

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

***PARK INFANTS SCHOOL
SCHOOL ROAD
LLAY
WREXHAM***

School Number: 665-2184

Date of Inspection: 5-8 July 2004

By

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Registered Inspector***

Date: 23 August 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Park Infants is a community school, catering for boys and girls aged from three to seven years. There are 170 pupils on roll, 149 full-time equivalent, including 42 children of nursery age who attend part-time. The school is organised in two mixed-age classes for children under-five, a single-age Year (Y) 1 class and two mixed-age Y1/Y2 classes. The average class size, excluding the nursery, is 25.6. There are seven full-time teachers, including the headteacher. Six learning support assistants (LSAs) enhance this provision.

The school is situated in the village of Llay on the outskirts of the large town of Wrexham. Its site is next to a junior school and alongside a large housing estate. There is a variety of traditional 'council' and modern housing, including both owner occupied and rented homes. The school describes three-quarters of households as neither prosperous nor economically disadvantaged and the remainder as economically disadvantaged. Less than a fifth of the pupils (16 per cent) are entitled to free school meals. This is below national and local figures. There are no pupils from ethnic minorities. No pupils come from homes where Welsh is the first language.

The school receives pupils from the full range of abilities. A significant minority of children come to the nursery with immature personal, social and communication skills. The results of baseline assessments in reception show good overall standards. Subsequent assessments identify 14 per cent of pupils to have special educational needs (SEN). This is a smaller proportion than that found in many similar schools. No pupils have a statement of SEN.

The school has attained the Basic Skills Quality Mark. Its aims are published in the prospectus and appropriate targets are set for end-of-key-stage attainment. The school development plan (SDP) for 2003/4 identifies the following key areas for development:

- establish an early years unit;
- review provision for mathematics, Welsh second language, design and technology, and history;
- continue to improve provision to promote good behaviour.

The school was previously inspected in April 1998.

2. MAIN FINDINGS

The main findings of the report

This is a caring, supportive and happy school that has successfully maintained overall standards since the last inspection and significantly improved provision for the under-fives. This aspect is an outstanding feature in the school. However, there are some shortcomings in the curriculum in Key Stage 1 (KS1).

Educational standards achieved:

- Overall standards are good. In the 40 lessons or parts of lessons observed, standards were judged to be good in around 65 per cent, satisfactory in 28 per cent and unsatisfactory in seven per cent.

- The overall quality of the educational provision for children under-five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children’s Learning.
- Standards achieved in the six areas of learning by the under-fives are:

Area of learning:	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Physical development	Good	Good
Creative development	Good	Good

- Standards achieved in the subjects of the National Curriculum (NC) and religious education in KS1 are:

Subject	KS1
English	Good
Mathematics	Good
Science	Good
Welsh second language	Satisfactory
Design and technology	Good
Information technology	Satisfactory
History	Satisfactory
Geography	Good
Art	Good
Music	Good
Physical education	Satisfactory
Religious education	Satisfactory

- In Y1/Y2 progress is at least satisfactory. Pupils with SEN make good progress in withdrawal groups and progress is generally good in the Y1 class. In the mixed Y1/Y2 classes progress is variable; particularly for those of average and above average ability.
- Results in the NC assessments in KS1 remain steady over time. The proportion of pupils attaining Level 3 in English, mathematics and science has been relatively small but the most recent results show a good improvement in mathematics.
- In 2004, 95 per cent of pupils attained at least Level 2 in English, mathematics and science. These results are well above national figures and those for similar schools with between 17 and 20 per cent of pupils entitled to free school meals.
- Standards achieved in key skills across the curriculum are good in speaking and listening and satisfactory in reading, writing, numeracy, and information and communications technology (ICT).

Ethos of the school:

- The provision for pupils’ spiritual, moral, social and cultural development is good. This is a particularly strong feature of the school’s provision. The pupils’ response to this provision is good. Collective worship meets statutory requirements.
- Overall standards of behaviour are good throughout the school. The majority of pupils have positive attitudes and are keen to learn. Pupils’ good behaviour considerably

enhances the quality of life in the school. The school has successfully improved its provision to promote pupils' good behaviour.

- Overall attendance and punctuality are satisfactory.

Quality of education:

- The overall quality of teaching is good. In the 40 lessons or parts of lessons observed, teaching was judged to be good in around 60 per cent, satisfactory in 33 per cent and unsatisfactory in seven per cent.
- Strengths include the teaching of the under-fives, high expectations and the good range of teaching strategies used. However, the impact of teaching in KS1 is sometimes limited by shortcomings in planning and the use of assessment.
- The main emphasis in lesson planning is on the content of the work. Learning objectives are seldom matched closely enough to pupils' abilities. Although teachers evaluate pupils' work, their day-to-day assessments are not closely linked to key learning objectives. As a consequence the work provided is not always challenging enough.
- The quality of assessment, recording and reporting is satisfactory. The arrangements for making assessments are systematic but there are shortcomings in the collation and analysis of assessment data to assist in improving pupils' performance and in the reporting of pupils' progress.
- The overall quality of the curriculum is satisfactory. The planned provision is broad and meets statutory requirements, but there are some shortcomings in its implementation.
- The quality of the curriculum for children under-five is good.
- The curriculum in KS1 effectively promotes good standards in English and mathematics but is less effective in promoting the breadth and depth of pupils' studies in other subjects. The topic work undertaken generally reflects too little emphasis on subjects, such as information technology, history and religious education.
- There is no formalised planning for the development of key skills.
- The quality of personal support, guidance and the attention given to pupils' welfare are good. This is a particularly strong feature of the school.
- Educational guidance is satisfactory. Although pupils' progress is recorded on a regular basis, the use of strategies, such as marking and target setting, to guide pupils and parents in how to improve standards is underdeveloped.
- The arrangements for pupils' personal and social education are good. They reflect ACCAC¹ requirements.
- The provision for pupils with SEN is good.
- A good partnership has been established with parents and the community. Liaison arrangements with other schools and institutions are satisfactory overall.
- Partnership with industry is satisfactory overall.

Management:

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

¹ The Qualifications, Curriculum and Assessment Authority for Wales

- The SDP sets appropriate objectives for improvement and there is evidence of progress in key areas, such as provision in mathematics.
- The effectiveness of evaluation and monitoring arrangements is reduced because the objectives are insufficiently clear and are not yet linked to whole-school priorities.
- Leadership and efficiency are satisfactory.
- Educational leadership effectively ensures a well-ordered and purposeful ethos in the school.
- The role of subject co-ordinators is at an early stage of development.
- The provision for staffing, accommodation and learning resources is good.

School improvement:

- Although the school has maintained overall standards, insufficient progress has been achieved in resolving the three key issues raised by the last inspection.
- There are clear procedures to record pupils' individual achievements but there is little evidence to indicate the effective use of assessments to guide teaching and learning. The role of subject co-ordinators remains underdeveloped and the SDP still does not include specific targets for improvement in standards, other than the required end of key stage targets.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are good overall.

- In the 40 lessons or parts of lessons observed, standards were judged to be good in around 65 per cent, satisfactory in 28 per cent and unsatisfactory in seven per cent.
- Children in the mixed nursery and reception classes make at least good progress.
- The standards achieved by children in nursery and reception are very good in personal and social development and good in language, literacy and communication skills, mathematical development, knowledge and understanding of the world and in the creative and physical areas of development.
- Across KS1, progress is at least satisfactory. Pupils in the Y1 class build well on the good standards achieved in reception. Pupils with SEN make good progress in withdrawal groups but progress in the mixed Y1/Y2 classes is variable for all pupils and particularly those of average and above average ability.
- In KS1, standards of achievement are good in English, mathematics, science, design and technology, geography, art and music.
- Standards are satisfactory in Welsh second language, information technology, history, physical education and religious education.
- Results in the NC assessments in KS1 remain steady over time. The proportion of pupils attaining Level 3 in English, mathematics and science has been relatively small but the most recent results show a good improvement in mathematics. In 2004, 95 per cent of pupils attained at least Level 2 in English, mathematics and science. These results are

well above national figures and those for similar schools with between 17 and 20 per cent of pupils entitled to free school meals.

- Analysis of the school's NC results, on the basis of gender, indicates that the girls generally outperform the boys, except in reading where results are similar.
- The school successfully meets or exceeds its end-of-key-stage targets for attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards achieved in the key skills across the curriculum are good in speaking, and listening and satisfactory in reading, numeracy, writing, and ICT.

- Children under-five achieve well in early literacy and numeracy skills. They learn to recognise numbers, letters and sounds and reinforce their learning through structured play. This includes 'reading' books, 'writing' lists and letters and counting.
- The children confidently work on appropriate computer programs by using the mouse and the keyboard.
- In KS1, pupils listen well to their teachers, to other adults and to their peers. They benefit from lively question and answer sessions with their teacher and they are quick to offer ideas, suggestions and opinions. Vocabulary and speech patterns are well developed through structured discussions, drama and role-play.
- Although pupils' reading skills are well developed, the older pupils make too little use of a wide range of texts to fully extend their skills across subjects. There are examples of downloading texts from the Internet but no evidence to indicate how these were used to develop pupils' 'reading for information' skills.
- There are some examples of well-structured extended pieces of writing in pupils' 'News' books for instance, but there is little evidence of drafting and re-drafting writing to improve its content, particularly in subjects other than English. Too often older pupils' writing is limited by the worksheets used.
- Able pupils have good mental agility in numeracy and occasionally use these skills well in geography for example, when collecting data about favourite shops and services. They successfully use a simple database program to enter information and display the results.
- The pupils develop basic ICT skills and can operate some programs confidently. However, in some classes they infrequently use their ICT skills to support learning in other subjects. Where ICT tasks are routinely provided, pupils use simulation programs, graphics and databases or word processing with increasing confidence.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral, social and cultural development is good. This is a particularly strong feature of the school's provision.

- Daily assemblies incorporating an appropriate act of collective worship are mainly Christian in character and meet statutory requirements. The themes successfully reinforce moral values and promote social awareness. Pupils contribute extensively and are encouraged to respect the atmosphere of reverence; there are suitable opportunities for guided reflection and prayer.

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- ‘Circle times’ during the day are occasions for quiet reflection and for encouraging pupils to think about themselves and others. The links with St Martin’s Church and the clergy enhance pupils’ spiritual and moral development. Work in subjects such as science and art helps pupils to develop a sense of awe and wonder at the beauty of the world.
 - Pupils develop a good understanding of the difference between right and wrong and they show respect to others and their possessions. The quality of relationships throughout the school is good; the nature of the respect shown to all pupils is a praiseworthy feature of the life of the school.
 - The social development of pupils is well supported by the school’s good systems to promote positive behaviour and consideration for others. ‘Golden time’ is used well to reward positive behaviour and attitudes.
 - Pupils are sympathetic, respectful, kind and tolerant towards each other and show concern for those less fortunate than themselves. Regular support is given to charities throughout the year.
 - Staff act as good role-models for pupils. All have high expectations and encourage high standards of personal behaviour. Pupils respond effectively to opportunities to take responsibility, such as taking turns as the ‘*Helpwr Heddiw*’ when they have responsibilities for caring for other pupils during class time and play times.
 - The school has a strong Welsh ethos. Visits to places of interest, celebrations of St David’s Day and stories about famous personalities such as Laura Ashley help pupils to develop an appropriate knowledge of the heritage and culture of Wales. Good attention is paid to Welsh songs, music and dancing.
 - Attractive displays prompt interest and discussion of other faiths and cultures, these suitably contribute to pupils’ increasing awareness of different customs and practices.
 - The school has a clear equal opportunities policy that promotes racial equality through the school’s commitment to promoting the self-esteem of all.
 - The school successfully promotes pupils’ spiritual, moral, social and cultural development and their response to this provision is good. Parents value the provision made and confirm its positive effect on their children.

4.2 Behaviour and Attitudes

Standards of behaviour are good overall, throughout the school. The majority of pupils have positive attitudes and are keen to learn.

- Pupils conduct themselves in an orderly manner around the school. They behave responsibly, showing courtesy and respect for each other and adults alike, and display a good degree of self-discipline. Play times are friendly occasions where pupils feel secure, self-assured and confident.
- Meals are taken in a calm, pleasant atmosphere in the junior school or in classrooms in the infant school. Meal times are happy social occasions with pupils being well aware of the good manners expected of them. They co-operate well with the catering staff and midday supervisors.
- Pupils’ good behaviour considerably enhances the quality of life in the school and makes a positive contribution to the standards achieved. During the inspection, pupils were noted to be exceptionally polite to visitors with most readily engaging in conversation with little or no encouragement.

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- Most pupils display and maintain positive attitudes to learning. In lessons, many are eager to undertake work of their own accord. They show strong interest and often concentrate well. When given the opportunity most pupils display good levels of initiative and motivation.
 - The majority listens attentively to their teachers and shows considerable enthusiasm for learning. When lessons are interesting and stimulating they remain focused on the task in hand, work quietly and generally sustain concentration well throughout the lesson.
 - However, in some instances, lessons lack sufficient pace, interest and challenge and many of the older pupils in particular, lose interest in their work and both effort and concentration waivers.
 - Strong emphasis is placed on praise and the promotion of good behaviour and attitudes. Pupils respond well to the system of rewards, such as ‘golden time’, that is used consistently and purposefully throughout the school. The arrangement of ‘play zones’ during outdoor break times is a particularly helpful feature.
 - No incidents of bullying or other inappropriate conduct were observed during the inspection. There are effective measures in place to minimise bullying, sexism, racism and other forms of discrimination. There have been no exclusions in the 12 months prior to the inspection.
 - All parents interviewed and those responding to the pre-inspection questionnaire agree that the school achieves high standards of good behaviour and that their child likes attending school.

4.3 Attendance

Overall attendance and punctuality are satisfactory.

- Levels of attendance average 92.7 per cent for the three terms prior to the inspection. This is a slight improvement since the last inspection. Unauthorised absence is minimal.
- Despite informal efforts by the school to improve attendance there has been little positive impact in the results over a five-year period. Governors have not set targets to improve attendance and there is no recorded evidence of the regular and systematic analysis of the attendance data that are available.
- Attendance registers are retained in the classroom during the week. The head teacher collates the data regularly to obtain whole-school figures. Class teachers also monitor attendance weekly. This provides the opportunity to identify individual and group patterns of absence.
- The school’s policy for attendance is clearly explained in a written document, which includes a strategy to achieve success. Parents have a sound knowledge of its requirements and whilst most have been very supportive in ensuring that its objectives are met, a significant minority does not provide the expected co-operation.
- Most parents contact the school at the earliest opportunity if a child is absent and the reason is recorded. Procedures are established for dealing with situations of lengthy absence without notification and also for pupils returning after long periods away from school.
- Punctuality at the start of the school day is generally satisfactory. However, a significant minority arrives late. During the inspection, several pupils were observed arriving late

each morning. This delays registration and the start of lessons. In general, lessons begin and end on time throughout the day.

- Registration at the beginning of morning and afternoon sessions is completed efficiently. The school complies with the statutory requirements for recording attendance and all other associated procedures adhere to the guidelines set by the National Assembly of Wales.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good. Strengths include the teaching of the under-fives, high expectations and the good range of teaching strategies used in some classes. However, the impact of teaching is sometimes limited by shortcomings in planning and the use of assessment.

- In the 40 lessons or parts of lessons observed, teaching was judged to be good in around 60 per cent, satisfactory in 33 per cent and unsatisfactory in seven per cent.
- Taken overall, teachers have good knowledge of the subjects and areas of learning they teach. This is well reflected in the teaching of phonics, for example.
- However, some teachers are not always able to provide good role-models for pronunciation and intonation in Welsh. Furthermore, despite the appropriate training received by teachers, the teaching of information technology and the use of ICT lack consistency.
- Lesson planning is conscientiously completed and is most effective in promoting progression in English and mathematics.
- The impact of teaching is reduced however, where elements of the subject schemes of work are linked to broad topics. Although the content planned is appropriate, some of the work lacks progression as subject strands become fragmented. This leads to a lack of precision in the learning objectives.
- Teaching in the early years is good, reflecting high expectations and a good match of tasks to the children's needs within secure and supportive routines. The LSAs make a very positive contribution to the teaching of the under-fives.
- In KS1, the most effective teaching employs a good range of teaching and organisational strategies. There is a good balance between direct teaching and group or individual work. The purpose of learning is carefully and clearly explained and the focus of teaching is precise as the lesson progresses.
- Where teaching is less rigorously planned the pace of learning slows and pupils lose interest and concentration because the requirements of the task and the guidance provided are not clear enough. There is sometimes an over-reliance on worksheets, that limit pupils' responses, and in some lessons there is a tendency to *'tell and show'* the pupils rather than provide them with challenging practical tasks that promote enquiry.
- Teachers have high expectations of discipline and achievement and they manage pupils well. However, the emphasis on good presentation varies.
- The main emphasis in lesson planning is on the content of the work. Learning objectives are seldom matched closely enough to pupils' abilities and prior knowledge and although

teachers evaluate the work covered, their assessments are not closely linked to the key objectives. As a consequence the work provided is not always challenging enough for able pupils in particular.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory. The arrangements for making assessments are systematic but there are shortcomings in the collation and analysis of assessment data to assist in improving pupils' performance and in the reporting of pupils' progress.

- The accuracy and consistency of assessment, using a range of standardised tests, are good. The school's policy provides clear guidelines for implementation of these formalised assessments.
- In the early years, the required baseline assessment is systematically implemented. However, the results are not analysed and used to guide provision and promote progress towards the Desirable Outcomes for Children's Learning.
- In KS1, pupils are assessed using the NC level descriptors at the end of each term; these results are recorded in individual pupil record books. The arrangements for the end of the key stage assessments meet the statutory requirements.
- Record keeping is systematic but results are not analysed to provide a clear measure of the pupils' achievement and progress over time. Data are not sufficiently collated to track and monitor pupils' achievement. Although data are used to inform whole-school end-of-key-stage targets there is no evidence of the use of data to set group and individual targets.
- Assessment procedures for pupils with SEN are good.
- Examples of pupils' work in the core subjects of English, mathematics and science are kept in individual portfolios. The best examples are dated, but seldom sufficiently annotated to explain strengths and weaknesses and the next step forward. The development and use of school portfolios to exemplify standards and aid the moderation of standards is at a very early stage.
- Teachers regularly mark pupils' work. At its best, the marking praises achievement and indicates plainly how the content can be improved, but in some cases pupils are not given clear enough guidance on how to present and improve their work.
- Annual reports to parents are detailed and satisfactorily exemplify what pupils know and can do for every subject. There are however no indications of how pupils can improve by the setting of specific targets to guide parents and pupils.
- Although the end of key stage results indicate that boys generally achieve less well than girls, the school has yet to put in place strategies to raise boys' achievement further. Similarly it has no agreed strategy to increase the proportion of pupils attaining Level 3.

5.3 Curriculum

The quality of the curriculum is satisfactory. The planned provision is broad but there are some shortcomings in its implementation.

- The quality of the curriculum for children under-five is good. This provision is a strong feature of the school. A good range of interesting and relevant learning experiences is provided that effectively promotes the Desirable Outcomes for Children's Learning.

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- In KS1, the planned curriculum is broad and meets statutory requirements. There is strong emphasis on English and mathematics. However, there are shortcomings in implementing the curriculum that result in a lack of balance in the time and emphasis given to the foundation subjects.
 - Although whole-school planning is based on appropriate schemes of work in all subjects and the half-termly class topics are planned to reflect the required programmes of study, the work undertaken generally reflects too little emphasis on subjects, such as information technology, history and religious education. The content is seldom fully developed.
 - There is no formalised planning for the development of key skills.
 - The curriculum effectively promotes good standards in English and mathematics but is less effective in promoting the breadth and depth of pupils' studies in several subjects.
 - The provision of visits to places of educational interest significantly enriches pupils' experiences and the home-school reading diary successfully promotes good achievement in reading.
 - The arrangements for personal and social education are good and reflect the requirements of ACCAC.²
 - There is no extra-curricular provision to enhance pupils' development.
 - The school fully embraces the principle of social inclusion. In general, pupils have equality of access and opportunity but the organisation of withdrawal groups, and the provision of insufficiently challenging work in some classes sometimes limits the achievement of able pupils.
 - There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

The quality of personal support, guidance and the attention given to pupils' welfare is good. This is a strong feature of the school. Educational guidance is satisfactory.

- The school successfully promotes a caring and supportive ethos and gives high priority to ensuring pupils' welfare. Parents value the secure and happy environment in which pupils' well being is effectively promoted.
- Teachers and support staff have a good knowledge of the pupils and many of the families. They are sensitive to pupils' physical, emotional and intellectual needs. This is strongly reflected in the good relationships between staff and pupils.
- Children's personal and social development is particularly well promoted and monitored in the early years classes. The arrangements for pupils' personal and social education are good across the school.
- Pupils' educational progress is recorded on a regular basis. However, the use of strategies such as marking and target setting to guide pupils and parents in how to improve standards is underdeveloped.
- Teachers and support staff are well aware of child protection procedures and their responsibilities in this area. There are agreed procedures and clear lines of communication with other agencies. All members of staff have undertaken appropriate

² The Qualifications, Curriculum and Assessment Authority for Wales

training in this area and full account is taken of guidance from the local education authority (LEA).

- The induction of children to the early years classes is sensitively handled, with close attention to children's health and dietary needs. Staff are vigilant in ensuring that the under-fives and all other pupils are safe at all times.
- Accident records are analysed to identify and remedy the cause and frequency of accidents. The school nurse provides appropriate support when required. All adults employed in the school have current qualifications in first aid.
- The headteacher and governing body display a responsible attitude to health and safety. Risks are properly and routinely assessed, although procedures are not yet sufficiently detailed or based on the specific requirements of the school. No significant issues are currently outstanding.
- Security is of a high standard, with a modern system controlling access into the building.

5.5 Provision for Pupils with SEN

The provision for pupils with SEN is good.

- There are 21 pupils identified with SEN. This is 14 per cent of the school roll. There are no pupils with a statement of SEN. Eighteen pupils receive support at the school action stage of the SEN Code of Practice and three at the school action plus stage.
- The SEN co-ordinator manages the provision conscientiously. Procedures are systematically implemented and there is regular liaison with parents and carers. The arrangements for the regular review of pupils' progress are well organised.
- Individual education plans (IEPs), and in some cases behaviour plans, are drawn up by professionals in consultation with parents and, where relevant, the pupil. Effective assessment procedures identify specific needs and IEPs denote suitable stepped objectives and targets, and include appropriate details of the provision.
- The provision of support for pupils, particularly with literacy, is carefully targeted and organised. Pupils often make good progress, such as in reading, but the organisation of some withdrawal groups limits pupils' access to the work in the main class.
- The deployment of skilled LSAs promotes pupils' learning well. However, in two classes it was observed that a small group of pupils tends to miss out on direct teaching from the teacher.
- Although class teachers have copies of pupils' IEPs, planning and provision in the main class are not always closely enough tailored to pupils' needs to ensure progress is maintained.

5.6 Partnership with Parents and Community, Schools and Other Institutions

A good partnership has been established with parents and the community. Liaison arrangements with other schools and institutions are satisfactory overall.

- Comments in the pre-inspection meeting and responses to the questionnaire indicate that parents are very pleased with the school and find the staff friendly and approachable. Many talk warmly of the ready access to the headteacher and staff whenever discussion is needed.

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- Good information is provided for parents. Regular newsletters deal with items such as activities, action plan updates and dates for the diary. The home-school agreement is successfully implemented to support various aspects of school life.
 - The school adopts an 'open-door' policy, with plentiful opportunities for informal contact between parents and teachers. Additionally two formal evening meetings are arranged for discussing the subjects taught and pupils' progress. Some parents have requested more curriculum guidance at the start of each term.
 - A small number of parents regularly assist in the classroom and provide valuable support with arts and crafts, information technology and the preparation of snacks. Others volunteer to administer the library and supervise on educational trips.
 - The contents of the prospectus and the governors' annual report to parents comply with statutory requirements. The annual pupil progress reports for parents provide a range of information about their child's achievements. However, there is too little guidance for parents relating to areas for improvement and associated targets.
 - Pupils are encouraged to participate in community projects and to develop personal awareness of environmental issues and the need for sustainable development, such as through close links with a nearby Country Park. The practical work and displays around the school show the benefits of such links.
 - There are close links with the local community. The school is represented at the Royal British Legion remembrance service and parade and there are established links with local churches that enhance learning. The St David's Day celebration concert and Christmas production held in the school are very well attended.
 - Good links are maintained with pre-school groups and there is regular liaison with the adjacent junior school. A well-planned scheme ensures smooth transfer arrangements for pupils at the end of Y2.
 - Previously established links with the North-East Wales Institute and Bangor Normal College have not been maintained. No placements from these initial teacher-training institutions have taken place during the last two academic years. However, the school has made arrangements to receive students during 2004/2005.
 - The school provides placements for students undertaking further education courses, such as child-care. The arrangements are mutually beneficial.

5.7 Partnership with Industry

Partnership with industry is satisfactory overall.

- There is an appropriate policy to promote partnership with industry but the school has yet to implement effective strategies to fully develop the contribution of business to pupils' learning.
- The extent to which staff development has been enriched by links with industry is limited. Two senior members of staff have attended courses provided by business. They visited the head office of a large banking organisation to share managerial skills.
- The quality of relationships with business is satisfactory. The school recognises the need to develop greater contact with the Education Business Partnership.

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- The extent to which standards of achievement are enhanced through links with industry is satisfactory. Pupils' knowledge and understanding of industry and the world of work have been enhanced by links with a few local companies.
 - Pupils have visited a supermarket to find out about the cost of goods and to record their origin. The results contributed well to pupils' learning in mathematics and geography. Other links, which support pupils' learning, include those with the community council, a gardening society and the Alyn Waters Country Park.
 - Beneficial contributions are made to a number of areas of the curriculum by visitors to the school who talk to the pupils about their occupations and experiences.
 - Financial support received from a finance company has been used to purchase playground equipment and an electronics firm donates prizes for fund-raising raffles.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and the planning for improvement are satisfactory.

- In general, the school's arrangements to evaluate standards and the quality of its provision are wide ranging. However, the effectiveness of systems, such as the regular monitoring of planning, is reduced by the lack of a sufficiently clear focus. There is a strong emphasis on qualitative assessments.
- The SDP sets appropriate objectives for improvement and there is evidence of progress in key areas. The school is well supported by the framework of a 'School Based Review' programme provided by the LEA.
- However, there is little evidence to link the three main areas identified in the most recent SDP to the school's self-evaluation. Furthermore, the long-term programme adopted for the review and development of subjects does not fully reflect important whole-school issues identified by some subject co-ordinators.
- Although the school sets end of key stage targets for attainment, and is successful in meeting them, the SDP does not set quantitative targets and is not yet supported through effective action planning, such as for subject co-ordinators.
- The arrangements for focused monitoring are at a very early stage of development. Teachers regularly assess pupils' work and review curricular planning. The recent programme of lesson monitoring is a positive development but the overall effectiveness of these arrangements is reduced because the objectives are insufficiently clear and are not yet linked to whole-school priorities.

6.2 Leadership and Efficiency

Leadership and efficiency are satisfactory.

- The headteacher provides positive and supportive leadership that effectively ensures a well-ordered and purposeful ethos in the school. Leadership has successfully maintained overall educational standards since the last inspection.
- Governors and teachers make an appropriate contribution to educational leadership. The organisation of staff's roles contributes well to the school's work. The deputy headteacher provides good support in managing the school.

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- The school has a clear mission statement and its vision stresses the acquisition of life-long skills and the development of enquiring minds with an enjoyment in learning. There is good emphasis on maintaining a 'happy school' and the development of high self-esteem.
 - The school strives to provide equal opportunities for all its pupils; it is successful in providing equality of access to most lessons, but pupils of different abilities are not always enabled to achieve their best.
 - The role of subject co-ordinators is at an early stage of development. There is good practice in updating schemes of work and renewing resources, but co-ordinators are not sufficiently involved in planning, implementing and monitoring initiatives.
 - The governing body is strongly supportive of the school. It is kept well informed by the headteacher and the work of governors is appropriately organised. It fulfils its statutory responsibilities.
 - The efficiency and effectiveness with which the available time, staff, money and resources are used are satisfactory. The basic organisation is appropriate but some routines reduce the available lesson time in KS1 and limited use of the library and ICT restricts learning opportunities.
 - Budget setting and the pattern of spending are carefully planned. Strategic financial planning has enabled the school to improve efficiency next term by providing an extra class.
 - The governing body exercises effective oversight of the school's finances. Appropriate steps are taken to ensure best value for money.
 - The most recent auditors' report confirmed a good standard of financial controls. The recommendations made have been acted upon.
 - Day-to-day administration and organisation are effective in ensuring the routines of the school run smoothly.

6.3 Staffing, Accommodation and Learning Resources

The provision for staffing, accommodation and learning resources is good.

- There are sufficient appropriately qualified and experienced teachers to meet the needs of the curriculum and provide well for the present number of pupils on roll. The majority of staff are well deployed and a few opportunities are taken to share specialist expertise, such as in music.
- The '*athrawes bro*' suitably supports the teaching of Welsh by providing guidance and motivation for teachers.
- At the time of the inspection, one full-time member of staff was deployed as a support teacher working with relatively small withdrawal groups. The school has recognised shortcomings in this arrangement and plans to organise an additional class in the autumn term.
- The staff has suitable job descriptions. Teachers undertake duties as subject co-ordinators and some oversee subjects in which they have a specialist interest or qualification.
- There are suitable induction arrangements for teachers new to the school. A mentoring system is in place to support new teachers and there is an appropriate staff handbook to guide new and 'supply' teachers.

- The required arrangements for performance management are in place and teachers record and evaluate professional courses in a personal professional development file. Although teachers attend appropriate training courses, the information gained does not always effectively impact on practice across the school.
- The support staff makes a particularly valuable contribution to learning in the mixed-age early years classes. The school secretary undertakes a range of duties efficiently and the caretaker, cleaners and lunchtime supervisors all contribute well to the smooth running of the school.
- The accommodation is adequate for the number of pupils on roll. It has been adapted well to provide ample teaching areas, as well as a large hall. Classrooms and corridors are enhanced by attractive displays that help ensure pupils are taught in an attractive, stimulating environment. The building and site are kept clean and tidy.
- The millennium garden, within the grounds, is a valuable resource for pupils in KS1. The recent provision of a garden and outdoor learning and play area for the under-fives and the provision of play equipment in the large playground benefit older pupils. The outdoor provision positively contributes to the quality of learning and life throughout the school.
- The quality and quantity of the available learning resources are good and their use has a positive effect on pupils' standards in most subjects. However, the use made of resources in English, such as 'Big Books' and 'group readers' is limited. Furthermore, in some classes insufficient use is made of the interactive whiteboard and the computers available.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

- Forty-two children of nursery age and 36 children of reception age attend two parallel classes of mixed nursery and reception children. They all make good and sometimes very good progress.
- An early years unit has been successfully established this school year. The classrooms and a good outdoor learning and play area are being used very effectively. This provision is an outstanding feature of provision at the school.
- Good relationships, positive attitudes and good behaviour routines are well developed in both classes.
- Teaching in both classes is good, well focused, lively and relevant. Support staff makes a positive contribution to the teaching with good emphasis on developing positive behaviour.

Language, literacy and communication skills

Standards of achievement in language, literacy and communication skills are good in nursery and reception.

Good features

- Children make good progress in developing oral skills, gaining significant confidence when role-playing, responding to questioning and talking to adults.
- Children of nursery age listen attentively to stories, they can relate to the broad thrust of stories such as 'Flying Kites' and identify initial sounds confidently. They understand that words and pictures convey meaning and their interest is successfully fostered by using a wide range of good quality 'story sacks' and a well-stocked library.
- Good attention is paid to writing; nursery children have good pencil control and enjoy using their emergent writing skills in role-play. They progress from overwriting to underwriting, and have regular opportunities to creatively practice letter formation.
- Reception children begin to copy sentences and write independently with developing accuracy, most reception children read their books with confidence and use strategies to de-code new words; the more able read with expression.
- Children understand and respond well to Welsh commands and instructions; they join in enthusiastically with Welsh action songs and rhymes. All children are developing an awareness of the heritage and culture of Wales and photographic evidence shows that they enjoy wearing Welsh costume on St David's Day.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards of achievement in mathematical development are good in nursery and reception.

Good features

- Nursery age children count confidently to 10 and sequence numbers accurately knowing 'one more than' and 'one less than'. Children can sort and match according to shape, colour and size. Well-planned sand and water activities effectively foster understanding of mathematical concepts such as weight, length and capacity.
- Reception age children are developing good mental strategies when adding and subtracting numbers; they have a good understanding of the mathematics of money and have a good understanding of time. They continue to take part in role-play for example in the Three Bear's House. Children play in the toyshop and show increasing understanding of the concepts of buying, selling and giving change.

Shortcomings

- There are no major shortcomings.

Personal and social development

Standards of achievement in personal and social development are very good in nursery and reception.

Good features

- Children settle happily in school and relate well to their peers and adults. Nursery and reception age children play very well together. They respond positively to a very good range of rich experiences and exercise very good self-control. They concentrate for long periods when involved in tasks.

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- Considerable thought has gone into creating a 'teddy area'. Most children enthusiastically take part in role-play in the area and enjoy dressing in a teddy costume. They are beginning to show good imagination.
 - Children change quickly and independently for physical activities and take appropriate responsibility in personal hygiene. All children happily help in clearing equipment after the completion of tasks.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Standards of achievement in knowledge and understanding of the world are good in nursery and reception.

Good features

- Both nursery and reception age children have a good understanding of the seasons and daily weather patterns. They develop a good scientific vocabulary in relation to sorting materials. They understand the role of the postman, policeman, the fireman and the nurse and talk about them with increasing confidence. They make use of the immediate locality, visit a nearby country park and take care of their garden.
- Reception children develop their scientific awareness through their garden and understand that food and water are essential for living plants. They enjoy the competition of growing sunflower seeds.
- Children use simple programmes on the computer and produce graphics for display in the classroom. They understand that certain foods are good for them and can name examples of healthy eating, for example, milk and fruit during snack time.
- Class topics and investigations help to extend knowledge and understanding of the world. Work is closely related to children's everyday experiences such as making a picnic. Children use good geographical vocabulary when discussing flying kites.

Shortcomings

- There are no major shortcomings.

Physical development

Standards of achievement in physical development are good in nursery and reception.

Good features

- Nursery age children begin to handle small tools with increasing control. Children use sand, water and construction toys with increasing confidence and enjoy regular opportunities to play on large apparatus in the outdoor play area.
- In a formal physical education lesson, all children use space effectively. They understand the difference between running, walking, skipping, hopping and jumping.
- Reception children can vary the pace and direction of their movements; they are able to work in pairs and to link a series of actions together.

Shortcomings

- There are no major shortcomings.

Creative development

Standards of achievement in creative development are good in nursery and reception.

Good features

- Children have regular access to a very good range of activities. Both age groups use a good range of materials when developing their gluing, cutting, modelling and decorating skills. Children make choices when choosing colours to decorate kites and their bubble prints are prominently displayed in the classroom.
- Children enjoy role-play and respond particularly well to rhythm in music; they play five beats accurately during their musical instrument game. They experiment with a variety of instruments and make interesting sounds. All children know and sing a wide range of English and Welsh songs and perform these with confidence.
- All children experience cooking activities, making biscuits and bread. They develop good skills in mixing, rolling, shaping and cutting dough. They also prepare sandwiches for snack time.

Shortcomings

- There are no major shortcomings.

English

Standards of achievement in English are good overall in KS1.

Standards in speaking, listening and reading are good. Standards in writing are satisfactory.

Good features

- In Y1/Y2, speaking skills are good. Pupils express themselves with increasing confidence and are keen to ask and answer questions. They speak confidently to adults and pupils in Y1, for instance, use subject specific terms correctly when talking about mini-beasts.
- The majority respond positively to teachers' questions. The older pupils express themselves clearly and confidently, in group and class discussions, and readily offer comments about their experiences.
- Pupils listen attentively to their teachers and they generally maintain appropriate levels of concentration. Listening skills are good across the school with older pupils showing a good ability to listen to each other during discussions.
- Pupils develop the skills of reading well and achieve good standards. They use a number of strategies to de-code new words by looking at patterns or by using phonic skills. In Y2, more able pupils confidently describe the story and characters in their books and are beginning to name favourite books and authors.
- More able readers use punctuation correctly to promote good expression.
- Pupils make satisfactory progress in writing. They write for different purposes and produce a limited range of texts in an appropriate style. Pupils record personal experiences, compose stories and write about topics. According to age and ability they use capital letters and full stops appropriately.
- In their personal 'news' writing, more able pupils occasionally write well-structured extended pieces that reflect a good knowledge of spelling patterns. The content of their work is coherent and interesting.
- Across the key stage, on occasions, pupils write for different purposes, including letters, stories, poems, reports and instructions. Standards of handwriting are satisfactory. In the best examples, pupils' handwriting is neat, well formed and presented.

Shortcomings

- Pupils' skills in drafting and redrafting to improve their writing are underdeveloped and they seldom record their answers to questions in well-structured extended sentences.

Mathematics

Standards of achievement in mathematics are good in KS1.

Good features

- In Y1, pupils have a good knowledge of number bonds to 10. They confidently add and subtract within 20, count coins to at least 99p and readily sort objects into sets using simple criteria.
- They have a good knowledge of the names and properties of two-dimensional shapes including square, rectangle, circle and hexagon.
- By the end of Y2, pupils confidently count in twos, threes, fives and 10s to at least 50, and recognise odd and even numbers. They have a developing knowledge of number patterns linked to 'times tables'.
- They reliably use the four operations to make calculations within 20 and can sequence numbers in 10s to 100. They have a good knowledge of place value to tens and units, and the more able calculate in hundreds.
- Pupils have a clear understanding of halves and quarters and can recognise the hour and the half-hour on the clock, satisfactorily count minutes on the clock face and competently draw and interpret simple pictograms and block graphs.
- They estimate and compare lengths and weights, know the mathematical names for common two and three-dimensional shapes and sort shapes using simple criteria.

Shortcomings

- There are no major shortcomings although some pupils' mental skills are not sharp enough.

Science

Standards of achievement in science are good in KS1.

Good features

- Pupils' skills in scientific enquiry are developing well in Y1/Y2. For instance they enthusiastically investigate the effect of friction and gravity on model vehicles travelling down a ramp and they investigate which material is best to keep a 'teddy' dry. Pupils use their previous knowledge of materials to predict which materials are waterproof.
- Pupils are able to identify the properties of materials such as 'hard', 'soft', 'smooth' and 'shiny' and to relate them to the natural or man-made materials that objects are made from.
- By the end of Y2, pupils have a developing knowledge of forces, including magnetism and are beginning to understand that some materials are affected by magnetic force.
- Pupils in Y1/Y2 have a good knowledge of materials. For example, they investigate the properties of a range of materials used for warm or cool clothes, record their observations in a graph clearly and make a suitable chart to record the types of materials in the clothes they wear to school.

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- More able pupils develop appropriate knowledge of how heating or cooling can change materials and why some changes are irreversible and others not. Observation of the making of jelly, butter, lemonade and bread effectively increases their understanding of change.
 - Pupils in Y1 are developing a good knowledge of living things and life cycles. When talking about their study of frogs and butterflies, many use scientific language, such as ‘cocoon’ and ‘emerge’ accurately.
 - Pupils respond well to activities in the school grounds. They show good observational skills when learning about mini-beasts such as snails and insects that inhabit the grounds. For example, pupils in Y1 observed butterflies and snails emerge in the classroom and released them in the Millennium garden in the school grounds.
 - All pupils successfully enhance their knowledge of natural science through educational visits to Farm World, Nant Mill and the Alyn Waters Country Park.

Shortcomings

- There are no major shortcomings.

Welsh second language

Standards of achievement in Welsh as a second language are satisfactory overall in KS1.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. They listen well, both to their teachers and to each other.
- In Y1, pupils build well on the knowledge, understanding and skills acquired in early years. In Y1/Y2, pupils use incidental Welsh regularly during assemblies, registration periods and in some other subjects such as mathematics and physical education.
- Pupils confidently recite prayers and sing a wide range of songs in Welsh. Many display good oral skills when answering questions about the weather, colours and mini-beasts. For instance, they can respond to questions about their names ‘*pwyt ti?*’ and how they feel ‘*sut wyt ti?*’. They confidently use this vocabulary in Welsh lessons.
- Pupils demonstrate satisfactory reading skills in Welsh, during whole-class activities, when they read from cue cards and storybooks. Classroom displays also encourage pupils to develop their bilingual skills.
- Pupils make good use of individual whiteboards to write particular sentence patterns during lessons. A few more able pupils are able to extend these sentences with additional vocabulary.

Shortcomings

- Many pupils’ pronunciation and intonation are inaccurate. Their ability to create a simple dialogue and act it out through role-play, in order to extend their oral skills, is underdeveloped.
- Most pupils’ recall of previously learnt sentence patterns and vocabulary lacks confidence and they seldom use incidental Welsh spontaneously in lessons. There was no evidence of Welsh being spoken during play times and lunchtimes.
- Most pupils have very little understanding of the meaning of the words in the Welsh prayers and songs they recite.

Design and technology

Standards of achievement in design and technology are good in KS1.

Good features

- Pupils use tools and equipment safely and consider the hazards and risks in their activities. They work with a good range of materials.
- Pupils work in pairs, groups or individually to plan and design their work. They sketch plans to make masks, robots, weaving cards, birthday cards and instruments. Products are generally well linked to current topic work, such as the pupils' designs for sculptures.
- Pupils demonstrate sound development of basic making skills and have good skills in cutting, shaping and joining different materials, such as when making their robots, owls and masks. They consider the materials needed, the tools required for cutting and the methods for joining.
- Work with construction materials and interlocking equipment such as blocks and Lego enables pupils to progress to building more complex models such as toy vehicles. Pupils understand how to construct wheels and axles when making toy cars and can use paper clip joints that allow movement when making cards.
- Pupils use commands effectively to move a programmable toy, such as a 'Roamer' and remote-controlled cars, forwards and backwards.
- By the end of Y2, pupils are just beginning to evaluate and record their ideas in pictures, words and sketches. A few pupils are able to suggest ways of improving work.

Shortcomings

- Pupils' skills in recording initial designs and the stages of making, and in developing evaluations and refining a design as it develops are at an early stage of development.

Information technology

Standards of achievement in information technology are satisfactory in KS1.

No lessons in information technology took place during the inspection. However, use of the interactive whiteboard was observed in two lessons and a number of pupils were observed using computers. Further evidence is drawn from the scrutiny of pupils' work, teachers' planning and discussions with teachers and representative groups of pupils in Y1/Y2.

Good features

- In Y1, pupils competently use word-processing and 'draw and paint' programs. They enter and amend text demonstrating developing keyboard skills. Pupils use the mouse appropriately to give instructions, such as to print, and to select tools when drawing on-screen.
- Pupils successfully combine text and graphics, such as when using a simulation package to sort pictures of objects according to criteria such as 'rough' or 'smooth' and enter information, for example the results of a survey of favourite shops, in a prepared database and print graphs.
- In the mixed Y1/Y2 classes pupils suitably consolidate their word processing, data handling and graphics skills. More able pupils know how to change the font and how to manipulate pictures and labels when 'building' a street map of the locality on-screen.

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- Across the classes, pupils confidently use the mouse and follow instructions on the computer screen when operating programs to practise skills in literacy and numeracy.

Shortcomings

- Pupils' skills in drafting, editing, saving, retrieving and printing their work with appropriate independence are underdeveloped.
- Pupils seldom operate ICT systems, such as a listening station or CD-ROM, without close support. Many are unfamiliar with computer terminology such as hard disc and the older pupils lack sufficient competence in presenting information, for example, by using pictures and sound.

History

Standards of achievement in history are satisfactory in KS1.

One lesson in history was observed. Judgements are based on the scrutiny of pupils' work, teachers' planning and discussions with representative groups of pupils in Y1/Y2.

Good features

- In Y1, pupils are developing awareness of chronology such as through sequencing pictures of bath-time, washing day and the life of Laura Ashley. They also compare old and new when studying toys and clothes.
- Pupils in the mixed Y1/Y2 classes clearly describe changes in household chores in Victorian times compared with today. They know that flat irons were heated on a fire and enthusiastically describe how a 'Dolly Tub' and 'Mangle' were used.
- They show that the first-hand experiences gained from visiting places such as Erddig enable them to identify and understand important social changes.

Shortcomings

- Older pupils' recall of the people and events they have studied is very limited. They have little understanding that there are different ways of representing the past.
- Pupils only rarely record their work in history; there is little evidence to show that pupils further their knowledge of history through observing photographs, artefacts and using a range of information sources.

Geography

Standards of achievement in geography are good in KS1.

Good features

- In the study of place, pupils have a good awareness of their locality. They observe and collect information during local fieldwork and visits to places such as Alyn Waters Country Park and 'Farm World'.
- Pupils have a growing awareness of places further afield. The study of Tocuaro effectively extends pupils' knowledge of other customs and countries. They have good recall of the similarities and differences between Llay and Tocuaro in Mexico.
- Pupils' enquiry and mapping skills are good. They make and use a developing range of maps and plans. The topic work based on the story of 'Alex's New Clothes' gave pupils good opportunities to develop mapping skills. They make good use of symbols and co-ordinates to identify key features.

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- Pupils use geographical terms such as hill, church, pond and shops to identify features on a map.
 - Pupils confidently identify Wales on a map of the United Kingdom.

Shortcomings

- There are no major shortcomings.

Art

Standards of achievement in art are good in KS1.

Good features

- Pupils make good use of a suitable range of media, such as pastels, pencil, crayons and charcoal to produce interesting patterns for the ‘The Leopard Drum’ and colourful designs for their flower sketching.
- Pupils undertake a wide range of creative experiences, including drawing, collage, printing, painting and modelling. They successfully develop their manipulative and practical skills when designing textured art in the style of Klint, for example.
- Studies of the work of famous artists such as Monet, Van Gogh and Klint help pupils to appreciate different artistic styles and approaches. Pupils’ work based on ‘Sunflowers’ by Van Gogh demonstrates their ability to capture the basic essence of a picture through the medium of collage.
- Pupils observe artefacts and develop close observational drawing skills well. They enhance their skills through using ‘paint’ programmes on the computer and produce images of the world around them.
- Pupils produce a variety of good quality art in response to the stimulus of stories such as ‘Handa’s Surprise’. Their artwork is attractively displayed around the school.
- Through links with the ‘Alyn Waters Country Park’ pupils successfully developed designs for a sculpture trail. They carefully prepared designs using clay; the finished items are cast in bronze and form a feature of the park.

Shortcomings

- Pupils do not sufficiently develop their painting, drawing and three-dimensional artwork skills to enhance their topic work and their knowledge of Welsh artists is limited.

Music

Standards of achievement in music are good in KS1.

All pupil benefit from opportunities to perform in assemblies, Harvest and Christmas festivals and musical productions such as ‘Noah’, staged in St Martin’s Church.

Good features

- Pupils throughout the school sing a wide range of hymns and songs well in both Welsh and English. They thoroughly enjoy musical activities and the majority sings confidently and tunefully, paying good attention to diction and pitch.
- Most pupils recognise and name a wide range of tuned and untuned percussion instruments and know how to play them. Instruments are handled with sensitivity and care.

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- When performing their composition based on ‘Alex’s Kitchen’ pupils demonstrate good knowledge of dynamics, silence and pitch. They work hard to improve their performance as the lesson progresses.
 - Through a variety of opportunities, such as listening to a variety of music in assemblies, pupils develop a good ability to listen and appraise. They are able to name Vivaldi’s ‘Summer’ and they respond appropriately to the mood of a piece of music entitled ‘Memories’. These experiences enable pupils to appreciate a range of musical forms and genres.

Shortcomings

- There are no major shortcomings.

Physical education

Standards of achievement in physical education are satisfactory in KS1.

Two lessons in physical education were observed during the inspection. Planning and resources were also scrutinised.

Good features

- Pupils in the Y1 class understand the effect of energetic exercise on breathing and heart rate. They warm up and cool down appropriately before and after exercise.
- In general, pupils listen and respond quickly to directions and demonstrate appropriate control of a variety of travelling movements when playing the ‘Traffic Lights’ game, for instance.
- When practising games’ skills, pupils control a ball well with their feet; they change pathways and also demonstrate good control of the ball using their hands. They satisfactorily extend their skills in passing and receiving a ball and most have good hand-eye co-ordination.
- In a Y1/Y2 class, pupils move about the floor space energetically and show appropriate spatial awareness. They jump and land with appropriate control and satisfactorily develop a sequence of movements that transfer their body weight to different parts of their bodies.
- Pupils work with short bursts of energy; the most competent have well developed balancing and co-ordination skills.

Shortcomings

- In games and gymnastics, pupils do not concentrate sufficiently on improving their skills and performance. They do not observe the work of others and build on their evaluations to improve the quality of their performances.

Religious education

Standards of achievement in religious education are satisfactory in KS1. Two lessons in religious education were observed. Further evidence is drawn from the scrutiny of pupils’ work and teachers’ planning, plus discussions with representative groups of pupils in Y1/Y2.

The school’s provision in religious education is appropriately based on the locally agreed syllabus.

Good features

- Pupils know that stories about Jesus are found in the Bible. More able pupils name the Old and New Testaments and know the Bible is a 'special book' for the Church.
- Pupils have sound recall of religious festivals, including Christmas, Easter and Divali and of the events they celebrate. They recall making Diva lamps and retell the story of the empty tomb, for example.
- From listening to religious stories, such as in assembly, pupils recall the stories of Noah and Joseph from the Old Testament and name several of Jesus' disciples. More able pupils know that Jesus performed miracles, such as changing water into wine and that the stories he told are called parables.
- Pupils know a priest or vicar is a religious leader and from observing a collection of vestments they understand that the priest wears special clothes. They have a developing awareness that different colours are associated with particular times in the church calendar, such as gold for celebrations.

Shortcomings

- Pupils have very limited knowledge of the elements of Christian worship and the features of a religious building. Their knowledge of services such as baptism is underdeveloped.
- Pupils' knowledge of religion and religious customs is limited. They seldom further their knowledge through observing photographs, reading for information, using a range of media and studying artefacts. They only rarely record their work in religious education.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Taken overall, insufficient progress has been achieved in resolving the three key issues raised by the last inspection.

Furthermore, standards were judged satisfactory in Welsh as a second language, information technology, and religious education. This inspection also finds satisfactory standards in these subjects.

The key issues from the inspection in April 1998 were:

- **develop the assessment and recording procedures to focus clearly on achievement, rather than experience, and to use the information to guide teaching and learning;**

The school has established clear procedures to record pupils' individual achievements but there is little evidence to indicate the effective use of assessments to guide teaching and learning.

- **develop the roles of co-ordinators to systematically monitor the effect of the implementation of schemes of work on pupils' learning in all classes;**

Subject co-ordinators regularly monitor planning as a means of ensuring appropriate curricular coverage. However, their role in monitoring the effect of the implementation of schemes of work is still at a very early stage of development.

- **identify specific targets for achievement and incorporate into development planning;**

Although the school has implemented end of key stage target setting as required, the SDP does not include specific targets for improvement in standards.

8.2 Key Issues for Action

In order to raise standards further and improve the quality of education, the school and the governing body, with the support of appropriate agencies, should:

- improve the satisfactory standards in information technology, history, physical education and religious education and in the key skills of reading, writing, numeracy and ICT across the curriculum;
- build on the already good teaching, placing particular emphasis on:
 - identifying precise learning objectives in lesson planning;
 - using assessments more rigourously to match work to pupils' needs and ensure good progress is maintained, especially by pupils of average and above average ability;
- systematically collate and analyse assessment data to improve the tracking of pupils' progress and assist in developing group and individual target setting to promote higher standards;
- review whole-school curricular planning and develop systematic planning to promote the development of key skills;
- continue to develop the leadership roles of subject co-ordinators and develop focused evaluation and monitoring strategies, linked to the SDP, to promote and secure further improvements.

APPENDIX

A. Basic Information About the School

Name of School	Park Infants School
School type	Community
Age-range of pupils	3 – 7 years
Address of school	School Road Llay Wrexham
Post-Code	LL12 0TR
Telephone Number	01978 852414

Head teacher	Mrs J Phillips
Date of appointment	1 st January 1988
Chair of Governors	Councillor D Broderick
Registered Inspector	Mr M T Ridout
Dates of inspection	5 th – 8 th July 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	21	38	51	39	149

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18 : 1
Pupil : adult (fte) ratio in nursery classes	1 : 12
Average class size, excluding nursery and special classes	25.6
Teacher (fte) : class ratio	1.4 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	Nursery	Reception	KS1	Whole school (except nursery)
Summer 2003	83.0	93.4	93.8	93.6
Autumn 2003	91.0	89.0	92.7	90.85
Spring 2004	89.0	92.9	94.5	93.7

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

END OF KS1: 2004

National Curriculum Assessment KS1 Results 2004 and National figures for 2003			Number of pupils in Y2: 39						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher assessment	School	0	0	0	5	95	0	0
		National	0	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	0	8	59	33	0
		National	0	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	0	0	13	87	0	0
		National	0	0	5	14	69	11	0
EN: Oracy	Teacher Assessment	School	0	0	0	0	100	0	0
		National	0	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	0	59	41	0
		National	0	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	0	0	100	0	0
		National	0	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	95	In Wales:	79

- D Pupils who have been disapplied from the statutory arrangements
A Pupils who have failed to register a level because of absence
W Pupils who are working towards Level 1

D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for nine inspector days (over four days) gathering first-hand evidence. In total, 40 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors observed registration sessions, school assemblies and break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, plus the work of a sample of pupils with SEN were scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by three parents before the inspection and considered 45 parents' responses to a questionnaire.
- Few lessons in design and technology, information technology, history, physical education and religious education were observed during the inspection.

- At the end of the inspection, the main findings of the inspection were discussed with the senior staff. A short time after the inspection, meetings were held with staff and governors to report the findings of the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M T Ridout	Rgl	The school and its priorities; main findings of the inspection; standards in subjects and areas of learning; standards in key skills; teaching; curriculum; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection.	English; mathematics; information technology; history; physical education; religious education.
Mrs B Thorne	Team	Pupils' spiritual, moral, social and cultural development; assessment recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.	Provision for the under fives; science; Welsh as a second language; design and technology; geography; music; art.
Mr S Roberts	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	

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.