The school has done much to put right the issues raised in the last inspection:

1. Standards in art and display have been raised to a good standard.
2. Whilst classes are set by ability, to provide better matched work to pupils' capabilities, there is a tendency to set work on an age basis within each class, which is not always the best indicator of capability.
3. With the exception of information technology [which used to be part of technology] the quality and quantity of learning resources are at least satisfactory in all subjects. Learning resources for information technology remain unsatisfactory.
4. Whilst the school does not have a formal appraisal system, its development planning is firmly based on the professional development of staff.
5. The deputy headteacher plays a significant role in the management of the school. Monitoring to raise standards is carried out by all staff with subject responsibility.
6. The school has organised its teaching and learning space in an effective manner.

8.2 Key issues for action

The school needs to:

1. Raise standards in information technology by:
 - a. the provision of sufficient and appropriate hardware and software;
 - b. providing staff training where needed;
 - c. ensuring that all the requirements for National Curriculum information technology are taught to all pupils and
2. Link together one development system to:
 - a. review standards and the quality of educational provision;
 - b. produce a plan for school improvement which considers the outcomes of this review and sets realistic, manageable targets identified against cost, time and personnel and
 - c. implement and regularly review the progress of the plan making any changes where needed.
3. Make use of clearly identified learning objectives [which are directly linked to National Curriculum levels] to:
 - a. provide a positive focus for teaching and learning;
 - b. enable the manageable assessment and recording of pupils achievements;
 - c. write effective individual educational plans for pupils' with identified learning difficulties in mathematics;
 - d. provide data to evaluate initiatives brought about through the planned improvement for the school;
 - e. help in the process of target setting for individual pupils for SATs and at other times, such as reporting to parents and
 - f. Improve the effectiveness of marking.

4. Plan for the inclusion of key skills across the curriculum, particularly the key skill of using information and communications technology.

In addition to the above key issues, the school should note other areas for improvement stated in the report and act upon them. At the same time, the school must not lose sight of the many things it does well and maintain these positive aspects.

APPENDIX

A. Basic information about the school

Name of School	Park Junior School
School type	Community
Age –range of pupils	7 to 11
Address of school	School Road, Llay, Wrexham.
Post-Code	LL12 0TR
Telephone Number	01978 853126
Headteacher	Mr Gareth Jones
Date of appointment	Sept 1982
Chair of Governors	Cllr. D V Broderick
Registered Inspector	Mr Glyn Gaskill
Dates of inspection	15 th to 17 th October 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	0	0	0	0	42	44	46	54	186

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding special classes)	22.9 : 1
Average class size, excluding special classes	24.4
Teacher (fte) : class ratio	1.1 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	KS2	Whole school
Summer 2001	94.3	94.3
Spring 2001	93.1	93.1
Autumn 2000	92.2	92.2

Number of pupils excluded during 12 months prior to inspection.	0
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C. NATIONAL CURRICULUM ASSESSMENT RESULTS

National Curriculum Assessment KS 2 Results: 2000							Number of pupils in Y6: 46					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	4	15	65	15	0
		National	0	0	2	1	1	6	21	48	21	0
	Test/Task	School	0	4	0	-	-	4	2	65	24	-
		National	0	2	2	-	-	5	17	48	26	-
Mathematics	Teacher assessment	School	0	0	0	0	0	2	13	72	13	0
		National	0	0	2	0	1	5	22	47	23	0
	Test/Task	School	0	2	0	-	-	0	20	63	15	-
		National	0	2	2	-	-	5	22	44	25	-
Science	Teacher assessment	School	0	0	0	0	0	0	17	67	15	0
		National	0	0	2	0	0	4	17	52	25	0
	Test/Task	School	0	4	0	-	-	2	11	74	9	-
		National	0	2	0	-	-	3	14	55	26	-

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:	65	In the school:	59
In Wales:	63	In Wales:	63

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

D. Record of evidence base of the inspection

The school was inspected by a team of four inspectors who were in school for a total of nine inspector-days. Observation notes were made from fifty-three teaching sessions or activities. Discussions took place with governors, parents, teachers, support and ancillary staff, volunteer helpers and pupils from all teaching groups. Samples of work from each class, covering the whole curriculum, were looked at and noted.

In addition, the inspection team examined policies, curriculum plans, minutes of meetings, financial reports, school reviews and the school development plans. Evidence from a pre-inspection meeting with the governing body was taken into account. Similarly there was a separate meeting attended by seven parents and views also expressed in the 60 questionnaires completed by parents.

E. Composition and responsibilities of the inspection team

Team Members	Subject responsibilities	Aspect responsibilities
Mr. G Gaskill Lead inspector	Mathematics, design and technology, history, information technology	Context. Main findings. Standards achieved in subjects. Teaching. Support, guidance and pupils' welfare. Assessment, recording and reporting. Self-evaluation. Leadership and efficiency. School improvement.
Mrs. S Mewies Lay inspector		Attendance. Partnerships.
Mrs C Thomas Team member	English, Welsh as a second language, music, religious education.	Key skills. Pupils' spiritual, moral, social and cultural development. Curriculum. Resources.
Mr. J Phillips Team member	Science, geography, physical education, art.	Special educational needs. Behaviour.

The inspection team would like to thank all parents, governors, staff and pupils for their assistance and co-operation at all stages of the inspection.