

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

A Report on the Quality of Education in

**Penycae Infants School
Copperas Hill
Penycae
Wrexham
LL14 2PF**

School Number: 6652155

Date of Inspection: 2 July 2007

by

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

The inspection of Penycae Infants School took place between 02/07/07 and 04/07/07. An independent team of inspectors, led by Stuart Wormleighton, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

| | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | many important shortcomings |

There are three types of inspection.

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

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

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

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

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

This school received a Standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Penycae Infants School is a community school for pupils 4 to 7 years of age. It is situated in an elevated position between Wrexham and Llangollen, in the county of Wrexham. It serves the village of Penycae and the surrounding area. It is housed in a modernised, Edwardian building and is set in extensive grounds. Currently there are 131 pupils on roll, including 27 under-fives, who attend part-time and are taught in the nursery and reception class. Children are admitted to school the term after they attain their fourth birthday. There are six full-time teachers and two part-time teachers at the school.
2. At the start of this academic year the deputy headteacher took over the post of headteacher, due to the secondment and consequent appointment of the existing head to a school improvement post for Wrexham Local Education Authority (LEA). Both were in post during the previous inspection in May 2001. The current headteacher is supported in the senior management team by the early-years manager.
3. Pupils come from homes where English is the first language and no pupil speaks Welsh as their first language. The school states that it is situated in a designated area of social deprivation, although some come from families of greater advantage. Around 22% of pupils are entitled to free school meals which is above the LEA and national averages. Twenty-two percent of pupils are on the school's register of special educational needs (SEN), including one pupil with a statement of special educational need.

The school's priorities and targets

4. The school's main priorities and targets are:
 - To further the development of thinking and problem solving skills;
 - To continue to promote initiatives which involve parental involvement;
 - Further develop the role of the governing body with curriculum links;
 - Continue the review of planning documentation;
 - To further develop investigative skills in mathematics and science;
 - Continue to develop speaking and listening skills;
 - The development of sustainable development and global citizenship;
 - The development of Welsh and physical education as part of the curriculum matrix rolling programme.
 - To continue to develop the outdoor classroom in readiness for the foundation phase.
 - To maintain the effective links with agencies and provision of learning support assistant (LSA) support.

Summary

5. Penycae Infants School is a good school with some outstanding features and no important shortcomings. The way in which leaders and managers evaluate and improve quality and standards is an outstanding feature of the school. The school has outstanding features in other areas including, the way in which pupils achieve their agreed learning goals and targets and how pupils progress in their learning, assessment procedures, the provision for pupils with SEN and aspects of the effective leadership provided by the senior management team.
6. In Penycae there are good working relationships and the school provides high quality support and guidance for learners; these too are outstanding features of the school.

Table of grades awarded

| Key Question | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | 2 |
| 2 How effective are teaching, training and assessment? | 2 |
| 3 How well do the learning experiences meet the needs and interests of learners and the wider community? | 2 |
| 4 How well are learners cared for, guided and supported? | 2 |
| 5 How effective are leadership and strategic management? | 2 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | 1 |
| 7 How efficient are leaders and managers in using resources? | 2 |

Areas of learning for under-fives

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

Grades for standards in subjects inspected

| Subject | Key Stage 1 |
|------------------------|-------------|
| English | 2 |
| Mathematics | 2 |
| Information technology | 2 |
| Art | 1 |
| Physical education | 2 |

7. During the time of the inspection, standards of achievement in the 23 lessons observed were as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 17% | 74% | 9% | 0% | 0% |

8. These standards of achievement were above the Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007, 98% of lessons seen should be grade 3 or better, and well above the target that 65% should be grade 2 or better.
9. Children's attainment on entry to the school, are generally well below the expected average and this is a declining trend. However, they make good progress and the overall quality of education for children under-five is good and they are making very good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
10. All pupils make good progress as they move through key stage 1. Pupils with additional learning needs, including those with SEN make good and often very good progress. The targets set by the school are met by nearly all pupils. Pupils work well in their classes and most achieve good standards
11. Pupils generally achieve good standards in their key skills. Their communication skills of reading, writing and speaking are good and their listening skills are an outstanding feature. Pupils' numeracy and information and communications technology (ICT) skills are good in all classes and their bi-lingual skills are progressing well.
12. At the end of key stage 1, in 2007, in the teacher assessments of pupils' attainment in the core subjects, the percentage of pupils attaining level 2 or above was 90% in English, 93% in mathematics and 95% in science. These figures were above the national average for each subject. The percentage of pupils attaining grade 2 or above in all three core subjects was 90.2%. These results are generally commensurate with previous years, when the attainment of pupils met or surpassed the statutory targets set for the school. Overall standards have improved considerably since the last inspection.
13. Overall, most pupils make good and sometimes outstanding progress. An outstanding feature is the way pupils are becoming increasingly involved in evaluating their own work and what they need to do to improve and move onto their next stage of learning.
14. Pupils' personal, social and learning skills are good. Pupils have a good attitude to learning and show interest in their work and sustain good levels of concentration. Pupils' ability to work with increasing independence is a good feature of the school. Behaviour is very good throughout the school. Pupils' creative skills and the ability to work with others are outstanding features.
15. The average attendance in the three terms prior to the inspection was 89% which was below national and LEA figures. Attendance is adversely affected largely by parents taking children out of school for holidays.
16. Pupils make good progress in their personal, social and moral development. They have a good understanding of moral values and usually show

consideration for others. There are good relationships throughout the school and pupils are developing a good respect for the diversity of beliefs and cultural traditions in society.

17. Pupils are well prepared for effective participation in both the community and the workplace. They are developing a good understanding of their local environment and issues such as sustainability and recycling.

The quality of education and training

18. The quality of teaching in the 23 lessons observed was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 9% | 74% | 17% | 0% | 0% |

19. The above percentages are higher than the all Wales statistics for 2005-2006 (Reported by Her Majesty's Chief Inspector) where 79% grades 1 and 2 were recorded.
20. Teachers and their support staff have a sound knowledge of the curriculum and there is a very good working relationship between adults and learners. They present good models of language both in English and Welsh second language. There is good use of support staff and work is well planned to include work across subjects. There is good class organisation, objectives are shared with pupils and teaching methods are varied and encourage pupils to work independently. In a few lessons however presentations are too long, pupils are less involved and opportunities to develop imagination are overlooked.
21. The quality of assessment and recording is outstanding and the quality of the annual reports to parents is good. Three open evenings are arranged for parents. Pupils' achievements and progress are assessed fairly, accurately and on a regular basis. The on-entry and baseline assessment is carried out accurately. Classroom observations are kept and transferred to the booklet "Travelling Together" giving the school a clear over-view of each child's development and progress.
22. In key stage 1, comprehensive records are kept of pupils' achievements in all subjects. Detailed analyses are undertaken of numerous tests in order to identify shortcomings in the learning and teaching or gaps in the provision. The standard of marking is good. Targets are set for all pupils and they assist them in gaining an understanding of assessment.
23. The school's response to pupils' learning needs is good overall with outstanding features for pupils with SEN and in the early years. It is successful in providing a broad and balanced curriculum that is equally accessible to all pupils.
24. Curriculum policies, schemes of work and planning documents, are informative and very detailed and there is a whole school approach to their implementation. Key and basic skills, and the common requirements of the national curriculum (NC), are well planned for and well developed across the curriculum. The Raise project for English and mathematics is effective in its support for groups throughout the school.
25. Although the school has previously provided opportunities to broaden and enrich pupils' experiences with a range of extra-curricular activities, currently this provision is limited to the after-school child care facility. However, specialist

coaching from the local football club has provided an extra dimension to the physical education curriculum and has allowed all pupils to participate and benefit.

26. Pupils' educational and social development and opportunities to enrich their studies are also enhanced through a range of well planned visits and the many visitors to the school. All classrooms, work areas and corridors are used to provide a good imaginative environment to support and develop the curriculum.
27. The school has taken part in local and national projects that help to develop pupils' personal and social skills. The school is also developing education for sustainability and global citizenship.
28. Provision for the development of pupils' spiritual, moral, social and cultural development is generally good. However, on occasions, opportunities to develop a sense of spirituality are overlooked. The provision for the development of Welsh culture and *Y Cwricwlwm Cymreig* is good and bilingualism is developing well.
29. Links with parents are generally good and the school has good contact with the local community and with the local playgroup and schools. Transition arrangements from key stage 1 to key stage 2 are generally underdeveloped. The school provides placements for students from the local high school and colleges.
30. The school offers some work related activities but pupils' entrepreneurial skills are currently underdeveloped. The school provides opportunities to develop pupils' ability to work with greater independence and this is providing them with relevant experiences to develop the skills for lifelong learning.
31. The school is a very happy, caring community where the quality of care, support and guidance is very good. The partnerships with parents and carers are strong. Induction programmes to help pupils settle in quickly are good with some outstanding features. The provision of high quality personal support and guidance including access to personal and social education is an outstanding feature of the school.
32. The school makes great efforts in monitoring attendance, punctuality and behaviour. The Educational Social Worker is very supportive and works with the school and families. The school's provision to ensure the healthy development, safety and well being of all pupils is good.
33. The provision for pupils with additional learning needs (ALN) is an outstanding feature of the school. Pupils with SEN are diagnosed at an early stage and their needs are identified. Pupils are well-supported and there is good liaison with agencies. The school deals effectively and appropriately with pupils who have any behavioural problems. Pupils with disabilities are fully integrated into the school
34. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated equally. They have equal access to all lessons and activities and any stereotyping is challenged by staff. Good race relations are promoted successfully and the school respects diversity. The school has effective measures to eliminate oppressive behaviour and all forms of harassment.

Leadership and management

35. The school is well led by the current headteacher; she has high expectations of herself and of her members of staff. She provides a framework of clear guidelines and procedures through which the school is made aware of the school's values, aims, objectives and targets which are understood. She is well supported by the other member of the senior management team and other staff.
36. Standards within the school are well monitored by the headteacher and through the subject coordinators.
37. The process of setting targets, to raise standards, is well established and is an outstanding feature. The school has made above average improvement since the previous inspection. Suitable training is provided and staff utilise their new skills to good effect. The school has responded well to WAG and LEA priorities.
38. The governing body is supportive and has good awareness of its responsibilities in setting the strategic direction of the school. They have contributed to the School Improvement Plan (SIP) and been involved in target setting using data performance. All governors have a curriculum area of responsibility and liaise with the relevant co-ordinator. Governors meet regularly and have a number of well established and effective sub committees. The governing body fulfils its regulatory and legal requirement.
39. The head, staff and governors are committed to improving standards. The self-evaluation report is of very good quality. The role of the curriculum leaders is developing well and all play a proactive part in the school's self-evaluation arrangements. The School Development Plan (SDP) is a well organised document and is linked to the self evaluation process. The school has made very good progress since the last inspection. It has effectively addressed the key issues.
40. Very good use is made of all staff, resources and building. The staffing levels are sufficient and the teachers have very good subject knowledge. An outstanding contribution is made by classroom support staff.
41. With the exception of certain ICT resources, all subjects in the school are very well resourced. The central library has an interactive whiteboard and a good supply of books and is well used.
42. The colourful displays make a significant contribution to creating an ethos of good taste in the building.
43. Spending decisions correspond well with the school priorities. The school provides good value for money.
44. The outdoor areas provide a particularly stimulating environment. Accommodation is of a good standard and is well cared for and maintained. However the design of the atrium, leads to extremes of temperature that renders the area impractical for use as a teaching or work area.

Recommendations

- R1 *To further develop the pupils' bilingual competence to ensure progression and consistency throughout the school.
- R2 To ensure that the good practice identified within information technology is delivered uniformly throughout the school.
- R3 *To continue to develop the outdoor classroom and work towards modifying the curriculum planning in key stage 1 to reflect the demands of the foundation phase of education.
- R4 To continue to develop the role of the subject coordinators to identify and promote the good and outstanding practice in the school.

* These recommendations have already been identified by the school as areas for development.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

45. The findings of the inspection team match the judgement made by the school in its self evaluation report.
46. Outstanding features of the school are the way in which pupils achieve their agreed learning goals and targets and how pupils progress in their learning.
47. During the time of the inspection, standards of achievement in the 23 lessons observed were as follows.

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 17% | 74% | 9% | 0% | 0% |

48. These standards of achievement were above the Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007, 98% of lessons seen should be grade 3 or better, and well above the target that 65% should be grade 2 or better.
49. Children's attainment is measured on entry to the school. There is a declining trend and levels are generally well below the expected average. Although there is a significant improvement in children's performance, baseline data at age four indicates that children are still scoring well below the Local Authority (LA) and national averages. However, they make very good progress and the overall quality of education for children under-five is good and they are making very good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.

50. The standards of achievement in the areas of learning for the under-fives are as follows:

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

51. In key stage 1, standards in the subjects inspected are as follows;

| Subject | Key Stage One |
|------------------------|----------------------|
| English | 2 |
| Mathematics | 2 |
| Information Technology | 2 |
| Physical Education | 2 |
| Art | 1 |

52. All pupils make good progress as they move through key stage 1. Pupils with additional learning needs, including those with SEN make good and often very good progress. The targets set for all pupils are realistic, but challenging, are based on the very good knowledge of the pupils' abilities and needs, and are met by nearly all pupils. Pupils work well in their classes and by the end of key stage 1, most achieve good standards. All pupils achieve well regardless of their social, ethnic or linguistic background.
53. Pupils generally achieve good standards in their key skills. Their communication skills of reading, writing and speaking are good and their attentive listening skills are an outstanding feature. Pupils' numeracy and ICT skills are good in all classes. Although pupils' attitudes to Welsh are good, their bi-lingual skills, though progressing, lack sufficient progression and consistency.
54. At the end of key stage 1, in 2007, in the teacher assessments of pupils' attainment in the core subjects, the percentage of pupils attaining level 2 or above was 90% in English, 93% in mathematics and 95% in science. These figures were above the national average for each subject. When compared with schools with a similar number of pupils entitled to free school meals, the school was in the second quartile (between 50%-75%) of schools for English and mathematics and in the third quartile (between 25%-50%) of schools for science. The percentage of pupils attaining grade 2 or above in all three core subjects was 90.2% and placed the school in the second quartile, when compared with similar schools. These results are generally commensurate with previous years, when, although results were usually similar to or above local and national averages, the attainment of pupils met or surpassed the statutory targets set for the school. The relative achievement of girls is usually above that of boys in each core subject. Overall standards have improved considerably since the last inspection.
55. Even though there are minor shortcomings in certain subjects, overall, most pupils make good and sometimes outstanding progress. They acquire new knowledge and understanding and skills, both within their individual lessons and over time throughout each term and year. Pupils are becoming increasingly involved in evaluating their own work and are becoming more aware of what

they need to do to improve and are well prepared to move onto their next stage of learning. Given the age of the pupils this is an outstanding feature in key stage 1.

56. Pupils' personal, social and learning skills are good. Pupils have a good attitude to learning and show interest in their work and sustain good levels of concentration. Pupils' ability to work with increasing independence is a feature of the school especially amongst the older pupils. They show good levels of involvement, interest and motivation, whether working individually, in pairs or as part of a larger group.
57. Behaviour is very good throughout the school and a developing ethos of self-discipline is evident and this is contributing effectively to pupils' good progress and development. Pupils' creative skills and the ability to work with others are outstanding features, especially in key stage 1.
58. The average attendance in the three terms prior to the inspection was 82.9% for nursery, 90.5% for reception and 93% for the rest of the school. These figures are below the targets set by the WAG. Parents taking children out of school for holidays remains a problem despite the efforts of the school to encourage the importance of good attendance. The majority of pupils are punctual and lessons start on time.
59. Pupils make good progress in their personal, social and moral development. They have a good understanding of moral values such as honesty and fairness and usually show consideration for others. There are good relationships throughout the school and pupils are developing a good respect for the diversity of beliefs and cultural traditions in society.
60. From the early years on, pupils are well prepared for effective participation in both the community and the workplace. They are developing a good understanding of their local environment and issues such as sustainability and recycling.

The quality of education and training

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

Grade 2: Good Features and no important shortcomings

61. The findings of the inspection team match the judgement made by the school in its self evaluation report.
62. The quality of teaching in the 23 lessons observed was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 9% | 74% | 17% | 0% | 0% |

63. The above percentages are higher than the all Wales statistics for 2005-2006 (Reported by Her Majesty's Chief Inspector) where 79% grades 1 and 2 were recorded.
64. Teachers and their support staff have sound knowledge of the requirements of the National Curriculum (NC) and Religious Education and of the Desirable Outcomes for Children under Five. There is a very good working relationship between teachers and learners. All pupils are treated fairly.

65. Where there are outstanding features in the teaching they include:
- effective and stimulating presentations:
 - work that is well planned and prepared thoroughly;
 - very good use of class – support staff to lead and encourage learning.
66. The good features found in the teaching include:
- good class organisation and management that promote good learning;
 - taking advantage of every opportunity to develop cross-curricular elements;
 - teaching methods that are varied and effective;
 - careful questioning;
 - sharing of objectives with pupils at the beginning of lessons and reinforcing at the end;
 - encouragement for pupils to work independently and to make their own decisions;
 - differentiated tasks;
 - effective use of purposeful strategies and schemes to develop learning in the early years.
67. Where there are shortcomings in the teaching the features include:
- presentations that are too long;
 - opportunities to develop imagination overlooked;
 - in class presentations, a tendency to concentrate on front groups of pupils only;
 - pupil involvement was lost due to some working groups being too large.
68. Teachers present good models of language both in English and Welsh second language. Very effective use is made of Welsh second language informally during the school day and in the lessons.
69. The quality of assessment and recording is outstanding and the quality of the annual reports to parents is good. The reports conform to statutory requirements. They outline pupils' achievements and skills in all subjects as well as providing other relevant personal comments.
70. Pupils' achievements and progress are assessed fairly, accurately and on a regular basis. Assessment is used consistently to guide planning and set up purposeful targets. They have a direct impact on the planning and quality of learning. The assessment for pupils with additional learning needs fulfil statutory requirements and is an outstanding feature.
71. The progress made by the under-fives in the six areas of learning is assessed and recorded thoroughly. The on-entry and baseline assessment is carried out accurately. Classroom observations lead to purposeful comments, depicting the children's abilities, which are kept and transferred to the booklet "Travelling Together" giving the school a clear over-view of each child's development and progress.

72. In key stage 1, comprehensive records are kept of pupils' achievements in all subjects. Relevant observations are also recorded on their personal and social development.
73. Detailed analyses are undertaken of numerous tests carried out in order to identify shortcomings in the learning and teaching or gaps in the provision.
74. Teachers know their children well. The standard of marking is good. Most teachers' oral and written comments on pupils' work ensure that all pupils are fully aware of the quality of their work and provide clear direction as to how to make further improvements.
75. Targets are set for all pupils and they assist them in gaining an understanding of the purpose of assessment. Pupils are aware of their targets and they discuss them regularly with their class teachers and class support staff.
76. Three open evenings are arranged for parents during the school year to discuss their children's progress. Parents praise these meetings.

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

Grade 2: Good features and no important shortcomings

77. The findings of the inspection team match the judgement made by the school in its self evaluation report.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making very good progress towards the Desirable Outcomes for Children's Learning. Progression in learning for children under five is very good. Their experiences engage them fully and are meaningful to all children. There has been considerable investment in the outdoor curriculum in anticipation of the Foundation Phase for which the school is preparing well.
79. The school's curriculum meets all statutory requirements and its response to pupils' learning needs is good overall with outstanding features for pupils with SEN and in the early years. It is successful in providing a broad and balanced curriculum that is equally accessible to all pupils, including those with SEN.
80. Curriculum policies, schemes of work and planning documents, are informative and very detailed. They show clear progression from year to year, so allowing the teachers to take good account of the pupils' previous knowledge and experiences, as they plan current and future work. The contents of these documents are well implemented and there is evidence that close liaison takes place to ensure that there is generally even coverage and a whole school approach to their implementation.
81. Key and basic skills, and the common requirements of the NC, are well planned for and their promotion is well developed across the curriculum and in all subjects throughout the school. Arrangements for the provision for the development of pupils' listening skills are an outstanding feature and recent work on the promotion of problem solving skills is making an effective contribution to the curriculum.

82. The Raise project provides extra support for groups of targeted pupils throughout the school. Work is well planned to provide effective, relevant and often practical experiences in English and mathematics that are helping to raise standards in those basic skills and in key skills such as ICT.
83. Although the school has previously provided opportunities to broaden and enrich pupils' experiences with a range of out-of-school-time clubs and activities, such as dance, drama and gymnastics, currently this provision is limited to the after-school child care facility. However, the development of football skills, with specialist coaching from the local football club, has provided an extra dimension to the physical education curriculum and to pupils' social development, and has allowed all pupils to participate and benefit.
84. Pupils' educational and social development is also enhanced through a range of well planned visits to and activities in, the local environment and further a field. These include work in the school garden, visits to the village, Wrexham Museum, Erddig Hall, Chirk Castle, Lake Vyrnwy and Liverpool; as well as taking part in the Urdd Jambori. The many visitors to the school also provide the pupils with relevant opportunities to enrich their studies.
85. All classrooms, work areas and corridors are used to provide a good imaginative environment to support and develop the curriculum. In key stage 1 classes for example, areas are created to make a Chinese restaurant, Chirk Castle or Chester Zoo, to provide work on many areas of the curriculum such as, mathematics, role-play, history and art.
86. The school has taken part in local and national projects that help to develop pupils' personal and social skills. The school has been awarded the Healthy Schools Scheme Award for the fourth time and is currently engaged in a project for the continuing development of the school grounds as a learning environment. The school has also identified education for sustainability and global citizenship as areas for development and activities are already in place to effectively promote it.
87. Provision for the development of pupils' spiritual, moral, social and cultural development is generally good. The school follows the locally agreed syllabus for Religious Education and links with local clergy and the Salvation Army are strong and visits to churches and places of worship make valuable contributions to these aspects of education. However, on occasions, opportunities to develop a sense of spirituality in assemblies and collective worship are overlooked. The school however encourages its pupils to be respectful and self disciplined and pupils have a good and appropriate understanding of moral and social issues. The provision for the development of Welsh culture and *Y Cwricwlwm Cymreig* is good throughout the school and the opportunity to study bilingualism and the cultures of other societies is developing well.
88. The school has good contact with the local community. A number of pensioners visit the school to support reading and local groups help in school initiatives such as the development of the school grounds. There are good links with the play group and the Busy Bees Nursery and with the local consortium of schools. However, although there is liaison between the school and the local junior school, before pupils transfer, transition arrangements from Y2 to Y3 are generally underdeveloped. The local high school send students from their Child Care courses each week and other students also help at the school fair. The

school has effective links with Yale and North East Wales Institute (NEWI) providing suitable placements for students.

89. Links with parents are generally good. The school has been successful in providing Family Learning and Learning and Play Activities for groups of parents and is currently running 'Incredible Years' workshops for parents in school. There are good levels of attendance at curriculum information meetings, such as the ones held for the early years and key stage 1. The school has an active Parent, Teacher and Friends Association (PTFA) and parents and friends from the community help in the school.
90. The school offers work related activities to increase pupils' knowledge and understanding of the world of work, but the development of pupils' entrepreneurial skills is currently underdeveloped. Visitors to school include school nurse, school crossing patrol officer, police, forestry officer, the local pharmacist and visitors to talk about Fairtrade. There have also been visits to the local post office and the local delivery route and pupils are well prepared for effective participation in both the workplace and the community.
91. The school provides opportunities to develop pupils' ability to work with greater independence and to carry out problem solving and investigative activities and this is providing them with relevant experiences to develop the skills for lifelong learning.

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

Grade 2: Good features and no important shortcomings

92. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, which graded this key question a Grade 1. Although the way learners are cared for guided and supported is good and includes some exceptional features, the team did not feel that these features were sufficiently outstanding to warrant the higher grade.
93. The school is a very happy, caring community where the quality of care, support and guidance is very good. Pupils are secure in school and good relationships exist between themselves and all staff both teaching and non teaching. In discussion with the School Council, the pupils felt their opinions were valued and that they were well cared for and supported. The introduction of a 'Buddy Table' in the playground was seen as a welcome addition for those that felt in extra need of support.
94. The partnerships with parents and carers are strong. There was a good, positive response from the questionnaires and from the few parents who attended the pre-inspection meeting. There is an active PTFA whose fundraising activities benefit the school greatly. Following the school's own questionnaire to parents the names and contact details of the chair of governors and the parent governors are now on display in the atrium and newsletters are now weekly.
95. Induction programmes to help pupils settle in quickly are good with some outstanding features. The chair of governors is the playgroup leader which greatly assists the transition to the nursery. There is a playgroup plus held on the premises for children in the nursery to attend before or after their nursery

session. Children with additional needs are inducted slowly and unobtrusively when starting school and on transfer to the juniors at key stage 2.

96. Teachers know their pupils' well which enables them to effectively monitor each child's need and progress. The provision of high quality personal support and guidance including access to personal and social education is an outstanding feature of the school. Personal and social education is covered both in weekly planning and more discreetly during snack time each day and circle time. The use of relevant specialist services and outside agencies is effectively employed where necessary.
97. Registration is conducted in accordance with statutory requirements. The school makes great efforts in monitoring attendance, punctuality and behaviour. Parents are reminded regularly in newsletters the importance of regular attendance. Letters are sent out, along with a copy of individual attendance details when attendance falls below a certain percentage. The educational social worker is very supportive and works with the school and families where there are concerns either with attendance or punctuality. Good attendance is rewarded with certificates at assemblies.
98. The school's provision to ensure the healthy development, safety and well being of all pupils is good. The school is part of the Healthy Schools initiative and has received four awards for their work and participation in the programme. Healthy eating is promoted in the choices available for school dinners and snacks. The majority of staff are trained first aiders. There are appropriate security arrangements in place.
99. There are two designated people with responsibility for child protection. They have both received the appropriate level of training. All other members of staff, including midday supervisors and assistants have attended training and can recognise signs and symptoms of abuse. There is an appropriate child protection policy in place in line with local procedures.
100. The provision for pupils with ALN is an outstanding feature of the school. Procedures comply with the SEN Code of Practice. Pupils with special educational needs and the gifted and able, are diagnosed at an early stage and their needs are identified. Those pupils on the SEN register are well-supported by the experienced and well-qualified Special Educational Needs Co-ordinator (SENCo), the recently appointed SEN teacher, classteachers and the learning support assistants. Comprehensive records are meticulously kept and there is good effective liaison between the school and relevant agencies.
101. Pupils with SEN have individual education plans (IEPs). These are written by the SEN teacher with support from the SENCo. The teachers fully involve the parents and the pupils, who contribute to formulating the IEPs. They have appropriate details with specific targets relevant to pupils' needs and are reviewed on a regular basis.
102. Pupils with SEN are successfully integrated into the school; work in lessons and during withdrawn sessions is well-targeted and differentiated to meet their needs and pupils make very good progress relative to their ability. All pupils have the opportunity to learn effectively, without interference and disruption from others and the school deals effectively and appropriately with pupils who have any behavioural problems.

103. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated equally – it is strength of the school. They have equal access to all lessons and activities and any stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school recognises and respects diversity. This is also evident from the many and varied displays and resources around the school.
104. The school has effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. Pupils indicated they would report any incidents and felt confident that bullying would be dealt with promptly and fairly by staff. Good use is made of assemblies, circle time and story time to encourage discussions with pupils. Pupils also identified the 'Buddy Table' as a place to go if they just wanted to talk to other children not necessarily an adult.
105. Pupils with disabilities are fully integrated into the school, with reasonable adjustments being made to avoid putting them at a disadvantage. A disability audit has been carried out and there is disability access to the school site.

Leadership and management

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

Grade 2: Good features and no important shortcomings

106. The findings of the inspection team match the judgement made by the school in its self evaluation report.
107. Although the previous, well established management team has undergone change, following the secondment of the previous headteacher, at the start of the academic year, the school has continued with its ethos of school improvement. The school is well led by the current headteacher; she has high expectations of herself and of her members of staff. The clear direction she gives is an outstanding feature of the school.
108. The headteacher provides a framework of clear guidelines and procedures through which the school is made aware of the school's values, aims, objectives and targets which are understood and acted upon by pupils and nearly all of those involved in providing education within the school. She is well supported by the other member of the senior management team and other staff, who are fully committed to the future development of the school.
109. Standards within the school are well monitored by the headteacher through classroom observation and through the developing role of the subject coordinators, who provide reports based on their annual audit of monitoring work, discussions with staff and review of their subject's documentation.
110. The process of setting statutory and non-statutory challenging and realistic targets, to raise standards, and improve the quality of education within the school is well established and is an outstanding feature. The system is very successful and the school has made and continues to make above average improvement since the previous inspection.

111. The school's performance management procedures meet statutory requirements and are used to good effect to raise standards. Effective arrangements are in place to identify staff training needs for their continuous professional development. Suitable training is provided and staff utilise their new skills to improve, not only in their own classroom practice, but also by sharing it with colleagues. The process has now been extended to include teaching and support assistants.
112. The school has responded well to WAG and LEA priorities, preparing the 'outdoor classroom' for the under-fives and the foundation phase, promoting bilingualism, education for sustainability and becoming a health promoting school for the fourth time, and piloting new assessment and recording procedures.
113. The governing body is supportive and has good awareness of its responsibilities in setting the strategic direction of the school. They have contributed to the SIP and been involved in target setting using data performance.
114. All governors have a curriculum area of responsibility and liaise with the relevant co-ordinator. Governors meet regularly and have a number of well established and effective sub committees.
115. The governing body fulfils its regulatory and legal requirement.

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

Grade 1: Good with outstanding features

116. The findings of the inspection team match the judgement made by the school in its self evaluation report.

117. There are several outstanding features, among them are:

- The school leaders and managers are well informed and set clear targets and actions to bring about improvements;
- The self-evaluation arrangements are comprehensive and systematic and involve all stakeholders; and
- The planning for improvement is well established, effective and has led to measurable improvements.

118. The head, staff and governors are committed to improving standards. The detailed self-evaluation arrangements give the school good quality information about its performance. The self-evaluation report presented prior to the inspection is of very good quality. The findings of the inspection team matched the judgements made by the school in its self-evaluation report in six of the seven key questions.

119. All curricular leaders play a proactive part in the school's self-evaluation arrangements. A number of strategies are used to gather evidence, including inspecting pupils' work, analysing tests and observing lessons. Although direct class observations has not been sufficiently established for all subjects. They

produce comprehensive reports for staff and for the governing body. Appropriate action plans accrue from each evaluation, to be followed by purposeful planning in class. The appropriately developed focus on standards of achievement has led to a significant improvement in the quality of some evaluations.

120. Effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
121. Analytical and effective use is made of test results and other data to identify areas for improvement and set targets for pupils and teachers. Strong emphasis is placed on raising standards and ensuring that all pupils reach their full potential.
122. The SDP is a well organised and useful document providing a strategic direction for the school's work. There is very good correlation between the priorities identified in the SDP and the self-evaluation arrangements.
123. The school has made formal arrangements for gathering parents' views and there are good links between the school council and staff. This ensures that parents' and pupils' views are considered when planning any future developments.
124. The school has made very good progress since the last inspection. It has effectively addressed the key issues and to a large extent they have succeeded in achieving all recommendations.
125. The school has maintained and further developed good practise in the school. It has implemented and developed the priorities identified in the SDP. Subject leaders are in post and their responsibilities are developing well. The planned strategies for improving pupils' reading and writing skills have been established and standards have improved. The school has ensured that the technical problems with the computer network have been resolved. ICT is more consistently integrated into planning and work throughout the school.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in its self evaluation report.
127. Very good use is made of all staff, resources and the building to reach the outstanding and good standards in the subjects that were inspected.
128. The staffing levels are sufficient for the numbers of pupils on the school register. Although the headteacher has no class responsibilities she contributes effectively to the teaching programme. The teachers have a very good knowledge and experience to teach all aspects of the curriculum. They regularly update their knowledge by attending training sessions and by receiving support by officers and advisers of the LEA.
129. The school has introduced appropriate measures for the reduction of teachers' workload. Arrangements for the provision of preparation, planning and assessment time are effective, with good liaison between all relevant members of staff.

130. An outstanding contribution to the teaching and the learning is made by classroom support staff. They work conscientiously with the teachers in planning, teaching and recording pupils' progress. Pupils are well supported. The practise of dividing Y2 into two classes allows the learning groups to be far more manageable.
131. The school has a good supply of resources for all ages including the under fives. They are of good quality and are easily accessible for all pupils. These are reinforced by a range of interesting resources produced by the teachers and their class support staff.
132. A central library is well used. It has a very good supply of books and one inter-active whiteboard for the use of the whole school. Currently the school does not have sufficient computers and inter-active whiteboards; however, there are plans to remedy this shortly.
133. The colourful displays on classroom walls and along the corridors make a significant contribution to creating an ethos of good taste in the building, and they highlight pupils' work and celebrate their achievements.
134. Spending decisions correspond well with the school priorities. There is a currently a significant financial surplus; the school can, however, show clearly why this is essential. The head and governing body regularly review and evaluate requirements so as to obtain value for money. The school provides good value for money.

Accommodation is of a good standard and is well maintained. It meets the needs for the number of pupils on roll. However the design of the atrium, though aesthetically pleasing, with its glass roof, leads to extremes of temperature that renders the area impractical for use as a teaching or work area. The outdoor areas provides a particularly stimulating environment, with good playground markings, soft play area with climbing frame and slides, sheltered seating/table areas. Each class has their own area for planting. There are adequate toilet and changing facilities and appropriate disability access.

Standards achieved in subjects and areas of learning

Under 5s

136. The general quality of the provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Children receive a broad range of purposeful and stimulating activities for their age and development. Effective use is made of the outside area.

Language, literacy and communication

Grade 2: Good features and no important shortcomings

Good features

137. The majority of children listen well to whole class and group presentations and stories. They all respond positively to Welsh as their second language. They

show an increasing ability to understand and respond to simple instructions in Welsh.

138. Nursery and reception children receive regular and interesting opportunities to develop their spoken language and they make good progress. Most children are eager to take part in class discussions. They enjoy role play and individuals are particularly effective when creating dialogues in various planned situations inside and outside the classroom.
139. Nursery children display an interest in books and are beginning to behave as readers. Individuals can identify letters and their sounds and some simple words. They enjoy mark making in the writing area. The most able can write their names correctly, over-write and copy out letters and words.
140. Reception children identify letters and familiar words and join in the reading of simple text. The most able children read books which match their stage of development independently. They write their names and copy out correctly. Individuals write simple words and sentences correctly and independently. They also enjoy writing in various forms in the writing area.

Shortcomings

141. A number of children offer only brief responses when communicating and some children's grasp of vocabulary has not yet developed sufficiently, although the school has developed good structured programmes for listening and speaking.

Personal and social development

Grade 1: Good with outstanding features

Good with outstanding features

142. Nursery children have established a very good relationship with their peers, teachers and other adults. They enjoy taking part in formal and informal group work and various activities that promote play and sharing.
143. All children display good behaviour and confidence as they investigate and experiment in the various stimulating activities planned for them. They respond well to new cultural experiences. They are aware of healthy eating.
144. Reception children are eager to learn. They concentrate well on their tasks and co-operate easily when playing and sharing together in group activities. They are aware of Bible stories and with the support of their teachers have composed simple prayers effectively. They learn about caring and friendship through the medium of appropriate stories and during collective worship.

Mathematical development

Grade 1: Good with outstanding features

Good with outstanding features

145. Nursery children recognise their colours and are able to classify objects according to a set criterion. They are able to count object and through relevant practical activities they come to recognise numbers and the value of numbers up to at least 5. They can name some 2D shapes correctly and use mathematical language with understanding.

146. Reception children respond well and show an increasing understanding of mathematical concepts. They sort numbers in correct order and count to at least 10 and count back. The most able can count up to 20 and beyond. They can add and subtract correctly and they come to understand the concept of “more” and “less”. They are beginning to identify some coins and gain practical experience of paying for goods as part of their role-play. They can recognise and create patterns accurately and identify 2D and some 3D shapes. Their mathematical vocabulary is developing very well.
147. All children, through practical experiences come to understand about non-standards measures.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good with outstanding features

148. All children constantly show curiosity and enthusiasm in the activities that are well planned for them in the classroom and the outside area.
149. Nursery children speak enthusiastically about themselves, their families and their homes. They are aware of people and their work. They discuss the weather and observe and look after the vegetables and plants that they have planted themselves.
150. They watch them growing noting that they need light and water in order to grow. Their observational skills are developing very well as they play in different purposeful activities, such as sand, water and other activities that correspond to the current topic. Through practical experiences they are able to create models with different types of blocks and play imaginatively with small world equipment. They use the computer with increasing confidence and their skills are developing well.
151. Reception children can name the days of the week in correct order, months of the year and show an awareness of the seasons indicating some of the main features.
152. Their observational and investigative skills are developing very well as they play in the sand and water, plant vegetables and through other planned activities including cooking activities. They respond well to the planned experience in the interesting sensory area. They plan and create a variety of products using a range of materials.
153. Following a walk in the village, they can describe different kinds of houses noting some characteristics of some of the buildings. They are aware of the work of people in the immediate locality.
154. When talking about events in their own lives they discuss their personal time line with understanding. They become aware of other cultures through stories and carefully planned activities.
155. Their ICT skills are good as they control the mouse to create pictures and move objects on the screen.

Creative development

Grade 1: Good with outstanding features.

Good with outstanding features

156. Nursery children work well with paint and other creative media. They produce a number of effective pictures and paintings and talk about them with enthusiasm.
157. They produce a variety of interesting 3D shapes and images with clay and play-doh. They enjoy singing songs that are appropriate to their age. In the music corner they experiment with different sources of sound. The children use their imaginative powers well as they engage in role-play in purposefully planned areas.
158. Reception children sing a variety of songs and rhymes including Welsh songs that are appropriate to their age. Some individuals keep the beat correctly. They can compose a simple rhythmic composition and perform their rhythms enthusiastically using un-tuned instruments and utensils.
159. They begin to understand some musical elements such as "loud" and "soft". They can name some un-tuned and tuned instruments correctly. The children produce a variety of good art work from their imagination in paint and other media using a variety of techniques with increasing ability.
160. Through various role-play situations they increasingly develop in their imagination and confidence.

Physical development

Grade 1: Good with outstanding features

Good with outstanding features

161. Nursery children use small apparatus with increasing dexterity. Their physical skills are further developed as they play with balls and other suitable equipment. They make appropriate use of space and control their bodies as they make different movements in physical education. They display an appropriate level of control when playing with large toys.
162. Reception children develop very well in their fine motor skills by working with appropriate tools. Through PE and dance they develop their ability to follow instructions and to move confidently with an increasing degree of control. Their experiences in gymnastics, games and playing with large toys and other equipment enable them to make very good progress in the required skills.

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| English |
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Key Stage 1: Grade 2: Good features and no important shortcomings.

Good features

163. In key stage 1, the pupils listen very well to stories and class presentations. The vast majority are eager to take part in class discussions, to engage in impromptu role-play and to reinforce their understanding of story.
164. Their ability to sequence a story by following a story map is outstanding. The children are able to recall the main elements of a story and place events in their

- correct order. Individuals are confident when presenting responses and they express themselves clearly and coherently.
165. Reading standards are good. The vast majority show an interest in books. The younger pupils develop well as readers. Through a range of purposeful activities, they become familiar with words and phrases and they correctly read simple appropriate books at their level of development. They use appropriate strategies when coping with unfamiliar words.
166. Pupils of lower ability can discuss the story in their reading books and read appropriately at their level of development. A substantial number of Y2 pupils read fluently and with meaning. They can discuss the books that they read with interest and understanding of the text. The most able children know where to search for information from reference books and other sources.
167. Standards in writing are good. They write in various forms and communicate effectively. The younger pupils write simple sentences independently.
168. By means of structured activities they increase their understanding of language forms and spelling strategies. By Y2 they are confident writers. They write short coherent paragraphs correctly using a number of sentence patterns. They are able to punctuate and spell structural words with a fair measure of accuracy. The most able pupils write extended stories using adjectives purposefully in their work.
169. They have appropriate understanding of punctuation. Their ability to vary sentence patterns and to create different effects is generally good. After listening to and reading a number of poems, they succeed in writing their own simple and interesting poems that show their imagination and interest. Pupils' handwriting is neat and legible.

Shortcomings

170. Although there are no important shortcomings some key stage 1 pupils exhibit errors of syntax and spelling in their written work.

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| Mathematics |
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Key stage 1: Grade 2: Good features and no important shortcomings.

Good features

171. Pupils' progress is good throughout the key stage, with well planned, differentiated provision and a good range of activities that ensures pupils achieve good standards across the programmes of study.
172. All pupils make good progress in number. They are able to count accurately in English and in Welsh. They are developing a good mathematical language and acting as 'teachers' are able to ask relevant mathematical questions of each other and respond appropriately to correct and incorrect answers.
173. They understand the concept and use of number, whether they are odd or even. They can double numbers' identify whether numbers are more than or less than each other and accurately calculate basic number bonds.
174. They are aware of the relationships between numbers and are able to 'make' numbers, such as 20 or 50 using a variety of methods and numbers. Older

pupils, working on their 'number of the week', extend this skill to larger numbers of 80 and 100 and identify and use more complex combinations of numbers and methods of calculation to work out their answers.

175. Throughout key stage 1, pupils develop a good understanding of shape and measure. Their use of appropriate mathematical language is developed as they measure time and length and is extended further as they time themselves speed working and measuring plants in the 'outside classroom' having first successfully estimated the size of bushes and small trees.
176. Pupils can identify and are building up a good knowledge of properties of basic two and three-dimensional shapes and can link this knowledge to other curriculum areas. Pupils develop a good understanding of money and are given the opportunity to carry out practical work on calculations in their Chinese restaurant or zoo.
177. Pupils use their ICT skills to good effect to increase their knowledge and understanding of graph work, producing bar charts, histograms and pie charts from a range of relevant activities.
178. They are developing good mathematical thinking skills and many express their ideas well and work with increasing confidence, as they carry out problem solving and mathematical investigations; a process well supported by the Raise project.

Shortcomings

179. Although there are no important shortcomings, a few older pupils showed some misconceptions in place value when subtracting large numbers.

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| Information technology |
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Key stage 1: Grade 2: Good features and no important shortcomings.

Good features

180. Pupils' progress is good throughout the key stage, with a good range of activities that ensures pupils achieve good standards in both communicating and handling information and modelling.
181. Pupils are developing a good understanding of how to use a good variety of hardware and software and use it with increasing skill, in various contexts, to support their learning in all subject areas including physical education and art. Pupils are proficient in their use of clicking and dragging characters on the screen as they illustrate a story of Hansel and Gretel supporting work on literacy.
182. They are able to use word processing skills to produce pieces of written work independently on the screen, and edit and print their work. Programs are used with increasing proficiency to produce art work and a good range of graphs. Their information technology and writing skills are further extended as they write and send e-mails to Chester zoo and search the internet for information as they research a project on bears. Other ICT skills are developed as they respond to sounds of animals and match them to animals.

183. Pupils program and make good use of Bee-Bots to collect items from around the world on a floor mat. And this is extended with more advanced work with the floor turtle, as they program it correctly with advanced instructions.
184. Pupils are developing their ability to use simple database programs to record their findings from fieldwork and investigations in science and mathematics.

Shortcomings

185. Although the pupils attain high standards, on occasions there is not always clear progression throughout key stage 1 in the activities provided.

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| Art |
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Key Stage 1: grade 1: good with outstanding features

Outstanding features

186. Year 2 pupils show outstanding techniques when they use pastels and chalk to create pictures of animals. They discuss their work enthusiastically explaining their methods carefully and methodically. They have a very good understanding of specialist words in the area, such as texture and tone.
187. Pupils use their imagination when they observe structures in nature. They create interesting sculptures using natural materials. They talk about their sculptures in relation to others. They recognise similarities and differences; evaluating their own constructions with honesty.

Good features

188. Key stage 1 pupils take advantage of a broad range of experiences to create work of a good standard in a variety of media. They are aware of different elements of art and discuss the use of tone, colour, pattern and shape intelligently in their own work. They use a range of materials, tools and processes to good effect.
189. Their control of an increasing number of techniques is good as they draw and paint from observations, memory and from their feelings. They create their own shades of colours and use them to good effect in their paintings.
190. Pupils use sketch books effectively to practise techniques, record information and observations.
191. Pupils use computer software effectively to create interesting and colourful pictures.
192. Pupils are aware of famous artists including the work of Welsh artists. Their understanding of the work of the artists they have studied is developing appropriately and they emulate the styles of these artists in their own work.
193. Key stage 1 pupils can create three-dimensional models very successfully in response to their topic work. They show good techniques when using appropriate tools and media.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings.

Good features

194. Pupils' development is good throughout the key stage and nearly all achieve a good standard in all three areas of activity that underlines the progression to a whole school approach to the subject.
195. Pupils dress appropriately for physical education. They know, understand and join in well with warming up and cooling down exercises and the significance they play in healthy exercise. They show good levels of independence as they sensibly set up and put away equipment and apparatus.
196. They listen attentively to instructions and following the very good role models, set by their teachers, join in well. They exhibit good levels of involvement, enthusiasm and enjoyment for all aspects of their lessons. The majority are fully exercised by the time the lesson ends.
197. They create, develop and play simple team games, discussing rules and exhibiting good cooperation and sportsmanship. Within these games, they show good skills of throwing and an awareness of different types of throwing needed, depending on the objective.
198. Pupils' gymnastic skills are good and their development is preparing them well for the next stage of learning within the subject. They use their bodies well, with appropriate tension, to make shapes and put together sequences for their performances.
199. Their response to dance is good. Pupils think carefully about the elements of their routines and use their good knowledge of techniques to decide what they need to do and then implement them in response to the music being played.
200. Evaluation is an integral part of all aspects of their physical education activities. Pupils' evaluation skills are good arising from viewing videos, watching their own and other pupils' routines. More traditional forms of evaluation take place with pupils observing the performance of others and then expressing their views as to how they can be improved.

School's response to the inspection

We are pleased that the inspection findings identify the excellent progress made by the whole school in raising standards since the last inspection, especially in the core subject areas of English and mathematics. The significant role played by our clear assessment procedures and strong effective management has been made evident by their identification as outstanding features by the inspection team. Equally, the recognition of SEN provision and management as outstanding, upholds the school's determination to provide effective and equal opportunities for all of our pupils. The care and support for the individual child is recognised, particularly in the identified exceptional contributions of management skills and staff support in the early years. The skills of all staff in delivering art provision across the age ranges were also recognised and identified as being outstanding in the inspection report. The good behaviour of the pupils and their high standards of concentration and attention were seen as being a result of a whole-school emphasis on development of these areas. The pupils were able to confirm to the inspectors that they felt the school to be a happy, secure place leading to the development of excellent levels of self-esteem, confidence and respect for others.

An action plan will be devised which will address the recommendations expressed by the inspection report. These include maintaining the promotion of progressive bilingual language skills and also the provision for the development of identified progression of key skills in information technology. The continuation of the modification of planning documents in preparation for the forthcoming foundation phase will be a priority plus the continued cross curricular use of the outdoor classroom. The maintained emphasis on the development of the role of subject leaders in order to raise standards will also be a key feature.

The staff and governors intend to address these issues by developing the action plan as soon as possible during the Autumn Term 2007. The present progressive bilingual language document will be adapted during the year to further extend language skills across the age ranges, ensuring greater breadth of language and increasing opportunities for use. The issues linked to information technology will be addressed by the production of a progressive skills document, which should be in use by the Autumn Term 2008. It is expected that whole-school in-service training days and staff meetings will be dedicated to restructuring the planning documents. The amended documents should be formulated before the end of the Summer Term 2008. Planning procedures will emphasise the cross-curricular use of the outdoor classroom for all age groups. Methods will be identified by which the role of the subject leaders will promote the development of good standards in teaching and learning, particularly by shared outstanding practice.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

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|---------------------|-------------------------------------|
| Name of school | Penycae Infants School |
| School type | Nursery and Primary |
| Age-range of pupils | 3-7 |
| Address of school | Copperas Hill Penycae Wrexham |
| Postcode | LL14 2SD |
| Telephone number | 01978 841175 |

| | |
|---|-----------------------|
| Headteacher | Mrs Pauline Prydderch |
| Date of appointment | 01/09/06 |
| Chair of governors/ Appropriate authority | Mrs Joan Lowe |
| Registered inspector | Stuart Wormleighton |
| Dates of inspection | 2-4 July 2007 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 13.5 | 36 | 40 | 41 | | | | | 130.5 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 6 | 2 | 7 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 27:1 |
| Pupil: adult (fte) ratio in nursery classes | 11:1 |
| Pupil: adult (fte) ratio in special classes | n/a |
| Average class size, excluding nursery and special classes | 16:1 |
| Teacher (fte): class ratio | 1;1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Summer 2006 | 77.9 | 93.1 | 91.6 |
| Autumn 2006 | 85.5 | 89.5 | 93.1 |
| Spring 2007 | 84.4 | 89.1 | 94.3 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 22% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

| National Curriculum Assessment KS1 Results 2007 | | | Number of pupils in Y2: | | | | | 41 |
|---|--------------------|----------|-------------------------|-----|------|------|------|----|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | |
| English: | Teacher assessment | School | 0.0 | 0.0 | 9.8 | 78 | 12.2 | |
| | | National | 0.4 | 3.4 | 13.1 | 62.7 | 20.4 | |
| En: reading | Teacher assessment | School | 0.0 | 0.0 | 9.8 | 63.4 | 26.8 | |
| | | National | 0.4 | 3.8 | 13.9 | 54.9 | 26.8 | |
| En: writing | Teacher assessment | School | 0.0 | 0.0 | 9.8 | 80.5 | 9.8 | |
| | | National | 0.4 | 4.9 | 14.4 | 68.4 | 11.8 | |
| En: speaking and listening | Teacher assessment | School | 0.0 | 0.0 | 2.4 | 90.2 | 7.3 | |
| | | National | 0.4 | 2.4 | 9.8 | 63.4 | 24.0 | |
| Mathematics | Teacher assessment | School | 0.0 | 0.0 | 7.3 | 80.5 | 12.2 | |
| | | National | 0.3 | 2.0 | 10.4 | 63.9 | 23.2 | |
| Science | Teacher assessment | School | 0.0 | 0.0 | 4.9 | 85.4 | 9.8 | |
| | | National | 0.3 | 1.6 | 8.6 | 65.5 | 23.9 | |

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

| | | | |
|---------------|------|----------|------|
| In the school | 90.2 | In Wales | 80.6 |
|---------------|------|----------|------|

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

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection.

Inspectors visited and observed:

- twenty-three lessons;
- all classes;
- acts of collective worship; and
- lunch times and break times

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- teachers, support and administrative staff, the school council and groups of children during the inspection:

The team also considered:

- the school's self evaluation report;
- seventy-eight responses to the parents'/carers' questionnaire;

- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Stuart Wormleighton Registered Inspector | Key Questions 1 and 3 and contributions to Key Questions 4 and 5 mathematics, information technology, physical education |
| Justine Barlow Lay Inspector | Contributions to Key Questions 1, 4, 5 and 7 |
| Rhianwen Huws-Roberts Team Inspector | Key Questions 2, 6 and 7 under-fives, English, art |

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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