

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

**A Report on the Quality of Education in**

**Park Community Primary School  
School Road, Llay  
Wrexham, LL12 0TR**

**School Number: 6652271**

**Date of Inspection: 22/06/09**

**by**

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

The inspection of Park Community Primary School took place between 22/06/09 and 25/06/09. An independent team of inspectors, led by Merfyn Douglas Jones, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Park Community Primary School, created from the amalgamation of Park Infant and Park Junior schools in 2007, is situated in the village of Llay on the outskirts of Wrexham. It caters for pupils aged between three and eleven years, most of whom live within the immediate locality of Llay and with a few from further afield. There are a variety of owner occupied and rented homes in the area which the school states is mainly economically disadvantaged.
2. It is a 'RAISE' school in a 'Flying Start' area. Ten children are registered with Social Services as 'Children in Need' and one pupil is 'looked after' by the local authority.
3. Currently, there are 336 pupils on roll, including 35 nursery children on a part-time basis, and the school's intake reflects the full range of ability. The majority of pupils come from English-speaking homes. No pupil comes from a Welsh-speaking home and no pupil receives support in English as an additional language.
4. Twenty-one per cent of pupils are entitled to free school meals. This is close to the local and national average.
5. Twenty pupils (6%) have a statement of special educational needs (SEN) with 18 supported in a Resourced Provision and two in mainstream. Fifty-three pupils (16%) have additional learning needs (ALN) with forty-nine on 'school action' and four on 'school action plus'. These figures are just above the local and national averages.
6. Including the headteacher, there are eleven full-time and five part-time teachers in the school. There are also eighteen full-time and four part-time classroom support staff.
7. The headteacher was appointed in September 2007.
8. Park Infant School was last inspected in July 2004 and Park Junior School in October 2001.
9. The school's aims are to:
  - support each child in gaining the confidence, knowledge and skills they require for a successful future;
  - provide a broad and balanced curriculum;
  - ensure that all children receive the best possible education and reach their full potential;
  - maintain a very high standard of behaviour through positive and fair discipline, and
  - endeavour to ensure that there are happy, healthy, outgoing, curious, motivated, well mannered and confident children in our school.

## The school's priorities and targets

10. The school's priorities for 2008 – 2009 are to:
- establish and develop manageable and effective systems for target setting and monitoring of pupils' progress throughout the whole school;
  - develop curriculum teams and develop a whole school approach in devising schemes of work and leading each curriculum area;
  - firmly embed Performance Management systems that are effective in raising standards of teaching and learning, and
  - ensure that the Infant Department is prepared for implementing the Foundation Phase.

## Summary

11. Park C P is a recently amalgamated school which is making good progress in many aspects, including teaching and learning. The headteacher and staff work hard to provide a range of learning experiences in a very caring environment.

## Table of grades awarded

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

## Subjects and/or areas of learning for under-fives

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

### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Art	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
English	Grade 2	Grade 2
Geography	Grade 2	Grade 3
History	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 1	Grade 2

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
13. Baseline assessments indicate that standards on entry are near the Local Authority (LA) averages.
14. As a recently amalgamated school, there are no comparative data with local, national and similar schools except for 2008. Similarly, there is no data to identify trends over recent years or value added data.
15. In 2008, teacher assessments of end of key stage 1 pupils showed 98 per cent achieved level 2 or above in English, and 100 per cent in mathematics and science. The national figures were 82 per cent English, 87 per cent mathematics and 90 per cent science. They are also above the LA averages.
16. The core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects, (CSI) was 98 per cent compared to the national figure of 81 per cent.

17. In 2008, 76 per cent of end of key stage 2 pupils achieved level 4 or above in English, 78 per cent in mathematics and 81 per cent in science. These are just below the national figures of 80 per cent in English, 81 per cent in mathematics and 86 per cent in science. Without the figures for the Resourced Provision (RP) pupils, the outcomes are above local and national averages.
18. The CSI percentage i.e. pupils achieving level 4 or above in all three core subjects, was 71 per cent in the school compared to 75 per cent nationally. Again, without the Resourced Provision pupils, CSI is above local and national results.
19. Compared to similar schools (i.e. schools with similar percentage of pupils receiving free school meals), in 2008, key stage 1 results are in the top 25% and key stage 2 are in the bottom 25%. When compared without the RP pupils, they are nearer the average score.
20. Early Years children and pupils in key stage 1 make good progress in the key skills of listening, speaking, reading, writing, numeracy and ICT. Pupils in key stage 2 also make good progress in the key skills except in their ability to use their information and communications skills across the curriculum. This is a shortcoming.
21. Pupils, including those with ALN, make good progress in gaining knowledge, understanding and skills.
22. Overall, pupils' problem-solving and creative skills are good and they use them regularly to good effect across the curriculum. They also demonstrate good entrepreneurial and decision making skills, as evidenced in the school council meetings.
23. Bilingualism is at an early stage of development. In the Early Years and in key stage 1, pupils' bilingual competence is good but it is less well developed in key stage 2.
24. Many pupils' knowledge and awareness of the heritage and culture of Wales are underdeveloped.
25. Nearly all pupils make good progress in developing their spiritual, moral and social skills. However, their cultural awareness is less well developed.
26. Pupils are extremely well motivated and very eager to learn. Nearly all pupils listen attentively and follow instructions extremely well when undertaking tasks and investigations.
27. The behaviour of pupils is good throughout the school and outstanding in the foundation phase.
28. Average attendance over the three terms prior to the inspection was: nursery 89.3%, reception 89.2% and the rest of the school 94.1%. The

average for the rest of the school is above the all Wales average and Welsh Assembly Government targets but just below local averages. The nursery and reception averages are below expected figures.

29. Pupils' personal, social, moral and wider development is good and in the foundation phase is outstanding. Pupils work well together, showing respect, care and concern for others.
30. Pupils show good awareness of equal opportunity issues and a respect for other faiths and cultural traditions.
31. Pupils are well prepared in learning about the world of work and have strong links with their community.

### **The quality of education and training**

32. The quality of teaching in the 57 lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	84%	9%	0%	0%

33. These figures are above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons.
34. Teaching in the Early Years is consistently good, with extremely wide and exciting activities and opportunities that motivate and challenge children, and which are clearly linked to the Foundation Phase outcomes.
35. Overall, the quality of teaching in key stage 1, key stage 2 and in the Resourced Learning Provision (RLP) is also good and sometimes outstanding.
36. All teachers and Teaching Assistants (TA's) have very good relationships with their pupils and there is continuous teacher / pupil interaction with plenty of praise and encouragement. The TA's are capable and knowledgeable and make a significant impact on pupils' learning.
37. The use of incidental Welsh by teachers and other adults is inconsistent across the school and opportunities to promote bilingualism are missed in key stage 2.
38. Outstanding features were identified in 7 per cent of the 57 lessons observed. These included tasks and activities that are challenging within a set time scale and very well matched to pupils' ability and the clarity of explanations and the quality of questioning to develop pupils' thinking and communication skills.
39. Where teaching is less than good, the lesson is too teacher-directed, over-long and the pace is too slow.

40. Although assessment for the under-fives is systematic and used well to promote children's progress, the school's assessment processes are inconsistent across the rest of the school. The process of moderation in core subjects is not yet fully established.
41. Pupils' understanding of the processes of assessment, their own self-evaluation and target setting has started but is at an early stage of development.
42. The annual reports to parents are of good quality across the school.
43. The curriculum is broad and relevant and ensures coherence, continuity and progression for the needs of the full range of pupils, including those in the RP.
44. Curriculum provision for Early Years is good and has taken on board the requirements of the Foundation Phase. In key stage 1, it is also being developed effectively in line with the principles of the Foundation Phase. In key stage 2, there are schemes of work for all subjects, although the rolling programme to review schemes in line with the Curriculum 2008 and Skills Framework requirements has been limited to English, Welsh, art and music.
45. Learning experiences broadly develop pupils' literacy and numeracy key skills well, despite there being a lack of a coherent and coordinated provision for key skills across the curriculum. Provision for developing information and communications technology (ICT) and bilingualism is less well developed in key Stage 2.
46. An impressive aspect of the curriculum experience is its enrichment by a wide range of extra-curricular activities and visits to places of interest in the locality and beyond. The school also makes good use of the grounds and nearby places to enhance learning experiences.
47. There is successful promotion of pupils' personal and social development, including good spiritual, moral and social awareness. However, cultural development is less well catered for in terms of provision.
48. There are good features to the links and cooperation with parents, as indicated in the returned pre-inspection parents' questionnaires.
49. Work related education is good and well established throughout the school.
50. The school is very aware of social disadvantage and works hard to ensure that all pupils have equal access to all areas of the curriculum.
51. National priorities such as Sustainable Development, Healthy Schools, Quality Mark, Sports Mark and Basic Skills are all well established parts of school life. The provision for developing Global Citizenship is underdeveloped.

52. The school provides good care, support and guidance to all pupils whatever their individual circumstances. In discussions, pupils say that they are confident that their views are sought and staff will listen to them. The school council is active and pupils are effectively involved in school decision making.
53. The school's provision for the healthy development, safety and well-being of all pupils is good. The school has been involved in the Healthy Schools initiative for three years and many of the principles are firmly established in school life.
54. The school works effectively with parents to guide and support pupils and induction programmes to help new pupils settle into school are very good.
55. The integration of pupils from the RP into certain mainstream activities ensures that all pupils not only learn respect for the needs of others but also to value the contributions of everyone in society.
56. The quality of support offered to pupils in the school's two nurture groups is good. Within a calm and inclusive ethos, pupils who have a wide range of additional needs persevere well in developing their learning and personal skills. Relationships between learners and adults are sometimes very good. The spirit of trust significantly enhances pupils' belief in themselves.
57. Procedures for monitoring behaviour and performance are good. Procedures for monitoring attendance and punctuality are not rigorous enough.
58. The quality of provision for pupils' additional learning needs is good. Pupils with special educational needs (SEN) in both the Resourced Learning Provision (RP) and in mainstream classes are well cared for and supported.
59. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment.
60. All reasonable steps are taken to ensure equal treatment for disabled pupils.

### **Leadership and management**

61. The school has definite aims and values that are clearly understood by staff and governors regarding learning, behaviour and relationships.
62. The headteacher provides high quality leadership. Her management is purposeful and knowledgeable and she is dedicated to raising standards in both teaching and learning.
63. The staff and governors work together as a team and meet regularly to monitor and review some aspects of school life. However, monitoring of standards across the school is underdeveloped.

64. The school takes good account of national priorities and is successfully promoting pupils' awareness of healthy eating and sustainable development and bilingualism. However, the promotion of global citizenship is less successful with a lower profile across the school.
65. The governing body is very supportive of the new head teacher. However, there is an over-reliance on the headteacher for information rather than independently monitoring school life and some regulatory and legal requirements are not fully met.
66. The school has set up a self-evaluation process that involves the teaching staff and governors. The views of non-teaching staff, parents and pupils were also considered for the production of the school's self-evaluation report.
67. The self-evaluation report is detailed and honest and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. However, there is no evaluation of standards in subject areas. The inspection team agreed with the judgements made by the school in all of the seven key questions.
68. The self-evaluation report correctly identifies the school's strengths and areas for improvement, and these are used to inform the priorities in the School Improvement Plan
69. The school has an appropriate number of teaching, support, ancillary and administrative staff to enable the efficient running of the school and for it to meet all its responsibilities for the education of Primary and Foundation Phase learners.
70. The quantity and quality of learning resources is good across the school, including the RP and the Foundation Phase and supports the delivery of the curriculum well.
71. The accommodation for children in the Foundation Phase is good and provides a suitable setting for their activities. The school is well endowed with extensive outdoor areas on both sites. Similarly, indoor areas are extensive and very well used.
72. The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out.
73. Priorities for development have been formulated and are appropriate to ensure the school moves forward. Targets within the school improvement plan are well monitored. It is clear therefore that the school gives good value for money.

## Recommendations

74. In order to improve further, the school now needs to:

- R1 continue to raise standards in subject areas;
- R2 provide more opportunities to develop key stage 2 pupils' bilingual, ICT and independent learning skills and across the school to increase the awareness of the culture and heritage of Wales and of other countries;
- R3 \*continue to develop consistent and manageable procedures for assessing, moderating, recording and tracking pupils' progress in achievement, and ensure that pupils are involved in self-evaluation and target setting;
- R4 \* develop further, regular procedures for monitoring standards across the school through curriculum responsibilities, and
- R5 increase the role of the governing body in monitoring provision and ensure that all statutory requirements are fully met.

*\*Already identified in the school's current development plan.*

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

## Standards

### Key Question 1: How well do learners achieve?

**Grade 2:** Good features and no important shortcomings

- 75. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 76. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	89%	7%	0%	0%

- 77. These figures are above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the standards are reported to be grade 2 or better in 84% of lessons.

### Subjects and/or areas of learning for under-fives

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

### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Art	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
English	Grade 2	Grade 2
Geography	Grade 2	Grade 3
History	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 1	Grade 2

78. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
79. Baseline assessments indicate that standards on entry are near the Local Education Authority (LEA) averages.

80. As a recently amalgamated school, there are no comparative data with local, national and similar schools except for 2008. Similarly, there is no data to identify trends over recent years nor value added data.
81. In 2008, teacher assessments of end of key stage 1 pupils showed 98 per cent achieved level 2 or above in English, and 100 per cent in mathematics and science. The national figures were 82 per cent English, 87 per cent mathematics and 90 per cent science. They are also above the LEA averages.
82. The core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects, (CSI) was 98 per cent compared to the national figure of 81 per cent.
83. In 2008, 76 per cent of end of key stage 2 pupils achieved level 4 or above in English, 78 per cent in mathematics and 81 per cent in science. These are just below the national figures of 80 per cent in English, 81 per cent in mathematics and 86 per cent in science. Without the figures for the Resourced Provision pupils, the outcomes are above local and national averages.
84. The CSI percentage i.e. pupils achieving level 4 or above in all three core subjects, was 71 per cent in the school compared to 75 per cent nationally. Again, without the Resourced Provision (RP) pupils, CSI is above local and national results.
85. Compared to similar schools (i.e. schools with similar percentage of pupils receiving free school meals), in 2008, key stage 1 results are in the top 25% and key stage 2 are in the bottom 25%. When compared without the RP pupils, they are nearer the average score.
86. National results demonstrate that, generally, girls out-perform boys in end of key stage assessments, particularly in English. This anomaly is also true for Park School pupils in 2008. However, the Year 6 pupils in the RP were all boys.
87. Early Years children and pupils in key stage 1 make good progress in the key skills of listening, speaking, reading, writing, numeracy and ICT. Pupils in key stage 2 also make good progress in the key skills except in their ability to use their information and communications skills across the curriculum. This is a shortcoming.
88. Pupils, including those with additional learning needs (ALN), make good progress in gaining knowledge, understanding and skills.
89. Overall, pupils' problem-solving and creative skills are good and they use them regularly to good effect across the curriculum. They also demonstrate good entrepreneurial and decision making skills, as evidenced in the school council meetings.

90. Bilingualism is at an early stage of development. In the Early Years and in key stage 1, pupils' bilingual competence is good but it is less well developed in key stage 2.
91. Many pupils' knowledge and awareness of the heritage and culture of Wales are underdeveloped.
92. Nearly all pupils make good progress in developing their spiritual, moral and social skills. This is reflected in their general attitude, manner, courtesy, respect and thoughtfulness during the school day, whether they are in the classroom, on the playground, in the dining room or in the school hall for the daily acts of worship.
93. However, their cultural awareness is less well developed.
94. All pupils succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.
95. Pupils are extremely well motivated and very eager to learn. Nearly all pupils listen attentively and follow instructions extremely well when undertaking tasks and investigations. They work hard and productively with positive attitudes.
96. In lessons, pupils plan and organise their work very well. They co-operate and collaborate extremely well in pairs or small groups. They use their time and their skills efficiently. These aspects set a firm foundation for their lifelong learning. However, their independent learning skills are less well developed in key stage 2.
97. The behaviour of pupils is good throughout the school and outstanding in the foundation phase. They are friendly and courteous to each other and to adults in the school. They understand the behaviour expected of them which is reinforced with an effective and consistently applied reward system. There have been two exclusions in the last twelve months.
98. Average attendance over the three terms prior to the inspection was: nursery 89.3%, reception 89.2% and the rest of the school 94.1%. The rest of the school average is above the all Wales average and Welsh Assembly Government targets but just below local averages. The nursery and reception averages are below expected figures.
99. Pupils' personal, social, moral and wider development is good and in the foundation phase is outstanding. Pupils work well together, showing respect, care and concern for others. Personal and Social education and assemblies provide good opportunities to explore moral and spiritual values. Support for charities such as Operation Christmas Child and Hope House Hospice reflect pupils awareness of those less fortunate than themselves.

100. Pupils show good awareness of equal opportunity issues and a respect for other faiths and cultural traditions.
101. Pupils are well prepared in learning about the world of work and have strong links with their community. Visits and visitors to the school help them to understand the world around them and the importance of the world of work.

## **The quality of education and training**

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

#### **Grade 2: Good features and no important shortcomings**

102. The judgements of the inspection team match those made by the school in its self-evaluation report.
103. The quality of teaching in the 57 lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	84%	9%	0%	0%

104. These figures are above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons.
105. Teaching in the Early Years is consistently good, with extremely wide and exciting activities and opportunities that motivate and challenge children, and which are clearly linked to the Foundation Phase outcomes.
106. The quality of teaching in key stage 1, key stage 2 and in the Resourced Provision (RP) is also good and sometimes outstanding.
107. All teachers and Teaching Assistants (TA's) have very good relationships with their pupils and there is continuous teacher / pupil interaction with plenty of praise and encouragement. Many demonstrate excellent pupil management and all actively address the issues of gender, race and ability and promote equality of opportunity for all.
108. Planning in teams is effective and detailed, highlighting objectives in sessions but not always identifying the key skills to be promoted. Good account is taken of the needs of individual pupils, including those with ALN.
109. Pupils' problem solving, thinking and creative skills are promoted well in different subjects. However, the use of incidental Welsh is inconsistent across the school and opportunities to promote bilingualism are missed in key stage 2.

110. Learning assistants are deployed and used very effectively. They are capable and knowledgeable and make a significant impact on pupils' learning.
111. Teachers have good up-to-date subject knowledge and demonstrate enthusiasm and imagination in their teaching, using a variety of resources and experiences, including visits and visitors, to motivate and stimulate pupils.
112. Outstanding features were identified in 7 per cent of the 57 lessons observed. These included tasks and activities that are challenging within a set time scale and very well matched to pupils' ability, the clarity of explanations and the quality of questioning to develop pupils' thinking and communication skills.
113. Where teaching is less than good, the lesson is too teacher-directed, over-long and the pace is too slow.
114. Overall, the school's assessment processes and their use for planning for the progress in pupils' learning, including those pupils with additional learning needs, is graded good with some shortcomings.
115. Some teachers are diligent in keeping records of the achievements of pupils. Target setting is in place to ascertain the projected achievement of pupils in end of key stage assessments with a view to boosting their performances.
116. However, the processes of assessment are inconsistent across the school. A whole school system for tracking pupils' progress is in place but it is a recent development and is not fully embedded in the school's assessment practices.
117. The process of moderation in core subjects has started. In order to gain a better understanding of the standards of achievement in English, working together, teachers have scrutinised pupils' work and ascribed levels. The process of refinement is ongoing. There is now a portfolio of annotated and levelled work which is a guide for teachers in identifying the achievements of individual pupils in English. A similar process for mathematics, science and the foundation subjects is not yet in place.
118. Assessment for the under-fives is systematic and used well to promote children's progress. Thorough assessments are carried out shortly after children enter the nursery. Baseline assessment is carried out when they enter the reception class. By comparing results, teachers identify the early indications of the progress of individual children. Results of these assessments are regularly maintained to the end of year 2 and are used well by teachers to ensure steady progress in learning.
119. The school has good links with receiving secondary schools and teachers work hard to ensure that those schools receive accurate information about pupils' achievements in academic and personal and social areas of learning.

Cross phase projects are well established and further ensure that pupils settle confidently in their new schools when they leave Park Primary School at the end of key stage 2.

120. Pupils' understanding of the processes of assessment, their own self-evaluation and target setting has started but is at an early stage of development. The quality of marking of pupils work is not always consistent and does not generally contain targets for improvement. Nevertheless teachers do give pupils useful feedback during lessons.
121. The annual reports to parents are of good quality across the school. They give parents and carers useful information about their children's progress in their schoolwork. They keep them well informed about what their children know, understand and can do. Parents indicate that they are well satisfied with their quality.
122. Statutory requirements for assessment and reporting are met.

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

<b>Grade 2: Good features and no important shortcomings</b>
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123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. The curriculum is broad and relevant and ensures coherence, continuity and progression for the needs and interests of the full range of pupils. It meets statutory requirements and the recommended times for each key stage.
125. There is comprehensive provision for English and mathematics, mainly in the mornings. There is effective group reading for all key stage 1 and 2 classes after morning registration.
126. Curriculum provision for Early Years is good and has taken on board the requirements of the Foundation Phase. The curriculum in key stage 1 is being developed effectively in line with the principles of the Foundation Phase; areas of learning are cross referenced closely with the National Curriculum (NC) programmes of study to ensure compliance with coverage requirements. Planning for continuous provision and progression includes reference to the Skills Framework as 'key learning opportunities', including provision in the afternoons for 'plan, do and review' times when all pupils choose their activity based on set topics, other than when taking part in focus activities with staff.
127. In key stage 2, there are schemes of work for all subjects, though the rolling programme to review schemes in line with the Curriculum 2008 and Skills Framework requirements at key stage 2 has been limited to the current

whole school focus on English, Welsh, art and music. Key stage 2 review of other areas of the curriculum is less well developed in view of recent requirements.

128. There are mixed age classes in each key stage and a Learning Resource Provision for key stage 2 pupils. Whilst the majority of classes are single year classes, attention to curriculum breadth and continuity because of the three mixed year classes has resulted in some foundation subjects being planned on a two year rolling programme of activities.
129. There is a mixture of commercial schemes and national initiatives; where published schemes of work are used, these are modified to meet the needs of pupils' learning, achievement and teaching. Schemes broadly take on board what has gone before in terms of pupils' learning experiences, broken down into medium term and new forms of weekly plans.
130. The provision of teachers' planning each term and each week is largely effective in terms of learning activities. Short term planning reflects the recent curriculum developments and allows planning through topic themes. The headteacher monitors planning regularly.
131. Learning experiences broadly develop pupils' key skills of literacy and numeracy well, despite there being a lack of a coherent and coordinated provision for key skills across the curriculum. Provision for developing ICT and bilingualism is less well developed in key stage 2.
132. An impressive aspect of the curriculum experience is its enrichment by a wide range of extra-curricular activities. They make a good contribution to the standards pupils achieve and to their personal and social development.
133. Greater independence, teamwork and problem solving skills are promoted for Year 5 and 6 pupils during residential three-day visits to Pentrellyncymmer, Glan Llyn and Cardiff.
134. The school makes good use of the grounds and nearby places to enhance learning experiences. There is an allotment within the grounds, where pupils work with local residents to grow vegetables, which are then sold to the parents, profits being used to purchase resources for the school.
135. There are visits to places of interest in the locality and beyond, for example, Park Hall Farm, the Llangollen Steam train, Chirk Castle and Erddig National Trust. Visitors also make learning interesting and enjoyable.
136. A wide range and number of extra-curricular opportunities for pupils include the Computer and Recorders Clubs, Tae Kwon Do, Table Tennis, Art and Craft, Athletics, Rounders, Cookery, Choir and inter-school sporting activities such as netball, rugby and football. These are taken up by a range of pupils. A number of outside agencies also enhance the school provision.

137. There is successful promotion of pupils' personal and social development, including good spiritual, moral and social development; cultural development is less well catered for in terms of provision. Pupils' opinions have been sought through questionnaires across all year group; these have had positive responses.
138. The promotion of pupils' spiritual, moral and social development is good overall.
139. Collective worship is effective in spiritual development and takes a variety of forms; when the whole school meets it plays an important part in developing pupils' understanding of being part of the school community. Acts of collective worship are of a broadly Christian nature; the school keeps a record of themes and content and fulfills statutory requirements.
140. Pupils' moral and social developments have many good features. Teachers, Teaching Assistants and other staff work closely together and know the pupils well. They set good examples for the pupils and their very positive relationships with pupils help to form very positive attitudes about self-discipline and how to behave socially.
141. The school mission statement is reflected in daily life and the pupils know the difference between right and wrong. There are many strategies for promoting good behaviour. Pupils' social development is integrated effectively across all aspects of the school and there are several opportunities for pupils of all ages to take on positions of responsibility; the pupils respond to these responsibilities well.
142. As well as the School Council there are key stage 2 'Playground Zoners' and monitors such as 'Helpwr Heddiw' in all classes. The promotion of pupils' cultural development is less well developed.
143. There are good features to the links and cooperation with parents, as indicated in the pre-inspection parents' questionnaire. Overall, they feel well informed, appreciating the 'Family Group – Growing Together', which is an outstanding feature to support parents in helping their children. There is a formal home-school agreement and the prospectus contains useful information for parents. Parent helpers support curriculum activities regularly in a number of ways.
144. There are good transition links with pre-school settings, as well as local high schools.
145. The curriculum complies with all legal requirements, including those for sex education, *Y Cwricwlwm Cymreig*, Welsh as a second language, collective worship and Religious Education.
146. Work related education is good and well established throughout the school. Various role play areas within the younger pupils' classrooms are followed up with visits to such facilities in the local community. Also visitors including

community police, school nurse and school secretary talk to pupils about their work. Older pupils have benefited from links with a local concrete company, where they have designed and watched slabs being produced and later laid for the school patio. Links to Sharp's factory have been developed following winning a local competition for having solar panels installed.

147. The school is very aware of social disadvantage and works hard to ensure that all pupils have equal access to all areas of the curriculum. Personal and Social Education (PSE), assemblies, circle time and golden time are used to promote good values and discuss such issues as stereotyping. A room for PSE and circle time has been set aside for use by key stage 2 pupils.
148. Sustainable development is well established with the school recycling paper, cardboard, tins and plastic. There is a composter and water butts. A Gardening Project has been established for key stage 2, originally as part of the geography curriculum, but has since developed into a successful community link with the North Wales Horticultural Society. Regular input from members throughout the year help pupils understand the work needing to be done in each season.
149. Global citizenship is an area which is underdeveloped. Three members of staff have visited a school in Romania but this link has not yet developed with pupils. Pupils have some awareness of local citizenship following an assembly where the local Assembly Member (AM) spoke to pupils about her work. This was followed up with year six pupils visiting the Welsh Assembly Government building and being shown round by the AM.
150. The school council and pupils involved in the Gardening Project have some opportunities to develop entrepreneurial and other skills needed to support economic development. However, this is an area that needs developing across the whole school community.
151. National priorities such as Healthy Schools, Quality Mark, Sports Mark and Basic Skills are all well established parts of school life. The school is involved with the 'Llay in Partnership' community group helping to support community regeneration.

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

<b>Grade 2: Good features and no important shortcomings</b>
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152. The findings of the inspection team agree with the judgements made by the school in its self-evaluation report.
153. The school provides good care, support and guidance to all pupils whatever their individual circumstances. When necessary, effective use is made of specialist services such as NSPCC, Child and Adolescent Mental Health Service (CAMHS) occupational therapists and speech therapists.

154. In discussions, pupils say that they are confident that their views are sought and staff will listen to them. They say that any concerns they may have would be treated seriously and dealt with quickly and effectively.
155. The school works effectively with parents to guide and support pupils. Parents have regular contact with teachers and they say that the school keeps them well informed about matters concerning their children. Parents are closely involved in any special arrangements or referrals that may be made for pupils with ALN or medical needs.
156. Analysis of returned parents' questionnaires shows that parents are very satisfied with the help and guidance children receive from the school.
157. The school council is active and pupils are effectively involved in school decision making.
158. Induction programmes to help new pupils settle into school are very good. The local playgroup and the early entitlement group are both held on the school site and this helps children attending them make a smooth transfer into the nursery each year.
159. Parents and pre-nursery children also have the opportunity to attend a course of sessions in Language and Play (LAP) or Numeracy and Play (NAP). This helps parents understand some of the principles of play that underpin early education and encourages them to feel at ease with teachers and other staff working in the school. It also ensures that their children are familiar with the building before they begin attending nursery.
160. Pupils from the infant department are very familiar with routines of the junior school because they visit each day for lunch. They also attend weekly assemblies in the junior school hall. Year 2 pupils are therefore very confident when they move into year 3.
161. Pupils arriving outside normal admission times are encouraged to spend time in school before they arrive. On arrival they are allocated a 'buddy' to help them settle into the life of their new school.
162. The school guides and supports its pupils well because teachers know the children in their class individually. Programmes such as Personal and Social Education (PSE), assemblies, golden time and circle time all contribute to the high standard of personal support and guidance offered by the school.
163. Health education is also an integral part of this provision. The integration of pupils from the RP into certain mainstream activities ensures that all pupils not only learn respect for the needs of others but also to value the contributions of everyone in society.
164. Procedures for monitoring behaviour and performance are good. Procedures for monitoring attendance and punctuality are not rigorous enough. There are no systems for recognising or rewarding good attendance. Late arrivals

cannot be monitored successfully because the late book does not show arrival times.

165. Although the head teacher sets attendance targets, these are not shared with parents and details are not shown in the Governors Annual Report to Parents. Holidays in term time are a concern particularly in the summer and autumn terms.
166. The school's provision for the healthy development, safety and well-being of all pupils is good. The school has been involved in the Healthy Schools initiative for three years and many of the principles are firmly established in school life. An annual Health and Well-being Day has been introduced. There is a good choice of healthy school dinners and pupils are encouraged to drink water throughout the day. Canteen staff are aware of pupils with nut allergies and special dietary needs. All pupils in the under-fives and infant departments have a daily oral hygiene session in school.
167. Specialist services have provided training to enable staff to support pupils with particular medical needs. Currently there are named adults trained in first aid and arrangements are in place for all staff to receive emergency first aid training.
168. There are appropriate security arrangements in place.
169. The head teacher is the named person with responsibility for Child Protection. She has received some training but this is not at the higher level currently required. There is a named governor with responsibility for child protection and a policy which is in line with local and all Wales procedures.
170. The quality of provision for pupils' additional learning needs is good. Pupils with additional needs in both the Resourced Provision (RP) and in mainstream classes are well cared for and supported. Parents praise the school for its very good reputation for responding to the needs of pupils with particular medical conditions or learning difficulties. There is effective one-to-one support for a pupil with visual impairment and pupils in regular speech and language support groups are achieving considerable success.
171. The school identifies any pupils making insufficient progress or raising concerns with parents at an early stage. Any intervention strategies or referrals to outside agencies considered necessary are introduced promptly. Individual teachers identify and record a list of more able and talented pupils in each year group.
172. The quality of support offered to pupils in the school's two nurture groups is good. Within a calm and inclusive ethos, pupils who have a wide range of additional needs persevere well in developing their learning and personal skills. Relationships between learners and adults are sometimes very good. The spirit of trust significantly enhances pupils' belief in themselves.

173. The RP cares for pupils very well despite the long-term absence of the regular specialist teacher. Regular support staff and teachers providing cover know pupils individually and have a thorough understanding of the specific additional and learning needs of each pupil. This ensures that pupils are provided with suitable activities that have the correct degree of challenge or support in English and maths. Medium-term planning in other subjects are designed to follow the topics studied in mainstream classes as much as possible. Pupils are very successfully integrated into mainstream activities for science, PE and music and this helps them develop confidence and maintain a sense of identity with their own particular age group.
174. The school works hard to promote the self-confidence of pupils with ALN in mainstream classes. It does this particularly well in nurture classes through a number of specialist and other intervention programmes, carefully adapted teaching methods and the effective support of staff.
175. The head teacher and current part time SENCO share the extra responsibilities resulting from the long-term absence of the previous SENCO. They work very successfully together to provide effective support for class teachers and their assistants and for pupils with ALN both in classes and in withdrawal groups. Comprehensive Medical and educational information is correctly recorded and maintained securely. The Code of Practice is followed correctly.
176. There is an effective system of rewards and sanctions to help promote good behaviour that are generally consistently applied. The very few pupils with particularly challenging behaviour are well supported by the school and outside agencies. The head teacher takes responsibility for working with individual pupils to identify and agree suitable targets for behaviour plans; these are reviewed frequently.
177. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. In discussions pupils were firm in their belief that bullying or discrimination of any kind would not be tolerated.
178. All pupils whatever their social, educational, ethnic or linguistic background are well supported and treated with dignity and respect; this is a strength of the school. Pupils have equal access to all lessons and activities and staff challenge any evidence of stereotyping.
179. The school community has few pupils from other ethnic backgrounds but it works hard to promote good race relations through the values it teaches on a daily basis and through PSE. Displays and artefacts seen around the school celebrate different cultural traditions and the school library has recently been furnished with new books that better reflect our multicultural society. The sensitivity with which the school treats pupils in the RP is an indication of the way in which it helps all pupils recognise and respect diversity in its broader sense.

180. All reasonable steps are taken to ensure equal treatment for disabled pupils. Disability access to the site is good with appropriate disability facilities. Pupils with disabilities are as fully integrated as possible, including attending residential trips. However, there is no Disability Equality Scheme or action plan in place.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

181. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
182. The discrepancy between this grade and that given to key questions 1 and 7 is due to the unavoidable absence of key members of the management team. This has had a significant impact upon strategic management.
183. Following amalgamation in 2007, the management structure in the new school meant that changes in responsibilities had to be made. Unfortunately, the long-term illness of senior management personnel has meant that a heavy load has been placed on the headteacher who could not delegate the responsibilities elsewhere. Monitoring of teaching and standards has been therefore less effective in some areas.
184. The school has definite aims and Christian values that are clearly understood by staff and governors regarding learning, behaviour and relationships. A strong commitment to the care of pupils and to equality of opportunity is reflected in the school's work.
185. The headteacher provides a high quality of leadership. Her management is purposeful and knowledgeable and she is dedicated to raising standards in both teaching and learning. By virtue of her own industry, she has the respect and loyalty of staff, governors, parents and pupils alike.
186. The headteacher, who was appointed relatively recently, provides the school with a clear vision and determination. She has already brought about changes that are having a positive effect on aspects of school life. A great deal has been accomplished in a short period of time.
187. Induction procedures for newly appointed staff are very supportive and effective.
188. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are implemented effectively by all staff.

189. The school takes good account of national priorities and is successfully promoting pupils' awareness of healthy eating and sustainable development. However, the promotion of global citizenship and bilingualism is less successful with a lower profile across the school.
190. The school works closely with other local schools and takes good account of local partnerships and cluster initiatives. Developing teachers' expertise in levelling pupils' work is one example of working with the high school consortium and the cluster of local schools.
191. There is an effective staff appraisal system which successfully links both teachers' professional development and the priorities set by the school in its school development plan (SDP).
192. Teachers and support staff regularly attend training courses to improve their skills. All INSET is linked to priorities in the school development plan as well as continual professional development needs. Performance management practices and policies are established and the principle of workforce remodelling has been observed.
193. Governors meet regularly and are supplied with detailed reports about the life and work of the school by the head teacher. The governing body is very supportive of the new head teacher and has a developing understanding of what is required to move the school forward at pace.
194. However, there is an over-reliance on the headteacher for information rather than independently monitoring school life and some regulatory and legal requirements are not fully met.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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195. The judgements of the inspection team agree with those made by the school in its self-evaluation report.
196. The school has set up a self-evaluation process that involves the teaching staff and governors. The views of non-teaching staff, parents and pupils were also considered for the production of the school's self-evaluation document.
197. The self-evaluation report is detailed and honest and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. However, there is no evaluation of standards in subject areas.
198. Teachers know their pupils well in terms of their academic and social progress. They regularly monitor their progress in the core subjects. The

analysis of assessment results, including end of key stage tests, helps to identify trends and weaknesses, which are then well addressed in future planning.

199. Regular monitoring of teaching and of pupils' standards of achievement and progress across the school is not established in all subject areas. This is an important shortcoming.
200. The self-evaluation report correctly identifies the school's strengths and areas for improvement, and these are used to inform the priorities in the SIP, which clearly sets out responsibilities, costing, time and success criteria. It is a working document which is regularly reviewed.
201. The governors and staff ensure that adequate resources are provided to ensure that objectives are met.
202. Recent measurable improvements in standards in English, for example, are as a direct result of previous plans and actions in the School Improvement Plan (SIP).
203. The inspection team agreed with the judgements made by the school on all of the seven key questions.

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

<b>Grade 2: Good features and no important shortcomings</b>
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204. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
205. The school has an appropriate number of teaching, support, ancillary and administrative staff to enable the efficient running of the school and for it to meet all its responsibilities for the education of Primary and Foundation Phase learners.
206. Highly qualified teachers, many of whom are very experienced, work hard to ensure all pupils including those with ALN receive good teaching and the best levels of support. Teaching assistants are well experienced and work closely with teachers in planning, supporting learning and recording pupils' progress. Such teamwork serves the academic and pastoral needs of children and pupils, including those in the RP, very well.
207. The Foundation Phase is well resourced with support staff and this ensures that children have the very best start to their school career. Teachers and practitioners work very closely together on a daily basis in their tasks of listening to, and encouraging and supporting children in their learning activities. Some practitioners are qualified well enough to undertake teaching during PPA time in foundation phase and RP classes, and do it successfully.

208. Clerical, supervisory, cleaning and kitchen staff all carry out their duties conscientiously and make a valuable contribution to school life.
209. The quantity and quality of learning resources are good across the school and support the delivery of the curriculum well. A newly appointed school library is well organised and has a good collection of books which are attractive and appealing. Not all classrooms have interactive white boards but those in place are effectively used. The school's computers are strategically placed in classrooms in key stage 1 and in the computer suite in key stage 2. Computers were in full use across the school during the inspection.
210. Teachers use artifacts well to enhance lessons such as in religious education and history. Although the school does not have a comprehensive collection of artefacts itself, it uses the resources available from the schools library service to meet its needs. The school makes good use of visitors to the school and a travelling theatre company to enhance the quality of pupils' learning experiences.
211. The quality and quantity of resources in the Foundation Phase is good and support well the needs of all children. Outdoor equipment, including wheeled toys are in good supply and are well used by children.
212. The school is well endowed with extensive outdoor areas on both sites. They are well used by teachers for a rich variety of learning experiences. The headteacher and her staff are well aware of the potential for further development of the space available for example the modest Millennium Garden.
213. Similarly, indoor areas are extensive. Teachers use the space well to enrich learning activities. Classrooms and corridors are bright and attractive with well-arranged displays of pupils' work which enrich their self-esteem. Spacious practical areas outside classrooms are well used, particularly for creative activities. The spacious halls on both sites provide excellent space for assemblies, PE, gymnastic activities and music. Teachers use these areas well.
214. The accommodation for children in the Foundation Phase is good and provides a suitable setting for their activities. Outside areas, including the secure play area, have been imaginatively arranged and resourced to enhance the quality of provision for guided outdoor play. Sensible levels of shelter enable children to pursue their outdoor learning experiences uninterrupted by inclement weather. Internal areas are put to the best use by teachers and practitioners. Activity areas are colourful and are entirely suited to the interests of young children.
215. The arrangements for teachers' planning, preparation and assessment time are efficiently organised and carried out. A particularly good feature of this is the use the school makes of the expertise of part time members of staff in music and religious education. They have a good impact on the standards

achieved by pupils in these subjects. Workload initiative funding in this way is well used to provide support for teachers and therefore meets statutory requirements.

216. Governors are very supportive and are increasingly becoming immersed in their role as a critical friend. The finance committee meets regularly. Guided by the headteacher, they oversee the financial management of the school. They also meet with the LA finance officer to ensure that the budget is well managed.
217. Increasingly, they are becoming skilled in determining whether expenditure is being used prudently. It is clear that pupils and children in early years make good progress in learning as a result of good teaching and overall achieve good standards in their work. Priorities for development have been formulated and are appropriate to ensure the school moves forward. Targets within the school improvement plan are well monitored. It is clear therefore that the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

218. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

### **Personal and Social Development, Well-being and Cultural Diversity**

#### **Grade 1 - Good with outstanding features**

#### **Good and Outstanding features**

219. Most children under the age of five are exceptionally friendly and confident with adults. Children of all ages show outstanding kindness and helpfulness to their teachers and to their friends. They are extremely polite and well-mannered at all times.
220. Nursery and Reception children demonstrate exceptional sensitivity to the feelings of others; they naturally look after and help each other without prompting. When they discuss the moral message in stories read to them by their teacher, children show that they have a very good understanding of right and wrong. They know that it is important to do their best and enjoy celebrating their own and others` success.
221. Nursery children quickly settle into the well-structured routines of school life and take on responsibility. They rapidly develop an outstanding level of independence and self-control. Children in nursery and reception persevere with their tasks exceptionally well and enjoy solving and overcoming problems.
222. Most children confidently make choices for themselves by selecting their own activities and recording them independently. They exercise a high level of self-control when selecting from activities they have chosen less frequently. They critically review the quality of their work and describe their successes and challenges to help their friends overcome difficulties.
223. Nursery and reception children understand the importance of personal hygiene. They look after their bodies well, washing their hands regularly and brushing their teeth after meals using their own toothbrush.
224. Nursery and reception children have a developing awareness of living in Wales through taking part in its celebrations, visiting unique features of the local area, learning traditional songs, and learning its language. Children begin to develop a basic understanding of Wales as a multicultural country when they discuss similarities and differences between themselves and others. Children read a variety of stories with a multicultural theme and celebrate events such as Divali and Chinese New Year.

#### **Shortcomings**

225. There are no important shortcomings

## **Language, Literacy and Communication Skills**

### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

226. Most Nursery and Reception children listen with a great deal of interest to stories read by adults. They listen carefully to instructions and concentrate on what other children are saying when evaluating one another's work. In play situations they respectfully take turns to speak and listen.
227. Nursery and reception children speak clearly, often using full sentences to explain their ideas.
228. The majority of Nursery and Reception children are enthusiastic readers. They enjoy selecting their own books from the library area and 'reading' them with their friends. Many nursery children know the names and sounds of most of the letters in the alphabet. Many reception children are enthusiastic and eager readers. They recognise a good number of words given at random and they are beginning to read simple structured texts accurately.
229. All reception children understand the basic conventions of letter writing. Most of them arrange sentences correctly to recreate a letter from a story character. With adult support, a few children successfully write their own thank-you letters to the farmer who showed them his animals. They confidently explain that their own address goes at the top followed by 'Dear'. Almost all reception children address envelopes using their own attempts at early writing. Many of their attempts contain recognisable letters and words. Nursery children are confident early writers. They are eager to work independently at the writing table to create their own letters, lists and invitations. Many of them write their own name correctly.

#### **Shortcomings**

230. There are no important shortcomings.

## **Welsh language Development**

### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

231. Most children in nursery and reception respond accurately to instructions given in Welsh. All children in reception competently answer the register in Welsh and many naturally use Welsh when saying please or thank you. They confidently sing a wide range of songs and rhymes in Welsh.
232. In their lessons, children in both nursery and reception use correct vocabulary to say whether they are happy or sad. Almost all children know

the Welsh names of several animals. A few Reception children at a more advanced stage of learning know the names of many animals and some of the products they provide in Welsh. Nursery and reception children have a developing awareness of words written in Welsh and of books containing Welsh stories.

### **Shortcomings**

233. There are no important shortcomings.

### **Mathematical Development**

#### **Grade 2 - Good features and no important shortcomings**

##### **Good features**

234. Most nursery and reception children understand that mathematics is an integral part of everyday life. They competently order, match, sort, measure and estimate as part of their play. Almost all nursery and reception children regularly count the number of pupils requiring lunch or bringing sandwiches and help adults to record this information accurately.
235. Most nursery and reception children sensibly estimate which of the containers will hold more when they play in the water tray or sand tray. They correctly identify different shaped containers which hold the same amount.
236. Nursery children successfully identify pictures illustrating full, half full and empty containers. They correctly match bottles containing similar amounts of milk to the appropriate picture. They also correctly locate the associated word labels.
237. All children demonstrate a good understanding of the use of money when they play in the shop.
238. Many nursery children count objects to ten accurately. They successfully recognise and name numbers to ten and place the correct number of items alongside. Many reception children point to a number line and correctly locate numbers between ten and twenty. They correctly state which number is two more or two less than a given number. A few reception children begin to add accurately and subtract numbers of objects.

### **Shortcomings**

239. There are no important shortcomings.

## **Knowledge and Understanding of the World**

### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

240. Most Nursery and Reception children develop a good knowledge and understanding of the world around them and the jobs people do when they visit the local shops, the church and a farm.
241. Nursery and reception children develop a good understanding of how letters are posted and delivered and how stamps are used when they read stories about the postman and write their own letters.
242. Most reception children correctly group products that are provided by animals they saw on their farm visit. They know that milk comes from a cow and that sheep provide wool for clothing.
243. Most children successfully explore their senses when investigating the properties of wool and accurately describe some of these properties to their teacher.
244. All children are eager to care for plants; they correctly explain the importance of watering from the roots during hot weather. Most children know that plants grow from seed and they successfully explain the differences between vegetables and flowers. They know that plants need water and sunlight to grow healthily.
245. Most nursery and reception children have a very good awareness of the need for a healthy diet. They know that fruit and vegetables are important in order to maintain good health. They all know that we need food in order to live.
246. Nursery and reception children develop a good understanding of time passing when they use a visual timetable to find out what activity comes next.

#### **Shortcomings**

247. There are no important shortcomings.

## **Physical Development**

### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

248. Nursery and Reception children engage in a wide range of activities and learning experiences that help them successfully develop their fine and

gross motor skills. They very confidently engage in adventurous play, climbing and balancing easily on play equipment. Most children control writing, drawing and craft materials skilfully and manipulate modelling and building materials competently.

249. All nursery children very quickly learn to dress and undress themselves for physical education, only asking for help when they need it. Nearly all of them move confidently in response to a signal and stop with good control.
250. Most children in both nursery and reception use space around them effectively when moving around the hall during their designated movement session. They successfully explore the space above and below them, stretching and curling skilfully. They move imaginatively in a variety of different ways effectively using different parts of their bodies such as hands and feet, trunk and feet only.
251. Most children understand the importance of handling PE equipment safely and of warming up and warming down for physical activity.

### **Shortcomings**

252. There are no important shortcomings.

### **Creative Development**

#### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

253. Most nursery and reception children draw and paint very well. They competently mix colours for themselves and confidently explain how to make paint lighter or darker. Nearly all children use an art package on the computer very successfully to recreate their ideas.
254. All children successfully experiment with a range of collage materials; they skilfully use cutting tools and joining materials such as tape and glue to achieve their desired effect.
255. When making their own representation of a scarecrow, most nursery children correctly site the facial features. They choose their own decorative collage materials with growing independence.
256. Most nursery and reception children sing with clear diction and good control of their breathing. They successfully remain in tune without any accompaniment. When moving from place to place in the classroom, children happily burst into song and accompany themselves using body percussion confidently. Nursery children experiment independently and select the most appropriate musical instrument to represent the sound of each of 'Old Macdonald`s' animals.

257. Most nursery and reception children are imaginative and resourceful in their creative play, for example when representing lifelike scenes with small figures, animals and everyday objects.

### Shortcomings

258. There are no important shortcomings.

<b>English</b>
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### **Key Stage 1: Grade 2 - Good features and no important shortcomings**

### **Key Stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

259. In key stage 1, pupils' speaking and listening skills are developing effectively and the majority, including the less able, make good levels of achievement in relation to their ability. Pupils respond well to their teacher. They listen carefully to instructions and act on them correctly. They are comfortable in their conversations with visitors to their school and explain their language activities enthusiastically.
260. Younger pupils in key stage 2 continue to develop their speaking and listening skills and use them to good effect during the many "talking partner" sessions in their language lessons. They communicate with each other clearly and confidently when speaking and respect the oral contributions made by their partners.
261. Older pupils in key stage 2 use language effectively to explain debate and contribute ideas to the tasks in hand. They are able to formulate arguments for and against contentious propositions. A significant number of pupils are confident speakers and are able to use extended speech to convey their understanding clearly. Pupils, including the less able, are good listeners and almost always respond with well-focused answers or comments on the thoughts and opinions of others.
262. In key stage 1, pupils show a keen interest in the books they read and in those that are read to them. They respond to stories enthusiastically and use well developed predictive skills, when required, to indicate what they think might happen next in the stories they read and why. When pupils read out loud, they do so with increasing levels of expression; more able pupils will stop at intervals to give personal anecdotes in response to what they have read. In most cases, where it is necessary, less able pupils confidently use self-correct techniques when they encounter words they find difficult to read.
263. At the end of key stage 2, most pupils read with good levels of fluency and demonstrate good word attack skills when they encounter difficult words. More able pupils read avidly and can discuss their favourite authors and what it is they like about their style of writing. The least able readers are as enthusiastic about reading as the more able and show good levels of

confidence when reading to an adult. They are often proud of the progress they make in reading and are clear about the value of being able to read. Pupils across the ability range have a good understanding of the difference between fiction and non-fiction. They are able to indicate the use that can be made of indexes. Some pupils can suggest the purpose of the glossary. Pupils use a range of sources to find information, including reference books and the Internet with some independence.

264. In key stage 1, pupils write for a good range of purposes including simple sentences in Welsh. By the end of the key stage pupils make good progress in their writing and handle simple narrative confidently. In their caption work relating to a recent trip to Llangollen pupils show keenness to ensure that capital letters are used appropriately and sentences are finished correctly with a full stop. In other work pupils are able to write using clearly defined sentences and use connectors aptly to extend meaning. Pupils, including the less able are developing their handwriting skills effectively. Many can shape letters well and join them with appropriate spacing to form clearly legible words.
265. Younger pupils in key stage 2 have a good knowledge of recount writing. They understand about its structure and how to use time connectors. In exploring the description of character in planning for narrative, pupils mime and create facial expressions which when freeze framed provide ample first hand material for their character writing.
266. By the end of key stage 2, pupils including the less able have a good understanding of the difference between simile and metaphor and are able to write for a wide range of purposes and with an audience in mind. More able pupils write at length on occasions and through such writing demonstrate their skill in using a wide range of formats, including variety in the length of sentences and adjectival and adverbial clauses and phrases to give their writing impact. They have good understanding of punctuation and use it well in their writing. Many pupils show a well-developed style of handwriting.

### **Shortcomings**

267. There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1: Grade 1 - Good with outstanding features**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### **Outstanding features**

268. In key stage 1, many pupils have an outstanding range of vocabulary and comments.

- 269. They confidently create an extended dialogue with a partner, asking and answering questions on a variety of subjects. This is an outstanding feature.
- 270. Many give a sensible reason for an answer, following the question 'pam?' sometimes in English, demonstrating a clear understanding.

### **Good features**

- 271. In both key stages, all pupils listen purposefully to adults and to their peers, and they respond well. They understand and correctly follow a variety of classroom instructions and commands.
- 272. Pronunciation is generally good and most pupils have a positive and enthusiastic attitude towards learning and using the language.
- 273. In key stage 1, having had a good grounding in the reception class, pupils confidently perform simple repetitive Welsh action songs and prayers. They comment on how they feel and on the weather using a range of appropriate vocabulary.
- 274. Their recall of learnt phrases and sentence patterns is good and they use them effectively when asking and answering questions about what they like and want.
- 275. Pupils read simple phrases and sentences from books with good understanding and expression. They write carefully and accurately in their work books or directly onto the computer screen.
- 276. In key stage 2, most pupils correctly describe people using their knowledge of colours, parts of the body and items of clothing.
- 277. Many make personal comments about their likes or dislikes, where they live, their family and how they feel.
- 278. Many create simple dialogues using the learnt language patterns, often extending sentences with a range of basic prepositions and conjunctions. They create dialogues for different situations such, as in a shop, where they demonstrate their ability to greet each other and discuss the price of different items.
- 279. Some pupils are confident users of the language and will use it freely to ask and answer questions in the classroom.
- 280. The majority of older pupils write carefully and correctly in their workbooks. They also read with good pronunciation and understanding.
- 281. During school assemblies, pupils sing hymns, pray together and read in Welsh with good intonation and feeling. They sing the Welsh national anthem with gusto and pride.

### **Shortcomings**

- 282. There are no significant shortcomings.

## Mathematics

**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### Good features

283. All pupils in lower key stage 1 develop their knowledge and understanding of mathematics through practical activity, investigation and discussion. Most have good recall of previous learning, many using key vocabulary accurately. Many count accurately in 2's, recognise odd and even numbers and count forwards and backwards in 10's. Many use number vocabulary accurately to 20 and recognise coins in finding totals to 10p.
284. Nearly all lower key stage 1 pupils identify 2D and 3D shapes accurately. About half the pupils name and count accurately the faces, edges and corners of 3D shapes. All pupils use common 3D blocks to make models successfully and investigate the properties of 2D and 3D shapes in terms of whether they roll or slide and classify shapes according to mathematical criteria such as flat and curved faces. Many pupils represent figures and patterns using paint when printing with 3D shapes.
285. By the end of key stage 1, nearly all pupils recognise symmetrical patterns and explain clearly the properties of symmetrical shapes, most pupils identifying lines of symmetry in shapes in the classroom. All use the class computers and interactive whiteboard to classify symmetrical shapes.
286. All compare metric weights and select and use the appropriate equipment to compare items found in the classroom and use vocabulary such as 'same', 'less than' and 'more than 1kg'. All pupils represent data in tables and block graphs to record findings. They use standard and non-standard units of mass and length in a range of contexts.
287. By the end of key stage 1, nearly all pupils have a good understanding of number and place value in using tens and units. Many pupils identify different mental strategies for addition and subtraction with at least two digits. More able pupils are confident in reading, writing and using whole numbers to hundreds. Most pupils understand the operation of multiplication as repeated addition and count on in 2's, 3's, 5's and 10's.
288. By the end of key stage 1, mathematical language and communication is developing well by all pupils, for example in recognising and choosing the correct mathematical symbols to solve simple mental problems. All talk confidently about their mathematical work, have positive attitudes and enjoy the practical activities and investigations. Many check their work in a range of ways.
289. In key stage 2, all pupils build on their knowledge, skills and understanding acquired in key stage 1; all pupils use individual whiteboards and 'talking partners' to develop their understanding.

290. In lower key stage 2, all pupils talk about their work accurately in explaining how to add 9 or 19 to a number, many pupils having very good standards of mental calculation. Nearly all lower key stage 2 pupils know that when something is divided into ten equal parts that each part is a tenth or 0.1; most pupils convert fractions to decimal fractions well. Nearly all pupils use grid coordinates to identify positions accurately.
291. In upper key stage 2, all pupils continue to build on earlier experiences and many pupils write and calculate to two decimal places successfully. All able and most able pupils use vocabulary such as mode, mean and average correctly. Nearly all pupils have a good knowledge and understanding of basic facts in place value, negative numbers, proportions and ratios. They have quick recall of multiplication tables and mental agility is good. All pupils use calculators correctly to calculate and check answers. All name different types of angles and draw right angles. All pupils compare metric and imperial measures and they use tally charts, bar and pie charts to record and interpret information.
292. By the end of key stage 2, pupils' reasoning skills and use of mathematical language when discussing and answering problems is good. All pupils have a good grasp how mathematics is applied in other school subjects and everyday life. All talk about different methods of checking their answer and the frequency of ICT application.
293. All pupils' work has good standards of presentation, many pupils reaching very good standards of presentation.

### Shortcomings

294. There are no important shortcomings.

<b>Science</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### Good features

295. Through challenging practical tasks, pupils in key stage 1 confidently undertake a wide range of investigative work. During their investigations they make relevant observations and discuss and interpret their results accurately using appropriate vocabulary.
296. Most pupils make good progress in their understanding of fair testing, for example, when investigating the properties of magnets, most successfully sort objects into magnetic and non-magnetic and compare their results with their original hypothesis.

297. They confidently conduct a simple experiment based on a prediction and ask intelligent and relevant questions during feedback sessions.
298. Most key stage 1 pupils develop a good understanding of the physical processes as they devise simple circuits and experiment with magnets. They accurately describe their investigative process and ably communicate their findings by various methods including text, charts, graphs and diagrams.
299. Most pupils effectively recall a range of scientific knowledge and know the difference between living and non-living things. They have a good understanding of changes that occur during their study of the life cycle of butterflies and frogs and they correctly sequence a seed growing into a plant.
300. In key stage 1 and key stage 2, all pupils show a good understanding of the importance of healthy eating.
301. Most pupils in key stage 2 are beginning to understand that scientific ideas can be tested by means of information gathered from observation and measurement in their investigations. They confidently talk about variables and constants whilst conducting a fair test.
302. They make careful observations and measurements and record their findings accurately.
303. Older pupils in key stage 2 use the results of their investigations to draw suitable conclusions. They are beginning to discuss variation in data and offer appropriate explanations.
304. They are beginning to note the need to check and re-check results to ensure a reliable conclusion to their experimental work.
305. Many pupils have a developing knowledge of forces such as friction and gravity and know that forces are measured in newtons. They continue to develop their understanding of electricity and magnetism and are able to construct simple switches for their circuits.
306. They successfully apply the knowledge acquired during their experiments to every-day practicalities.
307. Many pupils readily recall how shadows are formed and how we see objects through the eye. The majority understand the relationship between the earth, moon and sun and their effect on day and night.
308. Overall, they confidently use appropriate scientific vocabulary in their oral work and written accounts.
309. Pupils in both key stages have a good understanding of the difference between living and non-living things and appreciate the growth processes as they grow their own vegetables in the school garden.

310. Most pupils know the requirements of a healthy diet, the importance of exercise and the harmful effects of smoking, alcohol and drugs on the body.

### **Shortcomings**

311. In key stage 2, the pupils' effective use of ICT to collect, store, retrieve, and present scientific information is limited.

<b>Information technology</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

### **Key Stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

312. In key stage 1, pupils' keyboard skills are good. Pupils know how to operate the mouse efficiently in order to direct the cursor both on the classroom's computers and laptops. They use computer programs effectively to make pictures and to word process. They use them confidently and often resolve simple problems when they occur with ease. Pupils enjoy using the interactive white board for a variety of purposes including playing educational games. They are skilful in operating the control computer to select for themselves those games they need to play.
313. Pupils at the end of key stage 1 know how to save and retrieve their work and understand that there are different ways of doing this. They are successful in being able to download pictures from CD ROMs and also from the Internet. Most pupils are able to Google search for pictures and information and use the material to enhance their work combining pictures and text effectively. More able pupils conduct in depth searches and can download video and film material.
314. In the lower part of key stage 2, pupils are familiar with computer simulation. They are able to build simple computer control programs and procedures to control on screen simulations such as duck flight or movement on the face of a clown.
315. Pupils are able to experiment with the appearance of script altering the colour, shape and size of fonts. They are able to create successfully and send simple E-mails using the Internet.
316. Older pupils have a good knowledge of drop down menus and use them to help draw plans of the arrangement of their classroom. Many pupils use computer tools to modify the size and position of objects within their plans well.
317. At the end of key stage 2, many pupils are able to create geometric and multi faceted abstract collages using the computer. They successfully appraise their work and look for improvements they can make. They enhance their designs through the application of colour. Pupils use the

Internet opportunities they have, to enhance their work in subjects across the curriculum.

### **Shortcomings**

- 318. In key stage 2, pupils do not sufficiently develop their ICT skills sequentially across the programmes of study.
- 319. Pupils do not fully exercise skills of independence in their ICT work.
- 320. Pupils across key stage 2 do not use their ICT skills enough to enhance and enliven work across the curriculum.

<b>Design technology</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

- 321. In lower key stage 1, all pupils generate ideas before drawing a vehicle design with moveable parts, listing the materials needed. Many pupils ask relevant questions about construction methods, such as 'how can I keep the wheels on without them falling off?', before assembling good quality vehicles which move on wheels and axles made of card/straws and wooden dowels/wheels.
- 322. Pupils explore a variety of cutting and construction methods. All pupils make successful skeletons, designing joints with moving parts using split pins. By the end of key stage 1 all pupils design and make models of cars and people using playdough.
- 323. All key stage 1 pupils have a good understanding about design and making processes and talk enthusiastically about how they think about and evaluate their finished products. Many pupils have good knowledge and understanding about how different materials and structures give strength and flexibility, how to make moving parts using such methods as split pins and a range of assembly methods.
- 324. All pupils understand and use control technology successfully, for example when using walkie-talkies and controlling programmable 'beebots'.
- 325. Although no lessons in key stage 2 were observed, evidence from talking with pupils, scrutiny of displays and pupils' work indicates pupils further develop their knowledge, skills and understanding acquired at key stage 1.
- 326. In lower key stage 2, all pupils investigate stable structures such as mug trees and music stands. Pupils evaluate photo frames made from a variety of materials and design suitable photo frame stands to give stability.

327. All pupils work together in pairs to design and make alarms for different purposes, using battery circuits, switches and connectors to good effect.
328. All pupils take note of good hygiene in designing and making healthy snacks. All pupils make pop-up cards with effective moving parts.
329. In upper KS2, all pupils investigate properties of structures when designing and making shelters which are suitable for two people, are weather proof and can take a weight of 1kg.; pupils use a variety of materials such as polystyrene, plastic and cardboard to make effective shelters. All pupils cooperate to good effect with control technology to make vehicles which can move, using battery circuits and switches with moving wheels and axles.
330. All pupils across both key stages have a good understanding how design technology relates to everyday life and products in use. All pupils evaluate their finished products well, including how to modify and improve their products. All use a variety of tools and equipment carefully and safely. All have positive attitudes towards the subject.

### **Shortcomings**

331. There are no important shortcomings.

<b>History</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**  
**Key Stage 2: Grade 3 - Good features outweigh shortcomings**

### **Good features**

332. In both key stages, the use of regular visits, role-play experiences and handling artefacts are having a significant effect on the pupils' standards of achievement.
333. In key stage 1, many pupils are developing a good sense of passage of time through handling artefacts and placing events correctly on a time line. They recognise changes over time, ask pertinent questions and make informed judgements. Many display a strong sense of enquiry.
334. They sequence events correctly and recount episodes from stories about the past.
335. In key stage 2, most pupils have a good recall of the different periods studied, particularly the Tudor and Victorian periods. They are aware of the differences between their own lives and that of children in those times.
336. Most year 6 pupils have a good understanding of how people suffered during the Second World War and are beginning to appreciate the cause and effect of certain actions.

- 337. Many pupils know the key features about people who lived at different times in the past and express their own ideas about what life must have been like.
- 338. Pupils discuss primary sources of information and are beginning to interpret evidence successfully, ask and answer questions about the past.
- 339. Their sense of chronology is developing well.

### **Shortcomings**

- 340. In key stage 2, pupils organise and communicate findings in limited form with hardly any use of ICT.
- 341. Many key stage 2 pupils demonstrate a limited knowledge of Welsh history.

<b>Geography</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 3 - Good features outweigh shortcomings**

### **Good features**

- 342. Pupils in Key Stage 1 develop a very good understanding of the purpose of maps. They regularly make maps of their own journeys and those of characters in the stories they read. They use these confidently in their work and play.
- 343. Pupils in Year 1 and Year 2 confidently carry out their own investigations of the local area and places further afield such as Llangollen. They record their information in a variety of ways. They understand that human activity can have an impact on the environment. Pupils effectively use their knowledge of history to help them develop their geographical enquiry skills when discussing canals, railways and other forms of transport.
- 344. In discussion a group of Year 1 pupils accurately describe natural and man made features of the environment. When discussing natural features they use correct geographical terms such as coast, cliff, stream, river, woodland, valley, lake and mountains. They competently explain the progress of a river to the sea.
- 345. Pupils in Year 1 and Year 2 confidently explain the use of co-ordinates to locate features shown on a map. Most pupils in Year 2 begin to use symbols successfully instead of pictures when drawing their own maps. They creatively devise and competently record their own key for others to use.
- 346. Pupils in Year 1 and Year 2 skilfully use the computer to draw a map of the route to the Gingerbread House using an art package.

347. In Year 3 and Year 4, most pupils including those taught separately in the Resourced Provision (RP) successfully compare their own lives with those of children living in Chembakolli, India. Most pupils correctly describe the similarities and differences they observe between the British and Indian way of life.
348. Most Year 3 pupils in mainstream classes understand the reasons why people work and accurately describe the types of jobs people in their own families do. They begin to make comparisons between jobs people do in their local area of Wales with types of employment in Chembakolli and suggest reasons for this.
349. In Year 4, most pupils make effective comparisons between their school and a school in India. Most Year 4 pupils begin to pose suitable questions to help them investigate life in Chembakolli. They discuss how they will research their questions. Most pupils know where to find the information they require in books or the Internet.
350. Most pupils in Year 3 and Year 4 make appropriate and effective use of photographic evidence to find answers to their questions.
351. Pupils in Year 5 and Year 6 in the RP successfully use photographic evidence as a focus for discussion on land use. All pupils successfully complete a map of the high street in Llandudno by using photographs to identify the different shops indicated.
352. Most Year 6 pupils in mainstream classes correctly locate the position of Wrexham and Llandudno on a map of Wales. They competently use a map to help them successfully describe a route from their home to Llandudno using road numbers correctly.
353. Most pupils in Year 6 use their knowledge of scale measurement to calculate the distance from one place to another with a fair degree of accuracy. They understand that the world is divided up into time zones and successfully calculate the time in different countries.
354. When studying Llandudno, most pupils correctly identify and list the main features of a seaside town. They accurately describe some of the more specific features of Llandudno and make simple suggestions as to why it has developed as a tourist location.
355. A majority of pupils understand the concept of land being used for different purposes. They successfully classify some of the shops found in the high street of Llandudno.
356. Pupils in Year 6 successfully develop their numeracy skills through their work in geography when they compare temperature and rainfall using a line graph.

## Shortcomings

357. Pupils make insufficient progress in acquiring the skills necessary to conduct their own investigation and enquiry in key stage 2.
358. Older pupils` knowledge of geography, particularly other countries and people, is often superficial. Pupils do not develop sufficient depth to their understanding or communicate their ideas using a range of methods, including technology.
359. Older pupils` understanding of the relevance of geography to environmental, social, economic and political issues and peoples attitudes is underdeveloped.

<b>Art</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

## Good features

360. Although no lessons in key stage 1 were observed evidence from talking with pupils, scrutiny of displays and pupils' work indicates pupils have achieved good standards in key stage 1.
361. In key stage 1, many pupils show good understanding in using a range of materials in designing and making images from stories. All pupils experiment with a range of techniques, including wool collages based on the Creation story, dry powder painting, blow painting showing bubbling techniques, marbling and wildlife collages.
362. Key stage 1 pupils develop skills in making when exploring and experimenting the visual language of art through tone, pattern, shape and colour. All lower key stage 1 pupils paint detailed symmetrical butterflies, small pencil drawings with careful pencil colouring to illustrate Welsh phrases and fairytale characters of good standards, using pencil and fine paintbrushes carefully for drawing and mixing paints.
363. By the end of key stage 1, all pupils use computers to draw pictures of Ginger Bread houses, showing good understanding of colour and use pebbles and shells to make well proportioned sea scenes and figures. All pupils understand how to chalk draw effectively for outdoors observations, to use inks for effective marbling pictures, paint with different size brushes when observing, daffodils for example and paint 3D junk models of vehicles and structures in different scales.
364. In lower key stage 2, all pupils explore the effect of tonal colours and explain clearly how colours can affect their feelings and mood. Inspired by the work of Kandinsky all pupils use paints carefully to show good skills of colour mixing when tinting and toning. All pupils have cooperated to make effective

3D models of fantasy places, using a range of materials and techniques. Based on the work of Barbara Riley all pupils have experimented with playground observational drawings using pencil, crayons and paint, using larger scale reproductions before making 'feely' mats using materials to show different textures.

365. In upper key stage 2, all pupils demonstrate an understanding of line and pattern when making group montages based on Welsh and African art symbols; all pupils design and then cut from sponges their individual pieces, before using paints to sponge print the effective montages on fabric.
366. Upper key stage 2 pupils apply their understanding of other artists by creating effective screen printing of portraits, repeated portrait patterns using ICT and charcoal and very impressive iconic 3D objects using papier maché and support structures such as balloons, wire skeletons and cardboard, all in the style of Andy Warhol.
367. Following a visit by the artist Tanya Raabe to a local library, all upper key stage 2 pupils drew effective line drawing portraits of their partner using charcoal pencils. They traced paint patterns on perspex before printing on paper and used inks and a variety of media for other portraits. Pupils also mixed paints well to create bold effect mixed picture designs such as 'cat-fish', based on the work of Frank Stella.
368. All key stage 2 pupils use their sketch books effectively to investigate different techniques.
369. All pupils show good involvement and enthusiasm for art, working well together when required.

### **Shortcomings**

370. Whilst there are no important shortcomings, there is scope in both key stages for pupils to explore and develop their knowledge and understanding of artists, craft workers and designers from Wales.

<b>Music</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**

**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

371. Across the school, pupils sing with enjoyment, in tune and with great gusto. During assemblies and acts of collective worship they are able to sing in two parts combining sequences pleasingly. They adopt correct posture and breath control to give dynamics to their singing.

372. Pupils listen to a wide range of music including that from Wales. They are able to sing effectively using the Welsh language. They show good levels of musical appreciation and respond well to the different moods to be found in music.
373. Pupils in key stage 1 understand the need for rehearsal prior to performance. They know that it is a time when music is worked upon and improved. At such times they handle musical instruments responsibly ensuring that the instruments do not emit sound unless they are required to do so. When playing, pupils are keen to use their instruments well and in keeping with the music being performed at the time. They do so sensitively and creatively. They obey the instructions of their conductor accurately when performing their music.
374. Pupils understand that music can be made in other ways and does not have to be through the use of musical instruments. They are able to keep rhythms well using body parts and their voices to bring special effects to their music.
375. Pupils appraise their music well and make a good range of suggestions as to how to improve their performances.
376. Most pupils in key stage 2 are enthusiastic about making music. Pupils work together well in composing music, using a range of musical instruments, to fit the musical theme. They evaluate their work and make adjustments to their compositions when required. Their finished work is then performed to an audience of fellow pupils who appraise the work objectively.
377. Older pupils in key stage 2 use musical elements such as tempo, dynamics and texture accurately. They understand well the processes involved in composing, performing and evaluating and use them well in their music making. They successfully compose melodies for lyrics already written and arrange and perform rhythms and melodies associated with blues music very well.

### **Shortcomings**

378. There are no important shortcomings.

<b>Physical education</b>
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**Key Stage 1: Grade 2 - Good features and no important shortcomings**  
**Key Stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

379. In key stage 1, pupils explore different activities with varying degrees of confidence, most pupils demonstrating a good understanding of the range of techniques and skills in gymnastics, games and dance.

380. Most lower key stage 1 pupils have good posture when sitting, walking and running. When throwing and catching, many throw accurately with one or two hands, using correct techniques. By the end of key stage 1, most pupils catch well in pairs or when throwing to themselves. All lower key stage 1 pupils have good coordination in hopping.
381. By the end of key stage 1, all pupils have good basic movements when walking, jogging, skipping, running, turning and stopping. All pupils have good body control when balancing different curled and stretched shapes, showing good presentation and tension. All pupils complete sequences showing three movements on the floor and apparatus.
382. There is a good tracking system in key stage 1 to show appropriate progress is being made by individual pupils in levels of coordination.
383. Many pupils talk clearly about what they have to do and how well they are achieving tasks, using technical vocabulary such as posture, skills and extension.
384. All pupils understand the need to improve performance; they evaluate their own and others performances through watching demonstrations and use this information to say what is good and what can be better.
385. All pupils questioned showed good understanding of the benefits of regular exercise to a healthy lifestyle and personal well-being. Pupils describe in simple terms what happens to their bodies during exercise, including the importance of taking part in warm-up and stretching activities to prepare for taking part in physical activity.
386. In key stage 2, pupils consolidate their increasing range of techniques and skills in the full range of PE activities, including swimming and outdoor and adventurous activities.
387. The pupils respond very well to the challenge of working with others, through orienteering and team building exercises, when they work together well in pairs and small teams to overcome challenging activities of a problem-solving and decision-making nature.
388. By the end of key stage 2, nearly all pupils have good body control when stretching, balancing and moving on the floor and apparatus, having outstanding control when creating sequences of balances on large apparatus to a very good standard.
389. By the end of key stage 2, all pupils develop their basic swimming skills well, with nearly all pupils swimming at least 25m unaided.
390. Across both key stages pupils are aware of health and safety measures, including the safe handling of equipment and the importance of working safely with others.

391. All pupils listen very well to the teachers and take a full part in activities, being dressed appropriately.
392. There are many opportunities taken up for extra-curricular activities by boys and girls in key stage 2. There are also residential visits for Year 5 and 6 pupils and inter-school matches for older pupils in a variety of sports such as football and netball.
393. The development of good standards of performance is enhanced by external providers who lead lunchtime and after-school activities. The school takes part in the Physical Education and Sport in Schools (PESS) programme, as well as Dragon Sports activities and has achieved the Active Marc Cymru Award.
394. All pupils enjoy Physical Education, having very positive attitudes towards their learning in this subject.

### **Shortcomings**

395. There are no important shortcomings.

<b>Religious education</b>
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**Key Stage 1 - Grade 2 - Good features and no important shortcomings**

**Key Stage 2 - Grade 2 - Good features and no important shortcomings**

### **Good features**

396. In key stage 1, pupils are eager to share what they know as a result of their lessons in religious education. They speak in simple terms synthesizing often difficult concepts into terms which they can handle.
397. Some pupils describe miracles as being special happening; others talk about them as being like magic, for example, Jesus turning water into wine.
398. They know that the Bible is divided into two sections, the Old Testament and the New Testament, the latter mainly about Jesus and the former about events before Jesus was born. They refer to a good selection of stories to be found in both.
399. They have a good understanding about what goes on in a baptism service in the Christian church and can talk about aspects of the Hindu religion.
400. In the lower part of key stage 2, many pupils have good knowledge about different world religions. They can talk about the traditions associated with the Hindu religion and have some knowledge about Judaism and how its rituals affect the lives of practicing Jews. They understand the symbolism of the Passover meal.

401. At the end of the key stage, many pupils have a good knowledge of ritual in the Christian church. Pupils recognise the stole vestment worn by a priest and its importance within Christian liturgy. Many are able to associate correctly the different colours of stoles with different seasons within the Christian calendar. They can list them and indicate how different seasons are special, for example the season of Lent when Jesus' forty days in the wilderness and his temptations by the devil is celebrated.
402. Pupils at the end of the key stage have good knowledge of Judaism and reflect upon how the religion impacts upon the lives of Jews across the world.

### **Shortcomings**

403. There are no important shortcomings.

## **School's response to the inspection**

The report is a fair and accurate account of the school at the present time. The rigour and breadth of the report forms a detailed observation of performance in all areas of the school.

All grades agree with the school's own evaluation and some of the recommendations were already identified in the SIP. The report will be a useful tool in the future leadership of the school.

The school would like to commend Mr Jones and his team for their professional conduct and for ensuring that the inspection process has become integral in moving the school forward.

## Appendix 1

### Basic information about the school

Name of school	Park Community Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	School Road Llay Wrexham,
Postcode	LL12 0TR
Telephone number	01978 853126
Headteacher	Mrs Amanda Williams
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mr P Green Wrexham LEA
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	22 <sup>nd</sup> – 25 <sup>th</sup> June 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	4 2	38	40	39	46	41	55	318

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	5	13.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	92.0%	92.7%	94.3%
Autumn 2008	89.1%	88.1%	94.2%
Spring 2009	86.7%	86.7%	93.8%

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	2

### Appendix 3

#### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		41		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	2	98	0
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	0	5	63	32
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	2	98	0
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	0	100	0
		National	0	2	11	63	24
Mathematics	Teacher assessment	School	0	0	0	90	10
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	100	0
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	98%	In Wales	81%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

#### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		41						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	22	63	12
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	2	20	61	17
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	2	17	81	0
		National	0	0	0	1	1	1	11	54	32

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	71%	In the school	n/a
In Wales	76%	In Wales	n/a

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

## Appendix 4

### Evidence base of the inspection

A team of five inspectors, including a lay inspector, inspected the school over eighteen inspector days.

- The headteacher was the nominee and played a supportive and active role during the inspection.
- Pre-inspection meetings were held with staff and the governing body to discuss the life and work of the school. No parent attended the pre-inspection meeting.
- Twenty-five questionnaires were completed and returned by parents, and carefully analysed by the inspection team.
- During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.
- 57 lessons were observed during the inspection.
- Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.
- Pupils' behaviour was observed at various times during the school day.
- Inspectors attended acts of daily worship.
- Any documentation presented by the school prior to, and during the inspection, was analysed.
- Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Douglas Jones Registered Inspector	Key Questions 1, 2, 5 and 6 Subjects: Science, Welsh second language and History
Mrs Justine Barlow Lay Inspector	Supporting Key Questions 1, 3 and 4
Mr Kerry Knapper Team Inspector	Key Question 7 and supporting Key Question 2 Subjects: English, ICT, Music and RE
Mr Michael Thomas Team Inspector	Key Question 3 Subjects: Mathematics, DT, Art and PE
Mrs Jan Marsden Team Inspector	Key Question 4 and SEN Subjects: Early Years and Geography
Mrs Amanda Williams Nominee	Providing evidence and support

### Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

### Name and address of contractor:

Baker Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton, Overton Wrexham. LL13 0LF