

REPORT

on the

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

PENARLÂG PRIMARY SCHOOL

School Number: 664/2093

Date of Inspection: 14th-16th June 2004

by

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Registered Inspector

Under Estyn contract number:
T/233/03P

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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:

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Penarlâg Primary School is on the edge of a residential area in the small town of Ewloe in Flintshire. In the main, the area in which the pupils live is described as being neither prosperous nor economically disadvantaged although there is some level of economic disadvantage. Sixteen percent of pupils are entitled to receive free school meals. There are 178.5 pupils on the school roll including 17 part-time nursery age children. The number of pupils at the school has reduced by approximately 20 in the last three years. There are eight full-time and two part-time teachers on the staff. The school was last inspected in June 1998.

All pupils come from English speaking home backgrounds and 97.3% of pupils are white. Forty-one pupils have been identified as having special educational needs (SEN) and a further five have a statement of SEN. Pupils are said to cover the full range of ability.

The main aims of the school are to:

- Provide a quality education for all pupils
- Ensure that all pupils learn as effectively as possible
- Focus on outcomes, that is, what pupils learn as a result of teaching.

Shorter-term aims identified in the school development plan (SDP) include:

- Preparation for the inspection
- Continuation of the Performance Process
- Completion of the Literacy Action Plan
- Preparation for Investors in People re-accreditation
- Management of teacher induction
- Review of curriculum leader appointments
- Continuation of the development of assessment in foundation subjects
- Development of outdoor education
- Creation of a home-school working party.

2. MAIN FINDINGS

The main findings of the report

- Penarlâg Primary School is a good school with many positive features. This is reflected in the hardworking ethos of the staff and the positive behaviour of the pupils. Good progress has been made since the last inspection.
- The educational provision for the under-fives is appropriate and successfully promotes the desirable outcomes for children's learning. Standards in the six areas of learning are as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Good	Satisfactory
Personal and social development	Satisfactory	Satisfactory
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Creative development	Good	Satisfactory
Physical development	Good	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in National Curriculum (NC) subjects and religious education are as follows:

Subject	Key Stage 1	Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Very Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Satisfactory

- Overall standards are good. During the inspection, standards were very good in eight per cent of the lessons seen, good in 65% and satisfactory in the remaining 27%. Pupils make good progress. This is a significant improvement from the previous inspection.
- Standards achieved in the use of key skills are good overall. They are as follows:

Key Skill	Early Years	KS1	KS2
Speaking	Good	Satisfactory	Satisfactory
Listening	Satisfactory	Good	Good
Reading	Good	Good	Good
Writing	Good	Good	Good
Overall grade for literacy	Good	Good	Good
Numeracy	Satisfactory	Satisfactory	Satisfactory
Information and communications technology	Good	Good	Good

- The provision for pupils' moral and social development is good. It is satisfactory for spiritual and cultural development. The school has a purposeful ethos. The School Council and Eco-Committee function well. The requirements for the daily act of

collective worship are met. However pupils are not given sufficient opportunity to reflect on matters of spiritual worth.

- Pupils' behaviour and attitudes to learning are good. These strengths have a positive impact on progress and the standards achieved. Pupils are polite and helpful towards adults who work in the school and visitors.
- Attendance is good. The vast majority of pupils attend school regularly. Pupils' punctuality at the start of day is good. Lessons and school sessions start and finish on time.
- The quality of teaching was satisfactory or better in all lessons observed. It was very good in approximately five per cent of lessons, good in 45% and satisfactory in the remaining 50%.
- Members of staff have high expectations for both behaviour and learning and this has a positive influence on pupils' attitudes to their work. Teachers use praise and encourage pupils in a positive manner.
- The quality of assessment, recording and reporting is satisfactory. The school has developed a pupil tracking system that includes details of assessment in the core subjects; class and individual targets are set. Assessment in the non-core subjects is underdeveloped. Neither has the school developed a system that gives teachers a common understanding of NC levels.
- The school provides a broad, balanced curriculum that meets the statutory requirements of the NC. Provision for the under-fives is appropriate.
- The curriculum is enhanced and extended by a good range of extra-curricular activities, including team games. Homework is appropriate and mainly focuses on English and mathematics. KS2 pupils benefit from the opportunity to participate in an annual residential visit. These visits are a very positive aspect of school life.
- The quality of support and guidance in the school is good. The school is fully aware of its responsibilities to pupils and through well-organised systems ensures their safety and well-being. Pupils say they know who to approach if they should have a problem and that they would be helped.
- The quality of provision for pupils with special educational needs (SEN) is satisfactory. All pupils on the SEN register make good progress. The SEN policy is thorough and fully addresses the requirements of the Code of Practice. SEN pupils are aware of their targets and are fully involved in monitoring their own progress.
- The school's partnership with parents is very good. Links and liaison with the community, schools and other institutions are good. Parents are very involved in school life and support the school in a number of different ways. The school values the contribution parents make.
- Partnership with industry is satisfactory. The school has been successful in seeking grants and donations from businesses and commerce to improve resources and develop areas of the curriculum.
- The quality of self-evaluation and planning for improvement is satisfactory. The self-evaluation process is at an early stage of development and is not yet embedded as an integral feature of the school improvement process.
- Leadership and efficiency are good overall. The stated values and aims are reflected in the ethos and work of the school. The headteacher is well supported by the governing body.
- The quality of staffing, accommodation and learning resources is good. Teachers are suitably qualified and experienced and support staff play a positive part in enhancing provision for pupils.

- The school was last inspected in June 1998 when five key issues for action were identified. Overall, good progress has been made in addressing the key issues.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Overall standards are good. During the inspection standards were very good in eight per cent of the lessons seen, good in 65% and satisfactory in the remaining 27%. This is a significant improvement from the previous inspection.

- The standards achieved by pupils under the age of five are good overall. In the nursery class, they are good in language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative and physical development. They are satisfactory in personal and social development.
- In the reception class, standards are good in mathematical development, knowledge and understanding of the world and physical development. They are satisfactory in language, literacy and communication skills, personal and social development and creative development.
- Nursery children are happy in school; they are familiar with school routines. By reception age, children are confident and relaxed and generally co-operate with each other when engaged in their activities.
- In KS1 and KS2, standards are good in the core subjects of English, mathematics and science.
- In the non-core subjects at KS1, standards are very good in design and technology (D&T), they are good in information technology (IT), history, physical education (PE) and religious education. They are satisfactory in the remaining subjects of Welsh second language, geography, art and music.
- At KS2, in the non-core subjects, standards are good in D&T, IT, history, geography and PE; they are satisfactory in the remaining subjects.
- Baseline scores indicate that children enter school with scores that are slightly higher than the local education authority (LEA) average. The scores compare well with those from similar schools.
- In 2003, all KS1 pupils achieved at least the average Level 2 in each of the core subjects in end of key stage statutory teacher assessments. The percentage of pupils achieving the higher Level 3 was above both local and national averages. Compared with similar schools (that is schools where between 9% and 16% of pupils are entitled to receive free school meals) the 2003 results were in the highest performing band.
- KS1 results for 2004 are higher than the previous year's national average in English and science. In mathematics 16% of pupils achieved Level 1, 42% Level 2 and 42% Level 3. In English and science 100% of pupils achieved Level 2 or above, including 66% who achieved Level 3 in science.
- KS2 Standard Assessment Task (SAT) results have shown a general upward trend over recent years. Results in 2003 were above local and national averages. Generally, results in each of the core subjects are similar, as are boys and girls results.
- In 2003, KS2 English and science results compared well with those in similar schools and were above the average. However, mathematics results were not as good and were slightly below the average.

- The percentage of KS2 pupils who achieved the higher Level 5 result in 2003 was well above the local and national averages in mathematics. Level 5 results in English and science were similar to local and national averages.
- In all subjects over the last two years, there are differences between the targets set for pupils' KS2 results and the actual results achieved. In most cases, the results exceed the targets set.
- Provisional KS2 SAT results have been received for 2004 and indications are positive with 100% of pupils achieving at least the expected level in science, 91% in mathematics and 77% in English. Based on 2003 statistics these results would place the school in the highest performing bands in mathematics and science.
- All pupils, including those with SEN, make good progress in the school.

3.2 Standards achieved in key skills across the curriculum

Standards in the key skills of numeracy and speaking are satisfactory. In listening, reading, writing and in ICT standards are good.

- Pupils' have good listening skills and these are particularly evident in introductions and conclusions to lessons when they listen attentively. Group reading activities are also enhanced by good and effective listening by pupils.
- Paired and group activities allow pupils to develop speaking skills in a range of situations such as in role play activities for younger pupils and during science experiments. Pupils use imaginative language that is appropriate to the situation. In some lessons, pupils do not have enough opportunities to discuss issues.
- Pupils use their reading skills well to access information from various sources. They use higher order reading skills, indexes and glossaries efficiently to search for relevant facts.
- Pupils use their writing skills well for a variety of purposes. There is an expectation that written work will be well presented and pupils write neatly and legibly. Younger pupils produce descriptive and chronological writing, for example, after a visit to a local parkland area. Older pupils, when studying World War II, present historical information in a systematic manner.
- Pupils make regular and satisfactory use of numeracy to enhance and support their learning. They measure and record data in a variety of ways in science investigations, carry out surveys or record the outcomes of taste preference activities in D&T.
- Pupils make good use of their ICT skills in a range of subjects using a variety of applications. Younger pupils use computers to record the weather, some producing a weather chart. When carrying out science activities they use 'drag and drop' skills to sequence events, add a written commentary and print their work.
- Pupils use the Internet for research purposes such as obtaining information to create a tourist brochure.

<h2>4. ETHOS OF THE SCHOOL</h2>
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4.1 Pupils' spiritual, moral, social and cultural development

The school has a purposeful ethos. The provision for pupils' moral and social development is good and, for spiritual and cultural development, it is satisfactory.

- Pupils enjoy coming to school and this is reflected in their attitude to learning. Pupils play a key role in establishing rules that guide the daily life of the school. They work collaboratively and take their responsibilities seriously. This is reflected in such activities as the ‘Helpwr Heddiw’ and the ‘Playground Monitor’ system.
- Adults in the school provide good role models. Pupils show respect for each others’ ideas and personal and school property. The school’s promotion of positive values and attitudes is reflected in pupils’ courteous attitude and their ability to distinguish right from wrong.
- Extensive opportunities are provided to enhance moral and social development. The School Council and Eco-Committee function well and provide pupils with opportunities to identify collective needs. The School Council enables pupils to express their own views and opinions on school life; this contributes to their development as responsible citizens.
- Through charity events such as ‘Operation Christmas Child’ and the ‘Marie Curie Daffodil’ appeal, pupils consider the needs of those less fortunate than themselves.
- The extensive range of visits and extra-curricular activities is very effective in promoting social development.
- The school meets statutory requirements for collective worship. Assemblies follow a weekly theme and are of a broadly Christian character. Pupils enter whole-school assemblies to background music in an orderly manner and this sets an appropriate tone. Pupils are not given sufficient opportunities during acts of worship and in the daily life of the school for individual reflection on matters of spiritual worth.
- Pupils are aware of the importance of being global citizens. Integrated studies of the traditions and cultures of other countries such as India, China and Mexico, effectively develop multi-cultural awareness.
- The school positively encourages aspects of equality, including racial equality.
- Activities such as St. David’s Day Celebrations draw pupils’ attention to the culture and heritage of Wales. However, pupils’ knowledge and understanding of the culture of the land in which they live is underdeveloped.
- The school’s approach to personal and social education addresses the recommendations of the ACCAC framework; pupils respond well to the provision.

4.2 Behaviour and attitudes

Pupils’ behaviour and attitudes to learning are good. These strengths have a positive impact on pupils’ progress and the standards they achieve.

- Pupils’ behaviour in and around the school is good and makes a good contribution to the quality of life in the establishment. They are polite and helpful towards adults who work in the school and visitors.
- Behaviour in classrooms is good, reflecting the positive interest and enthusiasm with which the pupils nearly always approach their work.
- In almost all lessons, pupils settle well to their work, listen to their teacher and sustain concentration.
- In the year prior to the inspection, there were two fixed term exclusions. Appropriate procedures are in place for such eventualities.
- A clear policy for promoting and rewarding good behaviour, effort and achievement is effectively implemented across the school. Adults promote pupils’ behaviour well by using a firm but encouraging approach. Adults know the pupils well and relationships between pupils, and between pupils and adults, are good.

- The school has an equal opportunities and race equality policy, as required by recent legislation. All pupils, including those with SEN or those from ethnic minority backgrounds, are encouraged to take part in all activities offered by the school. Nevertheless, whilst some of the older pupils say they have a good understanding of racial awareness, this was not the case elsewhere in the school.
- There is an appropriate anti-bullying policy. Pupils state that instances of bullying are rare. They confirm that adults will deal with any incidents quickly and effectively. No incidents of bullying were observed during the inspection.
- Parents are happy with the standards of behaviour achieved and feel that pupils are caring and relate well to others.

4.3 Attendance

Attendance is good.

- The vast majority of pupils attend school regularly. Absence from school is usually because pupils are ill, although a small minority of families take holidays during term time.
- Unauthorised absence is minimal because parents provide a valid reason for their children's absence.
- The school cares well for those pupils whose attendance gives rise for concern. The Education Social Worker (ESW) is involved where appropriate.
- No specific targets have been set to improve attendance.
- Registration periods are efficient and registers are completed on time. Registers comply with the requirements of the National Assembly for Wales.
- Pupils' punctuality at the start of the school day is good. Lessons and school sessions start and finish on time.

<h2>5. QUALITY OF EDUCATION</h2>

5.1 Teaching

During the inspection there were three teachers on either temporary or supply contracts in the school. The quality of teaching was satisfactory or better in all lessons observed. It was very good in approximately five per cent of lessons, good in 45% and satisfactory in the remaining 50%. Teachers and support staff are committed and enthusiastic.

Good features

- All teachers have appropriate teaching and learning plans that are based on pupils' previous attainment. Work is suitably adapted to cater for the various abilities within classes.
- Teachers use a range of strategies to stimulate pupils' interest. Most lessons have an introduction that makes reference to previous work, an activity session and a concluding discussion when pupils have an opportunity to recap and reinforce what they have learnt.
- Lessons are generally well paced and teachers make good use of artefacts and resources including IT equipment to stimulate learning.

- Members of staff have high expectations for both behaviour and learning and this impacts positively on pupils' attitudes to their work and the standards they achieve. Teachers use praise and encourage pupils in a positive manner.
- In the most successful lessons, teachers use modelling and demonstration to encourage high standards from pupils; they also make good use of specific, specialist vocabulary and terminology.
- Lesson objectives are shared with the class and effective questioning encourages pupils to think and to devise strategies to complete their work.
- Pupils' interest in lessons is enhanced when teachers give them a real purpose for their work, such as writing letters in response to queries.
- In the best lessons, teachers give pupils an indication of the amount of work required and the time allocated to complete it. They move around groups supporting learning whilst encouraging pupils to develop independent skills such as searching for information or using dictionaries.
- Teachers generally have high expectations regarding the way pupils present their work and as a result it is tidily organised and well presented.
- Teaching assistants, particularly those in early years classes, provide very good support. They are empathetic to the needs of the children and extend and promote their learning.

Shortcomings

- Some introductions to lessons are long and lack enthusiasm; teachers tend to dominate discussions. Consequently pupils lose concentration and interest and become restless.
- Occasionally teachers allow insufficient time at the end of lessons to recap what has been learnt and to reinforce some of the main teaching points.
- A small minority of lessons lack challenge, variety and pace. On occasions, teachers do not allow pupils sufficient opportunities to develop strategies to become independent thinkers and learners.
- Sometimes, teachers do not set clear expectations and consequently management of behaviour is uncertain and pupils behave erratically.
- Generally teachers have good subject knowledge but this is not always the case, for example in the teaching of Welsh.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory.

- The assessment, recording and reporting policy provides practical guidelines for teachers. It contains an annual assessment calendar detailing the key assessments for every year group.
- Assessment opportunities are clearly identified in schemes of work and weekly teaching and learning plans. These provide a focus to plan future learning.
- Assessment in the early years is based on the Flintshire 'Travelling Together' model and is carried out on a termly basis. Statutory Baseline assessment takes place during the autumn term of the reception year. The outcomes of assessment are used to identify any specific learning needs.
- The school carries out all NC statutory assessments and also uses other standardised tests in Years 3, 4 and 5. Generally teachers have an accurate view of individual pupils' abilities in the core subjects.

- The school has developed a pupil tracking system that includes details of assessment outcomes. The results are analysed and whole school, class and individual targets are set.
- On a termly basis, teachers level a piece of work for each of the core subjects using NC criteria. Clear targets for improvement are produced for individual pupils. This process is very effective in raising standards.
- Teachers meet to discuss levelled work but the school has not developed a common understanding of NC levels in all subjects.
- Pupil profiles contain examples of work and help to build up a composite picture of each individual's progress. The profiles are not arranged in a systematic way. This reduces their effectiveness.
- Assessment in the non-core subjects is underdeveloped. The school is trialling an approach to assessment in history and geography, linked to the key learning objectives in the schemes of work.
- Assessment and recording procedures for pupils with SEN is good and fully meet the requirements of the Code of Practice. SEN pupils' progress is carefully monitored; Individual Education Plans (IEPs) contain specific targets and are regularly reviewed.
- Marking is carried out regularly and is consistent with the marking policy. Where it is most effective it provides pupils with guidance on how to improve the quality of their work.
- Parents' evenings are held three times a year. The annual written reports are of a good standard; they are detailed and informative. The reports focus on pupils' attainment and progress as well as the work covered. Where they are most effective, reports provide clear targets for improvement. Reports in the early years reflect pupils' progress in the six areas of learning.

5.3 Curriculum

The school provides a broad, balanced curriculum that meets the statutory requirements of the NC and the local authority's Agreed Syllabus for religious education.

- The overall educational provision for the under fives is appropriate to their needs. The school's planning for early years education supports children in making good progress overall towards the Desirable Outcomes for Learning.
- Curriculum planning for KS1 and KS2 is good and includes policies that are reviewed as required. Some schemes of work do not meet the requirements of the NC for Wales.
- Teaching time meets recommendations.
- There is a consistent approach to short-term planning that, as well as identifying subject objectives, also identifies key skills. However, there is some confusion in the school regarding the difference between key skills and common requirements.
- The quality of the curriculum provided for children with SEN in classes is good. The NC is not modified for any pupil and neither are there any disapplications. All pupils are offered equality of opportunity.
- Arrangements for personal and social education (PSE) are good. PSE is delivered through subjects such as science and religious education, and also via dedicated activities such as circle time.
- The curriculum is supported and extended by a good range of extra-curricular activities that take place at lunch times and after school. These include a maths club, gymnastics sessions, French lessons and team games. Individual pupils have access to tuition on a range of musical instruments.

- Voluntary support is effective in enhancing standards in mathematics at KS2.
- A homework policy sets out the school's expectations. Homework focuses on mathematics and English and is regularly marked. It is appropriate for the age groups for which it is set.
- A range of visits take place to enhance pupils' knowledge and understanding. These have included visits to a local quarry, to art exhibitions and to Techniquest. All KS2 pupils benefit from the opportunity to participate in an annual residential visit. These visits are a very positive aspect of school life.
- Pupils' awareness of the Cwricwlwm Cymreig is limited, partly due to the heavy reliance on schemes of work devised for the NC in England.
- Appropriate procedures are in place to ensure pupils develop an awareness of issues such as sustainability and global citizenship.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance offered to all pupils is good.

- The school is fully aware of its responsibilities to pupils and through well-organised systems ensures pupils' safety and wellbeing.
- The headteacher and staff know the pupils well and provide a friendly environment in which pupils are provided with good quality educational and personal guidance.
- There are appropriate procedures in place for child protection. These comply with the LEA child protection protocol and staff have received guidance concerning its implementation. The headteacher has received training to assist in carrying out the role of Child Protection Officer. At present, the school does not have a child protection policy.
- Systems are in place to ensure that pupils know who to approach should they have a problem. They say they are confident that they will be helped.
- Good quality policies such as the equal opportunities policy, the race equality policy and administration of medicine policy support pupils' welfare.
- Induction procedures and documentation such as the staff handbook ensure that new members of staff are aware of school procedures. These arrangements ensure a consistency of approach.
- Midday supervisors have received training and display a caring attitude to the pupils. The level of supervision at lunchtimes is adequate. Appropriate arrangements are in place for attending to accidents and to assist those with allergies such as hay fever. There are occasions when pupils play in areas where there is no direct supervision.
- Older pupils support younger pupils at lunchtimes and break times through the 'Playground Monitor' system.
- Whole-school risk assessments are carried out on an annual basis by the headteacher and premises sub-committee of the governing body.
- Clear guidance is in place for the organisation of educational visits and risk assessments are undertaken by the visit leaders.
- In areas of the curriculum such as gymnastics and food technology pupils are given appropriate guidance in aspects of health and hygiene.
- The school is beginning to promote healthy lifestyles through initiatives such as the Fruit Tuck Shop and Mile Challenge. These are effective in supporting pupils' efforts to remain healthy.
- The school's sex education policy does not take into account recent Welsh Assembly Government guidance. At present the school does not have a substance misuse policy.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for SEN is satisfactory overall. Pupils on the SEN register make good progress.

- 46 pupils have been identified as having SEN, including five who have statements. This equates to 27.6% of the school roll. All pupils with SEN have access to the whole curriculum and are fully integrated into the life of the school.
- The policy for SEN is thorough and meets the requirements of the Code of Practice.
- A designated SEN Co-ordinator (SENCo) is employed for ten hours a week. One hour of this time is used for administration; the remaining hours are used for contact with pupils, both in classes and during withdrawal sessions. The SENCo provides teachers with valuable support and advice about teaching approaches and resources.
- The school's SEN provision is well supported by members of the Flintshire Inclusion Service, who visit on a weekly basis. Links with other outside agencies are well established.
- All pupils on the SEN register have Individual Education Plans (IEPs). A partnership approach between the SENCo and class teachers ensures that IEPs contain clear targets for improvement. The majority of the IEPs focus on the development of literacy, while a small number address behavioural issues. When necessary, targets relating to behaviour are shared with others, such as midday supervisors.
- Pupils on the SEN register make good progress. They are aware of their targets, have target cards and are fully involved in monitoring their own progress. This is effective in raising standards.
- Parents are provided with a copy of their child's IEP and are invited to make comments. The involvement of parents is at an early stage of development. Annual reviews of statements meet statutory requirements.
- Baseline assessments and termly assessment procedures identify SEN pupils. Subsequently the SENCo uses standardised tests to identify specific problems with reading and spelling.
- Progress of pupils on the SEN register is tracked and reviewed. The school is successful in moving some pupils off the SEN register.
- Class teachers provide tasks to meet the differing needs of pupils, who make good progress.
- The effectiveness of arrangements to provide pupils with additional support is variable. Where effective, mainly during small group withdrawal sessions, pupils are supported in focused tasks that directly relate to their IEPs. However the time allocated to each group is insufficient and does not allow for the consolidation of new skills. In-class support is less effective and does not fully utilise the support teacher's expertise.
- The school's policy for SEN pays no reference to gifted and able pupils. A nursery nurse provides effective support for one pupil who has been identified as having specific learning needs above the expected ability range. More able pupils in upper KS2 are provided with good support in mathematics via the '24 Club'. Additional voluntary support makes this provision possible.
- The link governor for SEN is supportive of the school and maintains good links with the SENCo during termly meetings.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents is very good. Links and liaison with the community, schools and other institutions are good. These positive features make a good contribution to pupils' standards of achievement and their personal development.

- In response to the questionnaires and at the pre-inspection meeting, parents expressed very positive views and support for the school.
- Several parents help with class-based activities, others work in the school. Parents also help in other ways such as accompanying pupils on school trips, helping in the library, organising the planned maths trail and the loan of the Sum Sacks. This additional help is valued and contributes to the smooth running of the school.
- Parents are very involved in school life. The very active 'Friends of the School Association' raises considerable sums of money that benefit the school financially. A good number of parents attended the recent maths trail meeting in Wepre Park. Nearly every parent has signed up to take part in the Sum Sack initiative. Many parents support the work their children have to do at home. As a result they are involved in their children's education and this makes a positive contribution towards the standards their children achieve.
- Most parents support the work the school undertakes to help pupils who experience difficulties controlling their behaviour.
- There is an appropriate home-school agreement but very few parents have signed it.
- Written information provided for parents is satisfactory. There are regular newsletters and good general day-to-day communication, both written and informal. Useful information booklets are provided before children start in the nursery or the reception class. No written information is provided about what pupils will learn each term.
- Both the school prospectus and the governors' annual report to parents have minor omissions related to statutory requirements. The prospectus is too wordy and lacks practical advice and guidance for prospective parents.
- Pupils take part in a good range of visits within the local and wider community. They raise money for both local and national charitable organisations. Pupils have taken part in a local community history project. Senior citizens are invited to the school's Christmas concert.
- There is good liaison with both local playgroups and nurseries as well as with the local secondary school. These established links ensure a smooth transition when pupils either start formal education or transfer to their next stage of education.
- There are links with the local College of Further Education and students regularly undertake work placements in school. The student present during the week of the inspection worked well with groups of pupils and had a positive impact on their standards of achievement.
- Beneficial support for the school is received from the LEA, curriculum support teams and other relevant agencies.

5.7 Partnership with industry

Partnership with industry is satisfactory.

- There is no policy or planned strategy to raise pupils' awareness of the world of work but on an ad hoc basis pupils' experiences are broadened by visits that are made, for instance to the local power station and quarry.
- Only a limited amount of staff development linked to business or commercial awareness has taken place. This was gained by the headteacher whilst the school was preparing for

the Investor in People assessment. Teachers have been offered placements within industry however none have yet taken up a place.

- The school makes use of Careers Wales who have provided in-service courses for teachers.
- National retailers' vouchers are collected to supplement resources, such as computer software.
- The school has been successful in seeking grants and donations from business and commerce to improve school resources and develop areas of the curriculum.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory. They are at an early stage of development and are not yet an integral feature of school improvement. The school has gained the Investors in People award.

- There is no cohesive approach to co-ordinating the various aspects of evaluation already going on in the school. As a result, the self-evaluation report recently produced is descriptive rather than evaluative. Little use has been made of Flintshire's self-evaluation documents to identify strengths and shortcomings.
- A range of assessment information enables curriculum leaders to make judgements about standards and progression in the core subjects.
- In the non-core subjects, shortcomings in assessment procedures limit the extent to which the school can evaluate standards.
- KS1 results and other standardised assessments are not used effectively to target and challenge pupils to achieve the higher levels at KS2.
- KS2 SAT results are analysed to identify areas for improvement in core subjects.
- The School Development Plan (SDP) is a comprehensive document that defines actions to be carried out in the majority of subjects. An audit is included describing the current position and detailed actions are described in the short term. Actions are suitably allocated to personnel, timed and costed, but there is no indication of outcomes for pupils in terms of improved standards.
- The monitoring and evaluation sections of the SDP are not completed but subject leaders report to the headteacher on progress.
- Governors have a specific section within the SDP; they set time aside for focused discussion on progress.
- The headteacher monitors the curriculum by reviewing teachers' weekly plans, talking to pupils and looking at work. Monitoring of standards by core subject leaders is well under way. This process also recognises the training needs of teachers that are met through in-service training.
- Generally monitoring of the whole curriculum lacks consistency and organisation; it is insufficiently rigorous to bring about improvement in teaching and learning.

6.2 Leadership and efficiency

The quality of leadership and efficiency is good overall. The school's values and aims are reflected in all aspects of its work. They are underpinned by an enthusiastic and committed

team of teachers. For a considerable time leading up to, and during the inspection, the deputy headteacher was absent from school.

- The headteacher has organised a senior management team (SMT) comprising himself and the deputy headteacher and, in the absence of the deputy headteacher, has enlisted two more teachers onto a temporary SMT. This temporary team has a broader experience base and has the potential to be effective in leading and managing change but has only met formally once since its formation.
- The job descriptions for the new temporary members of the SMT are focused on organisational and managerial duties rather than on involvement in leading and guiding the future direction of the school.
- Staff meetings are well planned and decisions are appropriately recorded and monitored.
- The role of subject leaders, especially in the core subject areas, is continuing to develop; they make an increasingly effective contribution to the management of the curriculum.
- The school uses its resources effectively. Budgeting is determined by the priorities identified in the SDP. The school's delegated finances are enhanced by fund raising activities that provide valuable additional resources. The school has no reserve funds at present.
- Audit procedures are in place and the school complies with recommendations.
- Governors are supportive and some are particularly active in the daily life of the school. They report that they are aware that the aims of the school are focused on teaching and learning. They are alert to their responsibilities and have set up appropriate structures to carry out and monitor them. There is a range of written policies to guide the work of the school.
- Routine daily administration and school organisation are good. The school secretary provides very good support. The school runs smoothly and the buildings are efficiently managed.
- The school gives good value for money.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and resources for learning is good and contributes significantly to the standards achieved by pupils.

- There are sufficient suitably qualified and experienced teachers to meet the needs of the pupils in their care. There is a good balance of experienced and recently qualified teachers who have a range of subject specialisms. Support staff play an effective part in improving children's standards and promoting positive values.
- Staff have job descriptions that are reviewed as part of the Performance Management process. Reviews identify training needs relevant to the SDP and personal professional development requirements. Teachers are well motivated and a significant number have attended, or have expressed an interest in attending, management training courses.
- In-service training is provided by Flintshire LEA and teachers are usually able to attend selected courses. LEA advisers are well utilised by curriculum leaders and provide good support.
- The school has received a national training award recognising its commitment to quality training.
- There is sufficient indoor accommodation for the number of pupils on roll.

- The high quality displays in classes and other areas enhance the learning environment for pupils.
- The school is generally adequately resourced other than in IT where the range of hardware and software is limited. Computers in classrooms are regularly and well used.
- There is a good amount of hard play area, enclosed play areas and, particularly, grassed areas. The grassed areas are under-developed and do not support areas of the curriculum effectively. Some areas are under-utilised by pupils.
- The indoor provision for under-fives is good and supports the six areas of learning. Areas outside the classroom are well used.
- Levels of maintenance are good and the general high level of cleanliness and maintenance make a positive contribution to the ethos of the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives taken overall is appropriate to their needs and successfully promotes the Desirable Outcomes for Children's Learning. The standards achieved by the children are good overall.

Good features

Language, literacy and communication skills

- Nursery children listen attentively to adults and to each other. They talk about a range of experiences in a logical way, many using complex sentence patterns. All children in the class join in enthusiastically with familiar rhymes and poems. They are also confident using some common phrases in Welsh. In role-play situations, children use appropriate language when playing the part of a character such as a nurse or a receptionist.
- Children in the nursery enjoy listening to stories and repeat lines from favourite books. They are able to empathise with characters' emotions. Most children recognise their own name and, the more able, the names of other children in the class. Some recognise individual letters. They handle books properly and recognise the difference between pictures and print.
- By the time children leave the nursery many can write their names independently. Children engage in independent writing activities, often using some correct letters in words.
- Standards in language, literacy and communication skills are good in the nursery class.
- Reception class children are confident describing in detail some of their experiences at home and in school. Most children concentrate and listen to what they are being told by their peers or adults. Children use an increasing range of Welsh vocabulary.
- Towards the end of the reception year, children are familiar with many key words and read simple books. They know individual letter sounds and many can spell simple three letter words correctly. Older, more able reception children are aware of some of the more complex rules of spelling such as the effect of "magic e".

- Reception children develop their writing skills by copying adults' work and developing their own independent writing. By the end of reception, many write short sentences independently; they are aware of some of the conventions of writing such as the need to use capital letters, full stops and spaces between words.
- Standards in language, literacy and communication skills are satisfactory in the reception class.

Personal and social development

- Nursery children are very familiar with school routines. They move without fuss from one activity to another adhering to the class rules, such as ensuring the correct number of children work in an area. Children follow instructions and help to tidy the classroom following activity sessions. They share and take turns when necessary and are happy in school.
- Standards are satisfactory in personal and social development in the nursery.
- In the reception class, children are confident and relaxed; they are polite and friendly and generally co-operate with each other when engaged in activities. They take responsibility for many of the class routines such as handing out resources or books. Children behave well during break time and socialise with older pupils happily.
- In the reception class, standards in personal and social development are satisfactory.

Mathematical development

- Children in the nursery know common colours; they create repeating patterns using up to three different colour beads. All children enjoy joining in with simple number rhymes and do so with a good level of understanding. Most children are able to order the days of the week and many can count at least 10 objects. They use the computer to enhance their understanding of mathematics.
- Standards in mathematical development in the nursery are good.
- In the reception class, children count together to at least 30; they are also able to count in twos to 20 and know which are odd and even numbers. Children remember number facts to five; they can also devise ways of making other numbers such as eight. By the end of the year children add and subtract small amounts and record their results appropriately.
- Standards in mathematical development in the reception class are good.

Knowledge and understanding of the world

- Nursery children have a growing understanding of the world around them. They describe weather conditions accurately and develop an awareness of how plants and animals grow. Some children are able to deduce that Father Christmas would not live in hot countries, such as parts of Spain. Individuals describe the taste of different fruits and know which fruits grow on trees; they are also aware of the fruits that grow in Wales and of others that grow abroad. Children begin to develop an understanding of the culture of Wales. In role-play activities, they gain an awareness of a range of services and environments such as shops, medical centres and the jungle.
- Standards in knowledge and understanding of the world in the nursery class are good.
- In the reception class, children's knowledge is extended. They are able to classify fruit and vegetables and are able to describe the conditions required to make plants grow. They can describe the life-cycle of a butterfly. Many speak knowledgeably about different parts of the world. They use computers confidently and build realistic models using

construction materials. Children have a good understanding of life in the sea and on the seashore.

- Standards in knowledge and understanding of the world in the reception class are good.

Creative development

- Children in the nursery class enjoy creative activities such as painting and drawing. They use paints effectively to create good quality representations of familiar things; they also produce very good likenesses of the work of great artists such as Van Gogh. Children join in enthusiastically with musical activities; they sing while clapping to the beat of the music.
- Standards in creative development in the nursery class are good.
- Reception class children engage in a range of different artistic techniques such as painting, printing and collage work. They are very competent weavers and produce pleasing results both on a large and small scale. They also use simple paint programmes on the computer to produce representations. Children join in with simple songs.
- Standards in creative development are satisfactory in the reception class.

Physical Development

- In the nursery class, children quickly develop good skills handling equipment such as pencils, pens and paintbrushes. They are also able to control more complex tools such as scissors and hole-punches. All children are able to handle a range of construction materials competently and show dexterity using a computer mouse. At specific times children have access to larger toys such as bikes, scooters and prams and they use them confidently.
- Standards in physical development in the nursery are good.
- In the reception class, children refine their fine-motor skills. They handle pencils and pens to produce legible writing. Children are able to run and jump and show good control whilst doing so. They are aware of others near to them and use the space around them sensibly.
- Standards in physical development are good in the reception class.

Shortcomings

- Some children in the reception class have difficulty remaining attentive and listening to adults and their peers.
- In the reception class children's writing is sometimes constrained and they do not always extend their written work as much as possible.
- Although children in the nursery class make some choices about the activities they are going to undertake, they do not show enough responsibility and independence in all aspects of their work.
- Some reception class children show little interest in what they are doing; they have low levels of concentration. They also have irresponsible attitudes to some of their resources and deliberately misuse them.
- In both nursery and reception classes, children do not readily engage in creating their own music by using musical instruments.
- Reception class children show little enthusiasm for singing and consequently their performances lack vigour.

English

Standards of achievement are good in both KS1 and KS2.

Good features

- In both key stages, the majority of pupils listen carefully during lessons and respond willingly to teachers' questions. They contribute well during oral sessions, both in class and also at other times such as when they contribute to the 'School Council'. They talk about their work and a range of other issues sensibly and logically.
- All pupils read on a regular basis, both in school and at home. They read confidently and with expression and can explain what they have read. They are able to make logical predictions about possible outcomes of books and other reading matter.
- Throughout the school, pupils develop an understanding of how to use the library effectively. They use reading skills for different purposes in a number of subjects, for example when acquiring information about air during a science lesson, when following instructions or using the Internet.
- In both key stages, pupils use different strategies to improve their reading; as well as using written materials, they listen to tapes and play word games to enhance their skills.
- In KS1, pupils use a variety of strategies to help them to become good readers. Pupils know about authors, titles, 'blurb' and synopsis and know the difference between fact and fiction books. They are confident reading as individuals and also as part of a group. Y2 pupils are able to follow a text as others read aloud.
- KS2 pupils read well independently. The majority cope well when faced with difficult, unfamiliar words. They show their understanding of text by tackling comprehension exercises confidently. Older KS2 pupils are able to select the required information from a range of texts. They have a good understanding of how to use dictionaries.
- Pupils write for a range of purposes using different styles to suit the intended audience. KS1 pupils use appropriate language when producing posters for a lost dog and KS2 pupils know the different types of language required for formal and informal letters.
- Throughout the school, pupils' written work is tidily presented. Generally, it is of good quality and classes produce a reasonable quantity of work in the time allocated for the task. Pupils also make good use of computers to prepare and present their work.
- By the end of KS1, pupils use a range of punctuation properly including full stops and question marks. They know the purpose of adjectives and use them purposefully in their writing. Pupils are able to read their writing aloud logically and with expression paying due regard to punctuation.
- KS2 pupils are able to identify and correctly use the different types of language required for different purposes. They plan their writing in a logical way to help them structure the content of their work. Pupils make good use of paragraphs and redrafting in their writing; they also refer to dictionaries, use descriptive language and include connectives to improve the quality of their written efforts.
- Pupils who come from homes where English is not the first language make good progress.

Shortcomings

- On occasions, a small minority of pupils do not pay sufficient attention during introductions by teachers and consequently do not produce good quality work.

- Some pupils do not speak at length, particularly when teachers tend to dominate discussion.

Mathematics

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 are generally secure and confident in their work on number. They understand and can explain a variety of methods of recognising odd and even numbers. They know addition pairs for making ten and can use a number line to calculate in tens beyond one hundred.
- They demonstrate quick recall of mental strategies to solve number problems and the majority are able to explain their calculations to their peers.
- KS1 pupils understand and use comparative mathematical language appropriately and discuss prices in practical shopping situations using less than, more than and cheaper than with confidence.
- In KS1, pupils use a ruler accurately to measure in centimetres. They are able to select the most appropriate measuring apparatus, for example string to measure around irregular objects.
- Some pupils can apply their number skills when working with money and add, subtract and calculate amounts beyond a pound.
- Pupils collect data in organised ways, for example by using tally charts. They can present their data in block graphs, such as when representing ways that pupils travel to school.
- They recall the names of a good number of two and three-dimensional shapes and recognise one line of symmetry in a regular shape.
- At KS2, pupils regularly practise mental calculation and generally good progress is made. Pupils use a range of strategies to work mentally; they solve number, fraction and decimal problems. They can convert mentally between decimals, fractions and percentages.
- Pupils recognise pattern in number, can select prime and square numbers and calculate square numbers.
- In mental calculations and in written recorded work pupils demonstrate good understanding of the relationship between the four operations, including inverse operations.
- Older KS2 pupils show that they can estimate degrees of rotation and visualise what a turn would be like.
- They know the features of regular two-dimensional shapes and their properties and can calculate the perimeter and area of such shapes. They recognise rotational symmetry and the main three-dimensional shapes.
- By the end of KS2, pupils collect and represent data using tally charts, Venn and Carroll diagrams, bar charts and line graphs accurately. They make use of information drawn from their graphs and recognise everyday applications for their mathematical knowledge.
- Pupils are confident using a range of mathematical games in school and at home; these activities make a good contribution to the development of pupils' skills, understanding and general enjoyment of mathematical activities.

Shortcomings

- A significant minority of KS1 pupils lack confidence solving problems using money.
- Older KS2 pupils are less secure in their work with three-dimensional shapes.

Science

Standards of achievement are good in both key stages.

Good features

- Pupils adopt an organised approach to their practical investigational work. They develop their observational skills progressively and these are well used when they carry out activities.
- KS1 pupils recognise that creatures have preferences for where they live and are not suited to some habitats.
- Through the practical growing of plants, pupils understand the conditions necessary for growth and some have an understanding of the life cycle of flowering plants.
- Pupils have a basic understanding of fair testing and can make predictions about outcomes of a fair test investigation.
- In reporting their work, KS1 pupils produce labelled diagrams and use their new scientific vocabulary well.
- Younger KS2 pupils continue to develop their understanding of the requirements for plant growth. They are able to make careful observations of plant parts and know the functions of the parts. They understand that scientific equipment such as magnifying glasses can aid observation and understanding.
- They are able to make predictions, for example, after making observations of demonstrations.
- Pupils develop the ability to classify and are able to use simple keys to group picture cards of animals. They select the most significant observable characteristics of the animals to structure relevant key questions for others.
- Older KS2 pupils develop their understanding of the properties of solids, liquids and gases. Through well-organised practical activities, they know that air has weight, will expand when heated and can be compressed. They are able to explain their observations.
- Pupils have a good recall of health-related issues and understand how a balanced diet and exercise are important in helping individuals to be healthy. They know about the skeleton and its functions and, having carried out investigations, understand how exercise affects pulse rate.
- KS2 pupils have a good understanding of the requirements of a fair test investigation and use precise terminology correctly.
- They are able to explain that temperature can help change the state of materials and that evaporation and condensation are processes that occur when water changes state.

Shortcomings

- At KS1, opportunities are sometimes missed for pupils to extend their skills of measuring and timing.
- KS2 pupils' understanding of the processes of germination, pollination and fertilisation in flowering plant life cycles is insecure.

Welsh second language

Standards of achievement are satisfactory in both KS1 and KS2.

Good features

- The majority of pupils are reasonably confident speaking Welsh both as individuals or as part of a group. They make some use of Welsh throughout the school day as part of normal school routines.
- KS1 pupils use simple, familiar phrases as they exchange greetings, ask questions or describe the weather. They respond appropriately either in words or actions.
- Pupils are able to count in Welsh and Y1 pupils sing simple Welsh songs. The pronunciation of words is reasonable.
- In KS1, pupils have a growing Welsh vocabulary; they know the names of several fruits and colours in Welsh.
- Individual pupils are confident undertaking simple dialogues asking questions based on familiar language patterns and responding appropriately.
- Y1 pupils can read familiar Welsh words and follow the meaning of simple stories. Y2 pupils read phrases connected with the weather and they undertake some writing activities such as labelling diagrams.
- KS1 pupils use both the computer and the whiteboard effectively to enhance their understanding of Welsh.
- Younger KS2 pupils extend their Welsh vocabulary. They know a range of hobbies and can describe their preferences.
- By the end of KS2, pupils are able to use the present and past tense in their spoken Welsh.
- Pupils' reading skills are extended and they become familiar with more common Welsh phrases. Y4 pupils follow Welsh story tapes; they read simple stories independently explaining the meaning of individual words and the main story line.
- By the end of KS2, pupils undertake a broader range of writing activities. Generally they write in specially prepared workbooks. Their writing includes simple scripts and the completion of sentences; they are also able to write postcards and describe others.

Shortcomings

- Some pupils lack confidence speaking Welsh and tend to be rather hesitant. They show insufficient progression in the development of the language they use as part of daily routines.
- Older KS2 pupils use a limited range of Welsh; they use similar language patterns to younger pupils.
- On occasions, pupils show a lack of enthusiasm for Welsh and lose concentration and interest.

Design and Technology

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

Good features

- KS1 pupils regularly investigate and evaluate simple products and carry out focused practical tasks. They develop an understanding prior to designing and making their own products.
- Pupils have a good understanding of health and safety issues. They understand that they should wash their hands and work on clean surfaces when working with food; they use knives and peelers with care and understand that some activities should be carried out by adults, such as when fixing axles to a chassis with a glue gun.
- They understand that consumers have preferences and carry out surveys to identify taste preferences and record results using ICT.
- When producing plans, pupils make decisions about appropriate materials to be used, based on fitness for purpose and also about the tools they will need. They understand that they should refer to their design when making artefacts.
- Pupils are confident evaluating their completed products. They identify likes and dislikes, strengths and weaknesses, production problems and ideas for adaptation and innovation.
- When older KS2 pupils design products they understand that it can be helpful to produce a prototype before using the chosen material to produce the final design.
- KS2 pupils investigate and evaluate different fabrics and produce labelled diagrams when making decisions about designing an outfit.
- They understand that structures and joints can be strengthened in a variety of ways and when making bridges come up with a range of reinforcement and triangulation ideas.
- KS2 pupils use construction sets to produce models that have moving parts controlled by electricity.

Shortcomings

- When evaluating products, older KS2 pupils do not regularly make reference to the original design specification.

Information Technology

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages develop good skills through cross-curricular learning experiences.
- Pupils in KS1 show good control using information technology (IT); they have good mouse control and are developing keyboard skills.
- KS1 pupils are able to save and retrieve information with assistance.
- In KS1, pupils are able to change font style, size and colour to present their work in a variety of styles. They use 'publish' graphic package to convey information. They draw detailed images using facilities such as flood fill.
- KS1 pupils are able to use "2GO" to produce a set of instructions for a screen turtle. In KS1 and lower KS2 pupils can produce an accurate set of instructions for a floor roamer.
- Pupils are able to model using 'My World'. They sequence pictures and add text. They maintain a daily weather record, enter data and produce graphs of results. They use the interactive whiteboard effectively to drag and drop text and image.

- Pupils in upper KS2 are confident using keyboard commands such as delete, backspace, enter, shift and tab. They work confidently in organising and controlling the movement of an on-screen turtle.
- KS2 pupils create symmetrical patterns using 'Dazzle'. They change brush size and use the spray gun and palette facility.
- Older KS2 pupils copy and paste from the Internet and clip art to enhance their work. They can incorporate a page border using the format operation, create tables and add rows and columns. They augment the appearance of publications by using word art to change text appearance.
- Pupils in upper KS2 can use prep pads to create a flip chart and incorporate text and graphics. They create spreadsheets to collect, collate and analyse data. They are able to use 'search' and 'sort' tools to test hypotheses.
- Pupils in upper KS2 know how to manipulate variables in 'LOGO' and are able to write a repeating set of instructions.
- KS2 pupils can save a file into a folder and recall the file without assistance. Older, more able pupils are confident transferring information from one program to another.

Shortcomings

- Pupils' use of e-mail as a method of communicating information is underdeveloped.
- Pupils' use of multi-media authoring programs to incorporate images, sound and text is insufficiently developed.

History

Standards of achievement are good in both key stages.

Good features

- Pupils have developed an understanding of life in the past. They understand that historical artefacts and photographs are helpful in finding out about the past and they use these effectively to extend their own knowledge.
- Younger KS1 pupils identify changes over time such as developments in transport. They are aware of the achievements of Florence Nightingale and the events that happened during her lifetime. They understand that she made a difference to people's lives. Pupils use pictures and photographs to identify the differences between hospitals at the time of the Crimean War and hospitals today.
- Older KS1 pupils are able to identify where the Great Fire of London should be placed on a timeline; they can describe the location of the fire, its cause and why it spread so rapidly. Pupils recall the names of famous people during the period such as Sir Christopher Wren and Samuel Pepys.
- Pupils formulate their own questions to find information about the past relating to seaside holidays. They use answers to their questions to surmise differences between the past and the present.
- Younger KS2 pupils understand that Britain was invaded by the Romans. They are able to describe differences in the lifestyle of the Celts and Romans and relate this to Boudicca and Caradog. They describe the differences between a Roman Villa and a Celtic Roundhouse and identify key features such as straight roads being a consequence of the Roman invasion. Pupils' understanding of the Roman invasion of Britain is positively enhanced by a visit to the Roman City of Chester.

- Younger KS2 pupils are able to identify the local area on a map of 1871 and explain the origin of place names such as Carlines Park. They use recent maps to identify changes and explain the consequences of change on daily life.
- Pupils are able to empathise with the feelings generated by Edward I's invasion of Wales. They understand the causes and consequences of the invasion and its effect on daily life.
- Older KS2 pupils identify the key points of the Victorian period on a timeline. They explain how the introduction of new toys affected the lives of Victorian children. They identify the similarities and differences between Victorian school life and schools today. Using the Census return of 1841, pupils have researched information relating to a local family. This research has increased their understanding of the period.
- Pupils develop a good knowledge of aspects of life in Britain in World War II. They understand the reasons why children were evacuated to Wales and use sources of evidence such as ration books to organise and communicate their knowledge and understanding of the period.

Shortcomings

- A significant minority of pupils have an insecure grasp of chronology.
- Pupils do not progressively develop a knowledge and understanding of people and events in Welsh history.

Geography

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

Good features

- Younger KS1 pupils are able to identify major features such as land and sea on an outline map. In their study of the seaside they are able to identify the coastline, beaches and cliffs.
- Pupils use a basic key to identify important features in a locality, such as the school, and they can plot their route to school on a large-scale map of the locality.
- In upper KS1, more able pupils are able to identify the British Isles in an atlas.
- Pupils in lower KS2 can describe the consequence of changes in land use, such as industrial and residential developments, in the locality. They are able to explain the causes of the change and the consequences of any further development.
- In their study of a contrasting locality, pupils in Y3 are able to locate St Lucia on a world map and globe. They use temperature and rainfall charts to understand the differences in climate and draw comparisons with the climate of Wales. Y4 pupils have developed an understanding of life in India and are able to draw comparisons relating to diet.
- As a result of their study of a contrasting locality, pupils in upper KS2 are able to locate Mexico on a basic world map.
- Older KS2 pupils have good map skills. They are able to use a variety of maps to identify features. Through their study of Llandudno, pupils describe the development of an area. They have an understanding of the differences between physical and human landforms and the effect that human development can have on an environment.
- Older KS2 pupils are beginning to develop an understanding of how the use of co-ordinates and grid references can assist in map reading.
- Pupils' have a good awareness of the need for sustainable development. This is reinforced by initiatives such as the school's Eco-Committee.

Shortcomings

- A significant minority of pupils in KS1 are unable to locate Wales on a map of the British Isles.
- Pupils in KS1 have a limited knowledge of the similarities and differences of the two localities studied. Their retention of work covered is limited.
- A significant minority of pupils in lower KS2 have underdeveloped map skills. They are unable to locate their own area, major towns and cities in Wales and are unable to identify key features such as roads and rivers.

Art

Standards of achievement are satisfactory in both key stages.

Good features

- In KS1 pupils use a range of materials and techniques. They handle colour, form and shading with developing confidence to produce varied abstract and representational paintings.
- KS1 pupils have explored pattern when creating mirror image patterns of butterflies; they are skilful in working on three-dimensional shapes using a variety of materials, such as cane and 'modroc'.
- In both key stages pupils make effective use of their drawing skills in a range of subjects, for example producing labelled diagrams in D&T and illustrating information.
- Younger KS2 pupils use charcoal to make observational drawings from the natural and manmade world. Following a visit to Maeshafn Quarry pupils explored form and shape in their drawing work.
- KS2 pupils have considered the style of David Hockney before producing their own good quality work on photographs using a similar method.
- Older KS2 observe the local environment and use colour expressively when producing watercolour landscape paintings.

Shortcomings

- Pupils' use of sketchbooks is not well developed.
- Pupils do not record collections and sequences of images or artefacts, organised with regard to colour and texture.
- Pupils' knowledge about the work of Welsh artists and art from a variety of periods is limited although they know about the work of Kyffin Williams.

Music

Standards of achievement are satisfactory in both KS1 and KS2.

Good features

- Teachers base their teaching of music on a published scheme and as a result pupils' musical skills develop progressively throughout the school.
- Pupils develop an appreciation of the works of great musicians. They listen attentively to music. Their musical knowledge is extended in KS2 when pupils have the opportunity to attend concerts performed by professional musicians during visits to concert halls and theatres.
- KS1 pupils know the names of a range of percussion instruments. They handle them properly and are able to keep a steady beat when accompanying their singing.
- Pupils are able to select appropriate instruments to create a specific sound such as falling rain. They talk about the sounds they have created making reference to the musical qualities of the composition.
- The majority of pupils sing tunefully and rhythmically and with some enthusiasm.
- Pupils develop some knowledge of music from other cultures and lands such as India.
- KS2 pupils are able to appreciate the musical qualities of different pieces of music. They are able to recognise the instruments that are used while listening to recordings.
- Pupils talk about the pace and pitch of a piece of music using the correct musical terminology. They describe the image a piece of music creates for them.

Shortcomings

- Throughout both key stages pupils' knowledge of the music of Wales is limited.
- Pupils make limited use of tuned percussion instruments.
- On occasions pupils pay insufficient attention to pitch and dynamics in their singing and it lacks expression.

Physical Education

Standards of achievement are good in both key stages.

Good features

- Pupils dress appropriately for all aspects of PE and pay attention to health and safety issues by removing all jewellery.
- KS1 pupils demonstrate good spatial awareness when running, chasing and dodging others. They carry apparatus safely.
- Pupils are able to send and receive a ball and other small games equipment such as bean-bags with a good degree of accuracy. Pupils work cooperatively within a group to improve their skills and can evaluate an activity to improve the outcome. More able pupils show good technique in travelling with a ball.
- KS2 pupils demonstrate increasingly good technique in catching and sending a ball. They understand the need to 'follow through' in the direction of the target and to provide a 'cushion effect' when receiving. They are able to adapt their body position and are beginning to develop an understanding of alignment. They are able to hit a target with increasing accuracy.
- Younger KS2 pupils are beginning to develop and refine basic techniques in running over both short and long distances. More able pupils evaluate their running style and have an understanding that body shape and wind resistance affects speed.
- Pupils' understanding of the importance of body posture and shape is developing appropriately and show good basic gymnastics shapes, such as 'tuck', 'pike' and 'dish'. Standards in gymnastics are enhanced by the provision of an after-school gym club.
- Pupils achieve good standards in dance. Through participation in the Flintshire Dance Festival, they are able to link a series of movements, develop a motif and mirror a partner. They move in rhythm and include gymnastic movements such as the 'arabesque'.
- Pupils are aware of the benefits of exercise and healthy eating on fitness. They make good progress towards the 'Mile Challenge' initiative.
- Pupils describe the effects of exercise on the body such as increasing heart rate and increased temperature. Younger KS2 pupils warm up for activities appropriately and refer to the benefits of warming up before exercise.

Shortcomings

- Periods of inactivity following warm up activities result in pupils' understanding of the benefits of exercise being reduced.

Religious Education

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

Good features

- The school has a broad, balanced scheme of work which accords with the local authority's Agreed Syllabus.
- A significant majority of pupils recall and understand the significance of major events in the Christian calendar, such as Christmas and Easter. Pupils know about places of worship following visits to the local church. The local vicar visits the school to lead collective worship.
- KS1 pupils know that some but not all people attend church on a Sunday or on other occasions, such as weddings, funerals and christenings.
- Pupils explain the main features of a Jewish lifestyle and make basic comparisons between aspects of Judaism and Christianity. They understand that the Bible and a Torah scroll are special faith writings.
- KS2 pupils develop their awareness of the diversity of beliefs. They consider respect, tolerance, community and understanding when studying Islam and Hinduism.
- Pupils develop an awareness of moral and social issues and the need to share with others. They know people such as Mother Theresa and St. Francis are good role models for a positive lifestyle.
- Pupils' understanding of moral values is reflected well in their everyday behaviour.

Shortcomings

- Pupils at KS2 have limited recall of Bible stories.
- Pupils do not reflect on the significance of many of the issues discussed during religious education.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in June 1998 when five key issues for action were identified. Overall good progress has been made in addressing the key issues.

Key Issue 1

Improve assessment and recording procedures to raise standards.

Teachers now have a good common interpretation of standards in the core subjects but work in the non-core subjects remains under-developed. Pupils' progress in the core subjects is carefully recorded but this is not the case in the remaining subjects. Marking is of a good standard and offers pupils positive comments on how to improve the quality of their work. Teachers base their teaching and learning plans on the outcomes of pupils' work. Individual targets are set for pupils.

Progress has been satisfactory.

Key Issue 2

Establish procedures to involve the headteacher and subject leaders in monitoring subject teaching and standards throughout the school.

Procedures are now in place. The headteacher monitors work in classes. Based on priorities identified in the school development plan, subject leaders monitor teaching and learning and standards following agreed criteria.

Progress has been good.

Key Issue 3

Rationalise the organisation of pupils, recent and current work so that it can be easily accessed.

The majority of pupils' work is now in exercise books. It is well presented in a logical fashion.

Progress has been good.

Key Issue 4

Continue the momentum and effectiveness of the recently introduced behaviour policy.

Behaviour in the school has improved and is now good. The policy has had a positive impact on standards of behaviour.

Progress has been good.

Key Issue 5

Maintain the effective and full involvement of parents and other adults in the life of the school.

Many parents and others continue to be involved in the life and work of the school. Several make a regular commitment to Penarlâg Primary School by helping in classes, organising the library and sum sacks and supporting the teaching of mathematics. Many more are involved in special projects such as the creation of a mathematics trail around the school. The Parent, Teacher and Friends Association makes a significant, annual financial contribution.

Progress has been good.

8.2 Key issues for action

In order to progress, the school needs to:

1. Address the shortcomings identified in subjects and areas of learning.
2. Improve the range and quality of the self-evaluation process.
3. Develop assessment and recording procedures for the non-core subjects in order to ensure a common understanding of NC levels.
4. Improve the quality of the daily act of collective worship and ensure that pupils are given sufficient opportunities to reflect on matters of spiritual worth.

APPENDIX

A. Basic Information About the School

Name of School	Penarlâg Primary School
School type	Community
Age range of pupils	3-11 years
Address of school	Carlines Avenue Carlines Park Ewloe Flintshire
Post Code	CH5 3RQ
Telephone Number	01244 533867

Headteacher	Mr J Loftus
Date of appointment	September 1986
Chair of Governors	Mrs J Angell
Registered Inspector	Mrs M E Morgan
Dates of inspection	14-16 June 2004

B. 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	8.5	31	20	24	20	19	34	22	178.5

Total number of teachers

	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.88

Staffing information

Pupil:teacher (fte) ratio (excluding nursery and special classes)	21.6
Pupil:adult (fte) ratio in nursery classes	8.5:1
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.3
Teacher (fte):class ratio	1.1:1

Percentage attendance for three complete terms prior to the inspection

	N	R	KS1	KS2	Whole school
Term 1	93.2%	95.3%	94.3%	95.0%	95.0%
Term 2	92.8%	95.8%	94.0%	95.4%	95.2%
Term 3	95.7%	96.0%	96.6%	96.2%	96.3%

Number of pupils excluded during 12 months prior to inspection

2

C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 22					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	55	45	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	0	55	45	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	0	86	14	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	41	59	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	55	45	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	0	18	82	0
		National	0	2	10	68	20	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:	100%	In Wales:	80%

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003							Number of pupils in Y6: 27					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	59	41	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0			0	0	59	41	
		National	0	2	1			5	12	38	40	
Mathematics	Teacher assessment	School	0	0	0	0	0	4	11	41	44	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0			4	19	33	44	
		National	0	2	1			4	18	42	33	
Science	Teacher assessment	School	0	0	0	0	0	0	4	63	33	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0			0	4	63	33	
		National	0	2	0			1	9	48	39	

<i>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</i>			
<i>by Teacher Assessment</i>		<i>by Test</i>	
In the school:	85.1%	In the school:	77.8%
In Wales:	70%	In Wales:	71%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

The inspection was carried out over three days by four inspectors. The registered inspector and one team inspector each spent three days in the school, the second team inspector spent 2 days in the school and the lay inspector one.

- 55 teaching and learning sessions were observed and assessed.
- Each teacher was visited, every class was seen and every subject of the NC and religious education was observed.
- Regular discussions were held with pupils to discover their knowledge and understanding of the curriculum and their attitudes to learning.
- The school prepared a comprehensive record of pupils’ work and activities across the full age and ability range and this was inspected systematically.
- Pupils from each class were heard reading.
- Discussions were held with the headteacher and other members of staff, including non-teaching staff.
- School documentation, including policies, schemes of work, SDP, financial statements and minutes were studied.
- Attendance registers were scrutinised.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed.
- Post-inspection meetings were held with staff and governors.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Margaret Morgan	RgI	The school and its priorities Main findings Standards achieved in subjects and areas of learning Quality of teaching Progress since the last inspection Key issues for action	Early years Welsh second language English Music
Denise Shields	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

John Gittins	Team	Standards achieved in key skills across the curriculum Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Staffing, accommodation and learning resources	Mathematics Science Design and Technology Art Religious Education
Ian Roberts	Team	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN	Information Technology History Geography Physical education

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

SUMMARY REPORT FOR PARENTS

on the

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

PENARLÂG PRIMARY SCHOOL

School Number: 664/2093

Date of Inspection: 14th-16th June 2004

by

**Mrs M E Morgan
Registered Inspector**

Under Estyn contract number: T/233/03P

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Penarlâg Primary School was inspected as part of a national programme of school inspection. The purpose is to identify strengths and weaknesses 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 more information about their children's schools. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Penarlâg Primary School took place between 14th and 16th June 2004. It was undertaken by an independent team of four inspectors, led by Mrs Margaret Morgan. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Basic information about the school

Name of School	Penarlâg Primary School
School type	Community
Age range of pupils	3-11 years
Address of school	Carlines Avenue Carlines Park Ewloe Flintshire
Post Code	CH5 3RQ
Telephone Number	01244 533867

Headteacher	Mr J Loftus
Date of appointment	September 1986
Chair of Governors	Mrs J Angell
Registered Inspector	Mrs M E Morgan
Dates of inspection	14-16 June 2004

The school and its priorities

Penarlâg Primary School is on the edge of a residential area in the small town of Ewloe in Flintshire. In the main, the area in which the pupils live is described as being neither prosperous nor economically disadvantaged although there is some level of economic disadvantage. Sixteen percent of pupils are entitled to receive free school meals. There are 178.5 pupils on the school roll including 17 part-time nursery age children. The number of pupils at the school has reduced by approximately 20 in the last three years. There are eight full-time and two part-time teachers on the staff. The school was last inspected in June 1998.

All pupils come from English speaking home backgrounds and 97.3% of pupils are white. Forty-one pupils have been identified as having special educational needs (SEN) and a further five have a statement of SEN. Pupils are said to cover the full range of ability.

The main aims of the school are to:

- Provide a quality education for all pupils
- Ensure that all pupils learn as effectively as possible
- Focus on outcomes, that is, what pupils learn as a result of teaching.

Shorter-term aims identified in the school development plan (SDP) include:

- Preparation for the inspection
- Continuation of the Performance Process
- Completion of the Literacy Action Plan
- Preparation for Investors in People re-accreditation
- Management of teacher induction
- Review of curriculum leader appointments
- Continuation of the development of assessment in foundation subjects
- Development of outdoor education
- Creation of a home-school working party.

The main findings of the report

- Penarlâg Primary School is a good school with many positive features. This is reflected in the hardworking ethos of the staff and the positive behaviour of the pupils. Good progress has been made since the last inspection.
- The educational provision for the under-fives is appropriate and successfully promotes the desirable outcomes for children’s learning. Standards in the six areas of learning are as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication skills	Good	Satisfactory
Personal and social development	Satisfactory	Satisfactory
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Creative development	Good	Satisfactory
Physical development	Good	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement in National Curriculum (NC) subjects and religious education are as follows:

Subject	Key Stage 1	Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Very Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Satisfactory

- Overall standards are good. During the inspection, standards were very good in eight per cent of the lessons seen, good in 65% and satisfactory in the remaining 27%. Pupils make good progress. This is a significant improvement from the previous inspection.
- Standards achieved in the use of key skills are good overall. They are as follows:

Key Skill	Early Years	KS1	KS2
Speaking	Good	Satisfactory	Satisfactory
Listening	Satisfactory	Good	Good
Reading	Good	Good	Good
Writing	Good	Good	Good
Overall grade for literacy	Good	Good	Good
Numeracy	Satisfactory	Satisfactory	Satisfactory
Information and communications technology	Good	Good	Good

- The provision for pupils' moral and social development is good. It is satisfactory for spiritual and cultural development. The school has a purposeful ethos. The School Council and Eco-Committee function well. The requirements for the daily act of collective worship are met. However pupils are not given sufficient opportunity to reflect on matters of spiritual worth.
- Pupils' behaviour and attitudes to learning are good. These strengths have a positive impact on progress and the standards achieved. Pupils are polite and helpful towards adults who work in the school and visitors.
- Attendance is good. The vast majority of pupils attend school regularly. Pupils' punctuality at the start of day is good. Lessons and school sessions start and finish on time.
- The quality of teaching was satisfactory or better in all lessons observed. It was very good in approximately five per cent of lessons, good in 45% and satisfactory in the remaining 50%.
- Members of staff have high expectations for both behaviour and learning and this has a positive influence on pupils' attitudes to their work. Teachers use praise and encourage pupils in a positive manner.

- The quality of assessment, recording and reporting is satisfactory. The school has developed a pupil tracking system that includes details of assessment in the core subjects; class and individual targets are set. Assessment in the non-core subjects is underdeveloped. Neither has the school developed a system that gives teachers a common understanding of NC levels.
- The school provides a broad, balanced curriculum that meets the statutory requirements of the NC. Provision for the under-fives is appropriate.
- The curriculum is enhanced and extended by a good range of extra-curricular activities, including team games. Homework is appropriate and mainly focuses on English and mathematics. KS2 pupils benefit from the opportunity to participate in an annual residential visit. These visits are a very positive aspect of school life.
- The quality of support and guidance in the school is good. The school is fully aware of its responsibilities to pupils and through well-organised systems ensures their safety and well-being. Pupils say they know who to approach if they should have a problem and that they would be helped.
- The quality of provision for pupils with special educational needs (SEN) is satisfactory. All pupils on the SEN register make good progress. The SEN policy is thorough and fully addresses the requirements of the Code of Practice. SEN pupils are aware of their targets and are fully involved in monitoring their own progress.
- The school's partnership with parents is very good. Links and liaison with the community, schools and other institutions are good. Parents are very involved in school life and support the school in a number of different ways. The school values the contribution parents make.
- Partnership with industry is satisfactory. The school has been successful in seeking grants and donations from businesses and commerce to improve resources and develop areas of the curriculum.
- The quality of self-evaluation and planning for improvement is satisfactory. The self-evaluation process is at an early stage of development and is not yet embedded as an integral feature of the school improvement process.
- Leadership and efficiency are good overall. The stated values and aims are reflected in the ethos and work of the school. The headteacher is well supported by the governing body.
- The quality of staffing, accommodation and learning resources is good. Teachers are suitably qualified and experienced and support staff play a positive part in enhancing provision for pupils.
- The school was last inspected in June 1998 when five key issues for action were identified. Overall, good progress has been made in addressing the key issues.

Key issues for action

In order to progress, the school needs to:

1. Address the shortcomings identified in subjects and areas of learning.
2. Improve the range and quality of the self-evaluation process.
3. Develop assessment and recording procedures for the non-core subjects in order to ensure a common understanding of NC levels.
4. Improve the quality of the daily act of collective worship and ensure that pupils are given sufficient opportunities to reflect on matters of spiritual worth.

The governing body is responsible for drawing up an ACTION PLAN within 40 working days (or 45 working days where a translation is required) of receiving the report, showing what the school is going to do about the issues. This action plan, or a summary of it, will be circulated to all parents at the school.

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.