

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

**PENYFFORDD JUNIOR SCHOOL
Penymynydd Road
Penyffordd
Chester
CH4 0LQ**

School Number: 664/2075

Date of Inspection: 10 – 12 March 2003

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REGISTERED INSPECTOR: W160/78283

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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:

	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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	5
The school and its priorities	5
2. MAIN FINDINGS	5
The main findings of the report	5
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	9
3.1 Standards Achieved in Subjects and Areas of Learning	9
3.2 Standards Achieved in Key Skills across the Curriculum	9
4. ETHOS OF THE SCHOOL	10
4.1 Pupils' Spiritual, Moral, Social and Cultural Development	10
4.2 Behaviour and Attitudes	11
4.3 Attendance	12
5. QUALITY OF EDUCATION	12
5.1 Teaching	12
5.2 Assessment, Recording and Reporting	14
5.3 Curriculum	15
5.4 Support, Guidance and Pupils' Welfare	16
5.5 Provision for Pupils with Special Educational Needs	16
5.6 Partnership with Parents and Community, Schools and Other Institutions	17
5.7 Partnership with Industry	18
6. MANAGEMENT	19
6.1 Quality of Self-Evaluation and Planning for Improvement	19
6.2 Leadership and Efficiency	20

6.3 Staffing, Accommodation and Learning Resources	21
7. SUBJECTS AND AREAS OF LEARNING	22
Standards achieved by pupils	22
English	22
Mathematics	23
Science	24
Welsh second language	25
Design and Technology	26
Information Technology	27
History	28
Geography	29
Art	30
Music	30
Physical Education	31
Religious Education	32
8. SCHOOL IMPROVEMENT	33
8.1 Progress Since the Last Inspection	33
8.2 Key Issues for Action	34
APPENDIX	35
A. Basic Information About the School	35
B. School Data and Indicators	35
C. Results of National Curriculum Assessment	36
D. The Evidence Base of the Inspection	37
E. Composition and Responsibilities of the Inspection Team	37

1. CONTEXT

The school and its priorities

Penyffordd Junior School serves the large village of Penyffordd and the immediate outlying areas. In recent years the school has experienced a fall in pupil numbers. There are 133 pupils currently on roll. The children are taught in 5 mixed ability classes. The area is described as neither prosperous nor economically disadvantaged. The full range of ability is represented in the intake with 3.75% entitled to free school meals and 16.5% being identified as having special educational needs. The home language of all pupils is English.

The school has an appropriate set of aims which were revised by a working party consisting of teaching staff and parent governors in 2000. They are clearly set out in the school's prospectus as:

1. At Penyffordd Junior School we aim to provide a caring, supportive and happy environment within which each child may develop confidently and securely.
2. Through providing a broad and balanced curriculum, and by paying particular attention to the development of Basic Skills, children will be given the opportunity to achieve the highest standard of which they are capable, and to realize their full potential.
3. The school aims to celebrate Welsh heritage and culture.
4. The school aims to develop a close partnership between Home and School.
5. The children should develop an appreciation of their individuality, combined with an understanding of their roles and responsibilities within the school, in preparation for their later role within the wider community.

The school has carefully considered specific areas for development with regard to the curriculum, management and accommodation. Priorities for development are clearly set out in the School Development Plan.

The school was last inspected in 1997.

2. MAIN FINDINGS

The main findings of the report

Penyffordd Junior School is a good school with many strengths. This is reflected in the ethos of the school, the commitment of staff, the behaviour and attitudes of the pupils, the provision for pupils with special educational needs (SEN), the effective partnerships created with parents and the community and the professional leadership and management of the

headteacher. Standards of achievement in all subjects are good with some very good aspects.

- Standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS2
English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Good
Information technology	Good
History	Good
Geography	Good
Art	Good
Music	Good
Physical education	Good
Religious education	Good

- The high standards identified during the last inspection have been maintained and enhanced with standards in music now judged to be good.
- Overall analysis of the NC assessments for 2001 and 2002 indicate that the school compares very favourably with both local and national figures for similar schools. Test results for 2002 show that the percentage of pupils achieving level 4, the expected level, or above was well above the Welsh average for English, mathematics and science. The percentage of pupils achieving the higher level is also significantly above the Welsh average.
- Standards of achievement in the key skills of literacy, numeracy and information and communications technology (ICT) across the curriculum are good. The award of the Primary Basic Skills Quality Mark for the second time attests to the school's commitment to the development of this aspect of its work.
- Pupils' spiritual, moral, social and cultural development is good. The Headteacher and staff create a secure, friendly, caring and supportive community for the pupils, where each individual is valued. This is a strength of the school. Relationships between pupils and adults and between the pupils themselves are friendly and positive. Care and consideration for others is given a high priority in the school. Responsible attitudes and good behaviour are encouraged at all times.
- Pupils' behaviour and attitudes towards learning are very good and have a positive impact on their learning and the standards they achieve. There is a pleasant and purposeful learning environment in the school and pupils apply themselves appropriately to their tasks.
- Attendance levels are very good. They are consistently above 96% and unauthorised attendance is minimal.

- The provision for ensuring pupils' support, guidance and welfare is good. The school provides a close knit, secure and happy environment in which pupils are well protected and their individual well-being is effectively promoted.
- The school's partnership with parents and the community, schools and other institutions is good with some very good aspects. Parents are clearly valued by the school and they in turn feel valued and welcome. Strong links have been developed with the community, church and local business. These associations have benefited the staff, the curriculum and the pupils. The liaison with the local high school is very good.
- Good links have been developed with industry. The school has a written document defining its strategy for developing links with industry and enhancing work related education, resulting in a number of practical arrangements being established with local companies, which have benefited learning within the curriculum.
- The school provides a broad and balanced curriculum that complies with statutory legal requirements. The religious education curriculum is based on the local education authority (LEA) agreed syllabus. The Cwricwlwm Cymreig is given suitable emphasis and pupils' understanding of ethnic and cultural diversity is well promoted.
- The school has developed manageable assessment procedures that have impacted positively on standards. There is a very clear policy for assessment that is effectively implemented across the school. Teachers evaluate pupils' work accurately and consistently using clearly defined criteria.
- The school's provision for extra-curricular activities is very good. It includes a wide range of sporting, musical and drama activities. Regular educational visits and visitors to the school greatly enrich the curriculum and enhance the learning opportunities for the pupils.
- The school makes very good provision to meet the needs of pupils with SEN. All pupils with SEN have access to the whole curriculum. They are happy and fully integrated into school activities.
- Teachers are hard working and conscientious. They display great pride and commitment to their school. They know their pupils well and relationships are positive. They set high expectations in terms of pupil behaviour. The contribution of the Learning Support Assistants is highly valued and volunteer helpers make a significant contribution to the educational provision.
- The quality of teaching was satisfactory or better in all lessons seen. It was very good in 17%, good in a further 63% and satisfactory in 20% of lessons. No unsatisfactory lessons were observed during the inspection.
- In the best lessons, teaching is energetic, teachers display high expectations and learning objectives are clearly defined. Teachers use a range of appropriate strategies and resources, lessons progress with good pace and pupils are actively involved in their learning. Opportunities are sought to develop cross-curricular links and to foster the key skills of literacy, numeracy and ICT. The work is appropriately differentiated to meet the

needs of all pupils, stimulating questions probe pupils' understanding and challenging targets are set which extend their abilities.

- Where teaching is less successful, classroom activities are not linked closely enough to the learning objective and tasks are insufficiently differentiated to meet the needs of all pupils. In these lessons, work is often limited in quantity and quality because of an over reliance on worksheets. Insufficient opportunities are made available for pupils to investigate, and to take responsibility for their own learning.
- The quality of self-evaluation and planning for improvement is good. The headteacher, staff and governing body have a strong commitment to further developing this aspect in order to raise standards in all areas of school life. A self-critical culture is apparent within the school.
- Members of staff and the governing body have successfully contributed to the process of self-evaluation by means of the School Action Plan, This strategic document addresses the key areas of school life and considers the current situation together with planned improvement.
- The quality of leadership and efficiency is good. The school benefits greatly from the professional leadership and management provided by the headteacher. This is a significant factor in the school's success.
- The school has been successful in establishing a hard working atmosphere that is caring and welcoming, where pupils develop as polite and confident individuals.
- There is a strong ethos of team work and pride in the school. Values and norms about learning, behaviour, relationships and equality of opportunity are shared among the staff and governing body.
- The role of the curriculum co-ordinators in monitoring the work of pupils, an issue in the last inspection, has significantly improved. Teachers now visit other classes and have carried out an audit of current strengths and weaknesses. There is scope for further development to ensure consistency in terms of their impact on the quality of teaching and learning.
- Members of the governing body are well informed and take a keen interest in the school's work. Visits to school by members of the governing body enable them to judge for themselves the success of initiatives being undertaken. They have a good knowledge of the school's finances and adopt a prudent approach, which results in good levels of staffing, resources and accommodation.
- The quality of accommodation is very good. This has a very positive impact upon pupils' learning and the standards they achieve. Classrooms are attractive and colourful. Pupils' work is celebrated in a number of stimulating displays which enhance the learning environment.
- Appropriate priorities for spending are established which are linked to the school development plan. Spending decisions are carefully evaluated to ensure that they provide value for money. The governing body is fully aware of the implications of the falling roll.

- Administrative procedures and daily routines are very effective. Teaching time meets recommendations and is used to the full. The school provides very good value for money.
- Good progress has been made since the last inspection. Teachers have worked hard to maintain and enhance the high standards and expectations identified in the previous report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement in all subjects of the national curriculum and religious education are good with some very good aspects.

- Based on the lessons and work observed, standards of achievement were judged to be very good in 12% of the work, good in 74% and satisfactory in 14%.
- The high standards identified during the previous inspection have been maintained and enhanced, with standards in music now judged to be good.
- Standards in the core subjects of English, mathematics and science are good with some very good aspects.
- In the non-core subjects, standards are good in Welsh as a second language, design and technology, information technology, history, geography, art, music, physical education and religious education.
- Pupils with special educational needs make good progress throughout the school.
- Evidence during the inspection together with an analysis of NC test results indicate that boys and girls do equally well at the school.
- Overall analysis of the NC assessments for 2001 and 2002 indicate that the school compares very favourably with both local and national figures for similar schools.
- Test results show that the percentage of pupils achieving level 4, the expected level, or above was well above the national average for English, mathematics and science. The percentage achieving level 5 was also well above the national average.
- The school's analysis indicates that the vast majority of pupils' performance in the 2002 NC assessments was equal to or better than predictions following the standardised tests administered when they were in year 4.

3.2 Standards Achieved in Key Skills across the Curriculum

The standard of achievement in key skills across the curriculum is good.

- The award of the Primary Basic Skills Quality Mark for the second time attests to the school's commitment to the development of this aspect of its work.
- The recent planning audit of the key skills across the curriculum, in liaison with the feeder infant school, contributes to successful transition at age seven.
- Pupils are attentive and develop good listening skills. They are responsive when listening to their teachers and sustain concentration for appropriate periods of time. They carry out instructions effectively and efficiently.
- Pupils speak clearly and confidently and are able to offer extended explanations when asked.
- Pupils' reading skills are well developed across the key stage. They read clearly and with appropriate expression. They have a good understanding of the material they are reading. These skills are used effectively to enhance and extend subject knowledge and understanding.
- Pupils write well in a variety of styles. They use the terminology of different subjects confidently and accurately. However, writing skills are not always developed appropriately in all subjects. Presentation skills are well developed across the key stage.
- Pupils have a good Welsh vocabulary relative to their age. Their pronunciation is generally good. Writing skills progress appropriately. However, reading skills are less well developed.
- Standards in numeracy are good. Pupils make accurate calculations in both mental and written tasks. Good use is made of mathematical skills and knowledge to support learning in other subjects. In science and geography, pupils use standard measures and illustrate their work with graphs and tables which they interpret with confidence.
- Pupils make good use of their developing ICT skills in most curriculum areas and technology is well used throughout the school. Pupils' word processing skills are good and they enhance the layout of their written work with pictures and graphics. They show good progression in data handling skills, and by the end of the key stage pupils are familiar with spreadsheets. Good use of the Internet is made to develop research skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' spiritual, moral, social and cultural development is good. The Headteacher and staff create a secure, friendly, caring and supportive community for the pupils, where each individual is valued. This is strength of the school.

- Relationships between pupils and adults and between the pupils themselves are friendly and positive. Care and consideration for others is given a high priority in the school. Responsible attitudes and good behaviour are encouraged at all times.

- Pupils realise that there are others less fortunate than themselves and contribute willingly to a number of charities such as Cancer Research, Hope House and the Poppy Appeal.
- The daily act of Christian collective worship makes a significant contribution to pupils' spiritual, moral and social awareness. It also helps develop a good sense of community within the school. Groups of pupils make a valuable contribution to these occasions.
- Pupils are given opportunities to reflect on their own and others' values and beliefs through 'Circle time' and aspects of the curriculum such as religious education. Pupils in year 6 write with sensitivity about the Poppy Appeal and 'Ground Zero'.
- Pupils recognise and increasingly understand a diversity of beliefs, attitudes, and social and cultural beliefs. Other religions are studied in religious education and pupils' awareness of other cultural lifestyles is enhanced by their work in geography.
- The school has drawn up a policy on fostering racial equality. The right of equality of opportunity for all individuals is an integral part of the school's approach.
- Pupils' knowledge and understanding of their own culture and heritage is well developed through the curriculum, visits to the locality and taking part in community events. Developments in the school grounds enhance the children's understanding of and respect for the environment.
- The school makes positive arrangements to develop the cultural awareness of Wales. Pupils explore the local area and further afield in history and geography, with visits, for example, to Conwy and Chirk castle.
- Pupils' social and cultural development is further enhanced by participating in a range of extra-curricular activities during the lunch-time and after school. School visits and residential experience make a valuable contribution to their learning.
- Pupils respond positively to the school's provision for their spiritual, moral, social and cultural development. They are happy in school and are very welcoming and polite to visitors.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes towards learning are very good and have a positive impact on their learning and the standards they achieve.

- There is a pleasant and purposeful learning environment in the school and pupils apply themselves appropriately to their tasks.
- Pupils are respectful of each other, and their relationships with adults are positive.
- The school has its own 'Code of Conduct' that is consistently implemented by teachers. Initiatives such as Golden Time and Circle Time together with increased grounds facilities and play-time equipment have been effective in promoting very good standards of behaviour in classrooms and in the school in general.

- Pupils settle down quickly in class and concentrate over sustained periods of time. In assemblies and at meal times, pupils show good behaviour that contributes to their enjoyment of these occasions.
- No incidents of threatening or aggressive behaviour were witnessed during the inspection.
- All pupils have equality of opportunity. Pupils are confident that they can approach staff and that any anxiety will be addressed fairly.

4.3 Attendance

Attendance levels are very good

- Attendance levels are consistently above 96% and unauthorised attendance is minimal.
- Registers are completed at the commencement of morning and afternoon sessions, with the use of appropriate symbols to indicate different categories of absence. Procedures fully comply with the requirements of the National Assembly of Wales Circular 3/99.
- Registers are retained in the administration office during the day and attendance details are input on to computer on a daily basis. The data is regularly collated and is effectively used to monitor individual and group trends of absence. The headteacher is immediately informed of any issues of concern.
- The school has a clear policy on attendance, which includes strategies to achieve success and receives support from parents. However, there is no reference to the attendance policy in the current school prospectus.
- Parents promptly inform the school of reasons for absence and the details are recorded. Procedures are in place for dealing with long periods of non-attendance and pupils receive satisfactory help to re-integrate them back to school on their return.
- Punctuality at the start of the school day is satisfactory overall, although a few pupils were seen arriving after the commencement time. Although in most instances it was only a few minutes it causes minor disruption to an otherwise smooth start to the day. Good efforts are made to achieve a prompt start to lessons.
- There are no recorded exclusions.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in all lessons seen. It was very good in 17%, good in a further 63% and satisfactory in 20% of lessons. No unsatisfactory lessons were observed during the inspection.

- Teachers are hard working and conscientious. They display great pride and commitment to their school.
- They prepare lessons thoroughly. Good quality resources are available for pupils to use; visual aids and colourful classroom displays enhance the learning environment. Good quality teaching was observed in all classes.
- Teachers know their pupils well and relationships are positive. They set high expectations in terms of pupil behaviour. They encourage, praise and help pupils to achieve good standards.
- Teachers' knowledge and understanding of the subjects they teach is good.
- The contribution of the Learning Support Assistants is highly valued by the teachers. Volunteer helpers also make a significant contribution to the educational provision.

In the best lessons:

- teaching is characterised by high expectations and pupils are actively involved in their learning,
- teaching is energetic, learning objectives are clearly defined and teachers use a range of appropriate strategies and resources,
- lessons progress with good pace and pupils are eager to begin their activities,
- opportunities are sought to develop cross-curricular links and to foster the key skills of literacy, numeracy and ICT,
- the work is appropriately differentiated to meet the needs of all pupils and challenging targets are set which extend their abilities,
- stimulating questions probe pupils' understanding and plenary sessions are used effectively to consolidate learning.

Where teaching is less successful:

- the balance between teacher input and pupil involvement is inappropriate,
- classroom activities are not linked closely enough to the learning objective,
- tasks are insufficiently differentiated to meet the needs of all pupils,
- work is limited in quantity and quality because of an over reliance on worksheets,
- insufficient opportunities are made available for pupils to investigate, solve problems and to take responsibility for their own learning.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is good. The school has developed manageable assessment procedures that have impacted positively on standards.

- There is a very clear policy for assessment that is effectively implemented across the school. Teachers evaluate pupils' work accurately and consistently using clearly defined criteria.
- In addition to the national end of key stages tests, the school administers a wide range of standardised tests in the core subjects and appropriate assessments in the foundation subjects.
- The school's analysis of assessment data is effectively used to highlight strengths and shortcomings and to promote higher standards of achievement.
- Assessment of pupils' achievements is linked to the NC programme of study requirements and level descriptions.
- Teachers know their pupils very well and liaise regularly with each other on the progress being made by individuals within classes and across the key stage. This, together with the development of the role of the curriculum coordinator, has had a direct impact on pupils' learning.
- Both long-term and short-term planning documents produced by class teachers identify assessment opportunities in relation to the stated lesson objectives. While teachers spend considerable time working and talking with pupils to assess their understanding across a range of activities, the information gained is not consistently used when planning new work and it is not consistently used to underpin teachers' planning.
- The setting of targets for improvement in NC levels of achievement and the tracking of individual pupils' progress year by year have been established and are beginning to impact on standards.
- The school conforms to the SEN Code of Practice. Arrangements for the assessment of pupils with special educational needs are very good. Pupils requiring additional support are identified at an early stage and their progress is very effectively monitored.
- Records of personal achievement, assessment diaries, national curriculum records and pupil portfolios are used effectively to record academic progress and other achievements. Detailed subject portfolios developed by curriculum leaders provide a reference for all staff to moderate the work and to make accurate assessments.
- The school has developed a manageable system for assessment in the non-core subjects. It is purposeful and works well.
- Pupils' work is usually marked regularly and feedback given to pupils makes clear to them what they have to do in order to raise their standard of achievement. Written comments, however, occasionally do not offer enough guidance on how to improve the standard of their work.

- The annual written reports to parents are of good quality and provide a detailed account of pupils' attainment. The school also produces an interim report which indicates pupils' efforts and assessment levels in the NC core subject areas. Parents are able to visit the school to discuss their children's work and they are actively encouraged to discuss their needs at any time.

5.3 Curriculum

The curriculum provided by the school is good; it is broad and balanced and complies with statutory legal requirements. The religious education curriculum is based on the local education authority (LEA) agreed syllabus.

- The curriculum contributes to the good standards achieved by pupils. Subject policies and schemes of work for the NC subjects have been amended and updated to comply with the requirements of the revised NC. The school has clear and informative schemes of work which are reviewed regularly and modified to incorporate new initiatives. These form the basis of the taught curriculum and ensure that all aspects of the curriculum receive appropriate attention.
- The revised schemes of work and short-term planning identify opportunities for the development of key skills across the curriculum. The implementation and effectiveness of the planning for these skills has been monitored by the headteacher. Pupils use information communications technology, literacy and numeracy skills well to support their learning. Writing skills are not always developed appropriately in all subjects across the curriculum.
- The school makes very good provision for social inclusion, and this ensures equality of access and opportunity for all pupils, including those with special educational needs.
- The school has a strong and effective focus on the personal and social development of pupils. Although PSE is not taught as a discrete subject, there are many opportunities for pupils to build positive and supportive relationships with their teachers and with other pupils. The school is committed to developing the whole child through a variety of activities, including its involvement in the Welsh network of healthy schools scheme.
- Homework, based on work in the classroom, is set regularly and followed up effectively.
- The school's provision for extra-curricular activities is very good. It includes a wide range of sporting, musical and drama activities. Regular educational visits and visitors to the school greatly enrich the curriculum and enhance the learning opportunities for the pupils.
- The Cwricwlwm Cymreig is given suitable emphasis in the school through subjects such as history, geography and music. Pupils' knowledge and understanding of the Welsh culture and heritage are further developed through special events such as a St David's Day concert. Pupils' understanding of ethnic and cultural diversity is promoted through the curriculum in such subjects as geography and religious education.

- There are no pupils for whom the NC is modified or for whom the NC is disapplied.

5.4 Support, Guidance and Pupils' Welfare

The provision for ensuring pupils' support, guidance and welfare is good.

- The school provides a close knit, secure and happy environment in which pupils are well protected and their individual well-being is effectively promoted.
- Teachers are very sensitive to the needs of those in their charge. They know the pupils and many of their families well and work hard to ensure their welfare. Parents are satisfied with the help and guidance, which the school provides.
- The school has a policy for sex education, which is well integrated into the curriculum through the personal, social and health education programme. The school nurse gives appropriate support and talks to the older pupils about life changes and growing up.
- Sound policies have been drawn up for behaviour, discipline, equal opportunities, drug awareness and the prevention of bullying.
- Record keeping is very thorough and pupils' progress is carefully monitored through school.
- The relationships between pupils and staff are both warm and mutually supportive. Class teachers closely observe pupils' personal development and regularly discuss matters with pupils and if necessary with their parents.
- Governors and staff have a responsible attitude towards health and safety in the school. Routine safety checks are regularly carried out and findings recorded. However, risk assessment needs to be more rigidly applied to include all aspects of school life. Security of the building was of a high standard during the inspection.
- An appropriate member of staff has been designated to deal with child protection issues. Procedures are firmly embedded in the support system, which operates effectively throughout the school. However, they need to be reviewed to update details of contact points and training programmes.

5.5 Provision for Pupils with Special Educational Needs

The school makes very good provision to meet the needs of pupils with Special Educational Needs.

- Twenty-two pupils have been identified as having special educational needs, three of whom have statements of SEN.
- The Headteacher in her role as Special Needs Co-ordinator provides a clear, effective and positive lead on SEN issues. The nominated governor with responsibility for SEN visits the school regularly and makes a positive contribution to learning.

- Clear policies and procedures are in place which reflect the revised Code of Practice for SEN.
- There is an effective system in place for assessing pupils' needs. The school responds quickly to any cause for concern and with the collaboration of parents makes suitable provision to meet pupils' needs.
- SEN provision is well structured. Support sessions progress at pace and learning resources are used effectively to support activities. Pupils' individual education plans (IEPs) are focused, include specific, manageable targets and are reviewed regularly. ICT is used effectively to support learning.
- Meticulous records of pupils' achievements are used effectively to update learning targets and to track progress.
- There are also good links with both the feeder infant school and the high school to support pupils on transfer.
- The school makes effective use of additional support from the Local Education Authority.
- All pupils with SEN have access to the whole curriculum. They are happy and fully integrated into school activities.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and the community, schools and other institutions is good with some very good aspects.

- The school continues to maintain a strong partnership with parents. It enjoys considerable support through the Friends of Penyffordd School (FOPS) and individual parents with school activities, including help in the classroom. Parents are clearly highly regarded by the school and they in turn feel valued and welcome.
- Parents who responded to the pre-inspection questionnaire and those who attended the parents' meeting indicated overwhelmingly that they find it easy to approach the school to discuss personal and academic issues relating to their child. They are encouraged to play an active part in the life of the school.
- Formal communication with parents is very good. The headteacher sends out regular newsletters that are informative and appreciated by parents. The governing body keep parents well informed and they receive a copy of the annual report about the school's current aims and objectives which meets statutory requirements. Parents are informed about the curriculum being taught in each year group although a number have suggested that it lacks the specific detail required to follow their child's education.

- Mid-term parents' evenings are well attended and provide an opportunity for parents to discuss their child's progress. The pupils' annual progress report for parents contains comprehensive and detailed information on achievement in different subjects and also includes useful comments on areas for improvement and suggestions for home help. Two meetings are arranged during the year for parents to discuss their child's progress with the class teacher.
- Strong links have been developed with the community, church and local business. There is evidence that these associations have benefited the staff, the curriculum and the pupils. The school's active concern for the environment is a great source of pride, and established parts of the school's grounds have become areas for pupils to relax and reflect and enjoy the work of others in providing footpaths, plants and shrubs.
- The liaison arrangement with the local high school is very good. An established system is effectively used between the two schools, which ensures that the transfer is smooth and efficiently handled by the link co-ordinators. Links with the North East Wales Institute and its status as a partnership school ensures that the school receives a high standard of placements for its own use and for other schools in the area.
- Parents of pupils with SEN are effectively involved from the earliest stages of concern. Information received from the infant school assists the process of identifying pupils who need additional support. The school works hard to help the children make progress and parents of the pupils with statements of SEN are invited to attend all reviews.

5.7 Partnership with Industry

The school has developed a good link with industry.

- The school has a written document defining its strategy for developing links with industry and enhancing work related education, resulting in a number of practical arrangements being established with local companies, which have benefited learning within the curriculum.
- Staff and pupils have visited the Connah's Quay Power Station to receive hands on experience on electrical projects. Pupils are encouraged to learn through discovery which links closely with the science elements of the NC.
- Links with a large aeroplane manufacturing company have been beneficial to both the pupils and staff. Visits to the factory and offices have enhanced the development of economic and industrial understanding by experiencing production and administration processes in the workplace. An engineer from the company also visits the school to provide Year 5 pupils with advice and guidance in the production of a motorised model roundabout. This enhances pupils' understanding of their work in design technology and science.
- A valuable link with 'Powergen' has given pupils in Year 4 the opportunity to participate in the 'Changing Climates' project. Rainfall, pressure and temperatures readings are taken daily from the weather station in the school grounds and the information is analysed in the classroom to assist pupils' learning of English and geography. Year 6

pupils have received the John Muir discovery award for their contribution to the environment. Visits to Roman Chester and Conwy Castle have addressed aspects of the history curriculum.

- Links with the teacher training college are very good. Liaison arrangements with the local training and enterprise council are regularly reviewed to assess its benefits.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The headteacher, staff and governing body have a strong commitment to further developing this aspect in order to raise standards in all areas of school life. A self-critical culture is apparent within the school.
- There is a strong ethos of team work and pride in the school. Values and norms about learning, behaviour, relationships and equality of opportunity are shared among the staff and governing body.
- Members of staff and the governing body have successfully contributed to the process of self-evaluation by means of the School Action Plan. This strategic document addresses the key areas of school life and considers the current situation together with planned improvement. It is a realistic document and provides a clear overview of the school's strengths and areas for development.
- The School Action Plan is a very useful document which has had a positive impact on standards. The priorities identified are specific, achievable, realistic and, where possible, measurable in terms of outcomes and costing. Members of staff responsible for the action to be taken are also identified.
- Staff are valued by the headteacher and the governing body for their contribution to school development in areas for which they have responsibility. The small number of teaching staff allows for constant informal monitoring of each other's teaching and the standards of pupils' achievements.
- National and local data are used effectively to compare aspects of the school's performance against that of other schools. Issues such as the relative performance of boys and girls have been considered.
- The role of the curriculum coordinator has developed well over the last few years. Teachers have taken on subject responsibilities, revised policy documents and schemes of work and, in most areas, ensured continuity and progression across the key stage.
- Monitoring of subjects is developing well in the core and foundation subjects. The class teachers make written evaluations in their planning sheets and these are monitored

weekly by the headteacher. Subject coordinators monitor areas such as pupils' work and undertake classroom observations, especially in the core subjects.

- There are link governors for all of the NC subjects. Most of the governors have visited the school to observe their subjects being taught. They have reported back to the class teacher, the headteacher and the governing body. The process is developing well.
- The SDP has been reviewed by staff and governors and is closely monitored with regard to progress against time. The school is aware of the need to further develop its evaluation of development plans.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is good.

- The school provides a very good ethos and a clear sense of purpose which promotes high standards. It succeeds in establishing a hard working atmosphere that is caring and welcoming, where pupils develop as polite and confident individuals.
- The school benefits greatly from the professional leadership and management provided by the headteacher. This is a significant factor in the school's success.
- All staff display great pride in the school. This is exemplified by the purposeful learning environment which has been created and their commitment to providing a range of activities which enhance opportunities for learning.
- Regular staff meetings provide a focus for improvement and aid communication. The school has recently been awarded Investors in People status for the second time.
- Performance management has been introduced in accordance with statutory requirements and builds on the system of annual professional reviews which was already in place.
- The role of the curriculum co-ordinators in monitoring the work of pupils, an issue in the last inspection, has significantly improved. Teachers now visit other classes and have carried out an audit of current strengths and weaknesses. There is scope for further development to ensure consistency in terms of their impact on the quality of teaching and learning.
- Members of the governing body are well informed and take a keen interest in the schools' work as members of sub-committees that deal with curricular as well as administrative and managerial issues. Visits to school by members of the governing body enable them to judge for themselves the success of initiatives being undertaken.
- Governors have a good knowledge of the school's finances and adopt a prudent approach, which results in good levels of staffing, resources and accommodation.
- Appropriate priorities for spending are established which are linked to the school development plan. Spending decisions are carefully evaluated to ensure that they provide value for money. The governing body is fully aware of the implications of the falling roll.

- Significant sums of money are donated to the school which enhance the school's ability to provide quality educational opportunities for pupils.
- The latest Auditor's report found that financial and other records were well controlled and maintained to a good standard.
- The school provides very good value for money.
- Administrative procedures and daily routines are very effective. Teaching time meets recommendations and is used to the full.
- The Headteacher and staff are accessible and approachable and the secretary, caretaker, cleaners and mid-day staff all make a positive contribution to the running of the school and the pupils' well being.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is good.

- Staff are appropriately qualified and the number of teaching staff is adequate for the size of the school. An effective induction structure has been in place for new and newly qualified teachers.
- The secretary, cleaner and mid-day supervisors perform their roles very effectively and help to create a warm and friendly ambience in the school.
- Staff regularly attend in-service and education training as part of their continuing professional development and have opportunities to feed back to their colleagues to enable expertise to be shared.
- The quality of accommodation is very good. This has a very positive impact upon pupils' learning and the standards they achieve. Classrooms are attractive and colourful. Pupils' work is celebrated in a number of stimulating displays which enhance the learning environment.
- The school has a welcoming atmosphere. It is set in a very pleasant, well- maintained site including hedges, a field, an environmental area and hard surface playgrounds. Standards of cleanliness both inside and outside the building are good.
- The school is well resourced to deliver the national curriculum. There are good computer areas and classrooms have adequate computer facilities. A well-stocked library is positioned appropriately in the school, and there are good, clear procedures for accessing the library facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement in English are good.

Good Features:

- Pupils of all abilities make good progress and they are encouraged to develop positive attitudes to their learning in this core subject.
- Standards in listening are good. Pupils generally listen attentively to their teachers and to the contributions of others in classes. From the beginning of the key stage, they listen, sometimes for very long periods of time, in response to a wide range of stimuli and situations. Pupils recall accurately what has been said or read to them, and respond appropriately.
- Standards in speaking are good. When given the opportunities, pupils will participate confidently in speaking activities, for example in one observed after-school drama session.
- Reading skills develop well across the key stage. Pupils use a range of strategies to help them to become good readers at the end of the key stage. They have a firm understanding of what they have read and are able to talk about characters and critical incidents within a story. Pupils across the school are avid and enthusiastic readers. They enjoy choosing their own books and read daily both at home and in school.
- Pupils from the beginning of the key stage understand the differences between fact and fiction and can relate why reading materials appeal to them. Their higher-order reading skills are well developed by using a wide range of information sources.
- Pupils with learning difficulties are given good support to teach them strategies to develop as confident readers; they all achieve whatever their abilities.
- Standards in writing are generally good. By the end of the key stage, the majority of pupils' writing conveys meaning clearly. They use good vocabulary, and words are used precisely. Sentences are organized into paragraphs, and punctuation is used appropriately.
- At best, the writing is very good. Pupils' writing fully engages the reader and sustains interest. Some year 6 pupils write very mature, attractive poetic verses which are breathtaking in their perception and in their use of poetic imagery. Pupils' ideas are organized into paragraphs and the handwriting and general presentation is very good.
- Pupils use ICT well to prepare, process and present information and to communicate their ideas.
- Standards in spelling are good. There is evidence to show that spelling ages are appropriate and in some cases better and even well above pupils' chronological ages.

- A wide range of resources, including dictionaries, thesauri, computers with access to the Internet and a large selection of fiction and non-fiction texts, effectively supports the teaching and learning of English across the curriculum.

Shortcomings:

- Oral responses to teachers' questions are sometimes brief. Few pupils give detailed responses to questions and they are seldom encouraged to ask searching questions to help develop their own knowledge and understanding.
- Pupils occasionally spend a disproportionate amount of time working from worksheets. Their experiences of producing extended writing for a range of purposes are often limited and this affects standards.

Mathematics

Standards of achievement in mathematics are good.

Good Features:

- Pupils of all ages including those with special educational needs make good progress in their mathematics. Lessons which begin with an oral mental starter, consolidate and extend previous work and end with a short plenary session which summarises key ideas have a positive impact on pupils' learning.
- In year 3, pupils add and subtract confidently. They demonstrate a range of mental strategies and answer quickly and accurately. Mental agility is an important aspect of their work and features prominently at the beginning of every lesson.
- In year 4, pupils understand place value and are able to increase and decrease numbers by units, tens and hundreds. They work quickly and accurately. They recognise and name the key features of a graph and interpret correctly information presented in the form of a bar graph.
- Pupils in year 5 demonstrate a good knowledge of table facts and are able to explain their mental strategies. They understand the relationship between decimals and fractions. They read and interpret a range of graphs effectively and display an understanding of negative numbers.
- By the end of the key stage, pupils demonstrate a quick recall of table facts. They use the four rules of number confidently and accurately including multiplication and division by two digit numbers. They understand the relationship between vulgar fractions, decimals and percentages.
- In year 6, pupils demonstrate good knowledge of shape space and area and are able to describe the properties of squares in relation to its angles. They classify triangles using mathematical language effectively.
- They understand and can use the different units of measurement for time, weight, length and capacity and display good measuring skills of both length and angles.

- Pupils understand about lines and angles and are able to correctly identify angles as acute, right, obtuse and reflex.
- National curriculum assessments indicate that pupils perform well in comparison with like schools. Results indicate that boys and girls perform equally well.

Shortcomings:

- Opportunities to develop pupils' investigative abilities are not progressively developed over the key stage.
- High achieving pupils are not always given tasks of appropriate challenge.

Science

Standards of achievement in science are good.

Good Features:

- Pupils in year 3 recognise and can describe the effect of forces on objects. They recognise that gravity is a force that pulls everything towards the earth and can explain how different shapes affect the rate at which an object falls.
- They demonstrate a growing understanding of the need for fairness in investigative work and record their work using graphs and tables appropriately.
- Their research skills are extended during their study of birds and their habitats.
- The work in year 4 is appropriately balanced. Pupils are asked searching questions and are able to reason effectively and provide clear explanations about their work.
- They accurately identify the properties of a range of materials. Their work on absorbency was particularly well structured and recorded.
- They use batteries and bulbs to construct simple circuits which they use to extend their work in technology. They use appropriate electrical symbols when recording their work.
- They know that light travels in straight lines and how shadows are formed.
- Pupils in year 5 are engaged in a broad range of scientific activity in their study of light, sound, materials and circuits. Investigations, worksheets and research are used effectively to develop pupils' understanding and skills.
- They use appropriate equipment for accurate observation and measurement and appreciate the need to control variables. They make sensible predictions of likely outcomes when investigating the properties of different liquids and present their findings clearly.
- They use technical vocabulary appropriately and are beginning to record more

independently.

- ICT makes a significant contribution to their understanding of science. They extend their understanding of graphs through the use of a sensor box to record temperature and use a CD-Rom effectively to extend their research skills.
- By the end of the key stage, national curriculum assessments indicate that pupils achieve good knowledge and understanding of scientific facts and concepts across the science curriculum.

Shortcomings:

- Insufficient emphasis is placed on developing older pupils' independent investigative work.
- Able pupils are not given sufficient opportunity to design their own investigations and to choose their own form of recording.

Welsh Second Language

Standards of achievement in Welsh as a second language are good.

Good Features:

- Pupils display good listening skills and are able to recall a range of vocabulary and sentence patterns relative to their age and ability.
- Incidental Welsh is used effectively in a variety of situations during the school day. Where teachers use 'Helpwr Heddiw' appropriately the levels of pupils' language acquisition is progressing well.
- In year 3, pupils are enthusiastic during lessons and respond appropriately to basic questions about themselves and the weather. They confidently ask for various items in a shop situation. Pronunciation is generally good.
- Pupils in year 4 respond positively to a range of questions giving personal details. They listen well to instructions and use well-known sentence patterns in answer to questions. They correctly identify and name buildings on a map, describe position and give directions.
- In year 5, pupils answer questions related to their interests and leisure pursuits. They are able to converse using simple sentence patterns.
- In year 6, pupils are enthusiastic and listen well. They are eager to answer and practice their Welsh.
- Pupils read appropriate text from the board and from their workbooks.
- Pupils' writing is developed in a variety of contexts. Younger pupils write words, phrases

and short sentences to express simple information. Older pupils write clear accurate Welsh following set patterns. There are examples of pupils writing extended stories, for example the story of Dwynwen. In general, spelling is good.

- Pupils make good use of their developing ICT skills to reinforce their learning. They make very good use of their word processing skills to present their work. Pupils in year 5 have produced books of high quality.

Shortcomings:

- Pupils' progress in Welsh is not consistently supported by the use of incidental Welsh in all classes. The lack of a structured programme limits opportunities for pupils to progressively develop oral skills.
- Pupils make insufficient use of Welsh texts to improve their reading.

Design and technology

Although no lessons were observed during the inspection, evidence indicates that standards of achievement in design and technology are good.

Good Features:

- Pupils develop good skills of cutting, joining, shaping and assembling through a range of purposeful activities and focused practical tasks.
- Pupils regularly design and produce well-finished articles using a variety of tools and materials. They draw up plans which include labelled diagrams and measurements and a list of tools and materials required.
- Pupils of all ages gather information well to help generate new ideas, for example when making playground equipment, torches, belt bags, Celtic and Saxon houses.
- Pupils manipulate a range of tools well and with due attention to safety. They select from and work with a wide variety of materials to construct, for example, bridges and musical instruments.
- Pupils have a good understanding of fitness for purpose and enjoy talking about what they have made.
- Pupils have frequent experiences of food technology and were successfully engaged in bread-making activities during the inspection.
- Pupils have worked with Aerospace engineers in special design and technology workshops.
- The school has close links with the design and technology department of the nearby secondary school and in 2002 it captured a prestigious 'Techo' prize for its design and technology project.

- The school has currently applied to enter the Young Engineer Challenge of 2003.
- Pupils make good use of ICT to develop their ideas and making skills in this subject area.

Shortcomings:

- There was little written evidence to suggest that pupils are fully developing their evaluation skills.

Information technology

Standards of achievement in information technology are good.

Good Features:

- The school has invested both time and resources in extending their IT capability. This has had a positive effect on the standards pupils achieve. Pupils have access to a wide range of software material and use it effectively.
- Their word processing skills are well developed throughout the key stage and they produce and present work of very high quality. They make good use of pictures and graphics to illustrate their work.
- In year 3 pupils change fonts appropriately and are able to rearrange and display text in a variety of forms.
- Pupils in year 4 are able to create simple databases to store, extract and present information in written, table and graphical form. They are able to express a sequence of commands precisely to control a programmable toy.
- In year 5 pupils use spreadsheets to record a shopping survey and to draw graphs of their results. They use a range of IT skills to create good quality books in Welsh and make effective use of a scanner to produce illustrations.
- Their understanding of art is enhanced by their use of a painting programme to emulate the style of various artists and they extend their study of art from different cultures by researching aboriginal art on the Internet.
- Pupils in year 6 access the internet to research the weather in St Lucia to further their work in geography.

Shortcomings:

- Older pupils' IT skills are not consistently and progressively extended.
- Although used by teachers, pupils' use of the interactive whiteboard is at an early stage of development.

History

Although no lessons were observed during the inspection, discussions with pupils and other evidence indicate that standards of achievement in history are good.

Good Features:

- Across the key stage pupils have a good sense of chronology through the study of different periods in history and the use of time lines.
- In year 4, pupils produce stimulating work on the Vikings and Saxons. They have a good knowledge of Saxon place names, Saxon kingdoms and the Old English poem, Beowulf. They make good comparisons between their own village and Saxon villages.
- Pupils in year 5 have completed well-researched projects on the Tudors. They can name the Tudor monarchs, they have a good understanding about Henry VIII's 'Great Matter' and the dissolution of the monasteries. They have learned about the union of England and Wales in 1536.
- Year 6 pupils have undertaken a detailed study of the Victorian period. Their project folders contain much interesting material on social conditions and inventions in the period.
- During discussions with visitors pupils talk enthusiastically about the periods they have studied and make perceptive comments about events and famous people in the past.
- Pupils' learning is enhanced through visits to sites of historical interest, including castles and museums. Pupils have also examined historical artefacts and understand the uses of such items and how people's life styles have changed.
- Pupils talk animatedly about regular visitors to the school who bring to life the history of the Vikings and Tudors. Pupils carefully plan questions to ask their visitors and gain greatly from this direct experience of hearing someone talk about the past.
- Throughout the school, pupils have a good knowledge of local history and that of Wales. As well as knowing about events in the locality they also know about famous people and events in Welsh history and how the past has shaped the present.
- Pupils develop their understanding of history through the use of ICT. They are able to access information on the Internet and select and copy what they require for their chosen projects.

Shortcomings:

- Pupils' written work is sometimes limited in quantity and quality because they tend to rely too much on worksheets.
- There was little evidence to show that pupils develop interpretations of the past.

Geography

Standards of achievement in geography are good.

Good Features:

- Across the key stage pupils have a good knowledge and understanding of the location, features and character of places. They have conducted surveys of shopping habits in the local areas.
- They develop an appropriate geographical vocabulary and are able to discuss key features and grid references with visitors.
- They use simple mapping skills to identify landmarks on maps of the locality and they are able to track their route to school.
- They undertake effective activities associated with the weather and they have a good understanding of the water cycle.
- Throughout the key stage pupils develop a good understanding of a contrasting area and make detailed comparisons between their own village and Cardiff.
- Older pupils demonstrate a good understanding of a number of features connected to the landscape, the climate and the way of life in a Caribbean island. They make good use of maps in this work. They use reference books and information technology effectively when researching geographical topics related to a distant locality.
- Geographical skills are consolidated and developed throughout the key stage through field studies and visits to places of interest.
- Pupils are familiar with school atlases and can name the main continents and oceans of the world. They can locate many major towns and cities in the United Kingdom and Europe.
- There are very good links with local industries and power stations.

Shortcomings:

- There was too little evidence of extended written work. Pupils tend to rely too much on detailed worksheets.
- There was little evidence of work on environmental change.

Art

Standards of achievement in art are good.

Good Features:

- All children enjoy creating works of art and artefacts. Throughout the school pupils have experience of working with a wide range of materials, including pencils, crayons, paint and a good range of techniques including sketching, drawing, printing and modelling.
- Work in art is often designed to extend and enhance pupils' understanding in other subjects. Pupils in year 3 produced good quality Celtic designs to enhance their history topic. They learn how to mix paint effectively to illustrate their work on birds. They produce work of a high standard.
- In year 4 pupils extend their observational drawing skills drawing fruits and plants.
- Pupils' work in year 5 is enhanced by the study and appreciation of the work of different artists and art from different cultures. They use a range of materials and extend their understanding of colour blending by studying the techniques used by famous artists.
- In year 6 pupils use their drawing skills effectively to illustrate characters from the class book. They are able to describe the significant features of paintings by Lowry.
- Art is given a high profile and standards are raised by the very high quality displays of pupils' own work throughout the school. Pupils take great care and pride in producing work of good quality.
- Pupils respond with enthusiasm to the opportunity of working with visiting artists.
- ICT is used appropriately to support and enhance pupils' work in art.

Shortcomings:

- There are no significant shortcomings.

Music

Standards of achievement in music are good.

Good Features:

- The quality of singing is good. Younger pupils sing tunefully and enthusiastically. Older pupils respond sensitively to music and display good posture and clear diction. Proper control is demonstrated of dynamics and pitch.
- Pupils respond well to instructions and copy rhythms, with variable beats. They successfully explore sounds and distinguish between those that are long and short. They select percussion instruments well to accompany songs and illustrate different moods.
- Pupils listen attentively to various musical pieces, including traditional music from around the British Isles, traditional jazz, and music from South America. These musical

activities are often linked to other areas of the curriculum, such as work on the Vikings in history.

- Pupils acquire their good musical knowledge, skills and understanding by regular and direct engagement with the elements of music through a variety of practical experiences, including the use of instruments. Pupils' enjoyment and confidence are illustrated in the appropriate range of work produced.
- Pupils respond effectively to a range of music from different cultures, such as South American and the Caribbean.
- Many pupils benefit from formal music lessons in instruments including strings and brass, provided by visiting tutors. They develop their skills well and play confidently in public.
- A significant number of pupils play the recorders during several afternoon sessions. This further enhances pupils' standards of achievement.
- Appraisal of their work and that of other groups takes place at an appropriate level. Pupils often explain how and why they have changed elements of their work.
- Musical performances enhance assemblies and school concerts, and pupils enjoy taking part in community performances.

Shortcomings:

- There is little evidence across the key stage to show that pupils are developing their compositional skills well.

Physical education

Standards of achievement in physical education are good.

Good Features:

- Pupils respond enthusiastically in both lessons and games. They respond to instructions and directions promptly and sensibly. They follow rules and work effectively in partner work and team play situations.
- All aspects of the NC are fully covered, including games, gymnastics, dance and athletic activities. Pupils also undertake swimming courses and experience outdoor and adventurous activities at residential camps.
- Pupils in all classes help to prepare and put away equipment safely and sensibly.
- Most pupils develop their skills well through passing, dribbling, directing and controlling a ball. They take turns and are happy to demonstrate good standards. Pupils collaborate well, listen to each other's ideas and come to amicable agreement.

- Pupils know that heart beat and breathing increases during exercise and that regular exercise is a pre-requisite of a healthy life style.
- A number of pupils play in local competitions, sponsored sports events and swimming galas.
- Boys and girls join in equally and very good attention is given to less able pupils and those with special educational needs to ensure that all are able to participate successfully.
- There is a very wide range of extra-curricular sporting activities for boys and girls. Staff give generously of their time in after-school clubs, including the very inclusive ‘ Dragon Sports’. These activities make a valuable contribution to pupils’ standards of achievement.

Shortcomings:

- Pupils’ ability to evaluate their work and that of others is unevenly developed over the years.
- Pupils’ independent and team skills are sometimes limited by over-directed teaching

Religious education

Standards of achievement in religious education are good.

Good features:

- The school follows the local agreed syllabus for religious education.
- Pupils’ ability to listen well in lessons and assemblies enhances their understanding of the needs and feelings of others. They recall and can relate their own experiences to Bible stories and express views on historical as well as current events and happenings.
- Pupils have a good understanding of Christian celebrations and festivals. Older pupils visit the local church and have a good understanding of the uses and meanings of some of the artefacts such as the font, pulpit, lectern and cross.
- They are aware that people can have different beliefs and faiths that should be respected.
- Pupils in year 3 explore feelings through story and discussion. They talk about ‘who is important to me’ and what makes a good friend.
- In year 4, pupils are introduced to the Jewish faith and some of the festivals and practices associated with that faith. They study the lives of the saints and understand the concept of pilgrimages.
- Pupils in year 5 are able to distinguish between the books of the old and new testament. They extend their understanding of different religions and are able to distinguish the key

characteristics of the Hindu and Jewish faiths. They explore the concepts of forgiveness and are able to discuss issues such as right and wrong.

- In year 6, pupils discuss the significance of different prayers and express their feelings on moral issues. They write sensitively about events such as Poppy day and Ground Zero.

Shortcomings:

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Following an inspection during the summer term 1997 the previous report identified four key issues for action covering the need to:

1. continue to develop the role of the curriculum co-ordinators in monitoring standards and refining schemes of work,
2. improve resources in mathematics, science, music, religious education and design and technology,
3. ensure that there are adequate arrangements for the safety of pupils when crossing the main road,
4. maintain the high standards and expectations for special educational needs provision and in the general curriculum, bringing standards in music in line with the majority of subjects.

Good progress has been made in addressing these issues.

1. The school has a clear monitoring policy and an annual monitoring plan. Curriculum co-ordinators now observe classroom practice, take a lead responsibility in developing policies and schemes of work and monitor standards across the age range.
2. Resources have been systematically improved in accordance with the School Development Plan and are now considered by staff to be adequate in all curriculum areas.
3. A crossing attendant has been employed by the local authority to man the crossing on Chester Road.
4. The high standards and expectations identified in the previous report have been maintained and enhanced. Staff have worked hard to improve standards in music which are now judged to be good.

8.2 Key Issues for Action

In order to build on its existing strengths the school needs to:

- maintain and develop the many good and very good features of the school;
- further develop teaching strategies which help pupils to become independent learners by extending and developing enquiring approaches to learning;
- evaluate and extend the impact of curriculum co-ordinators on teaching and learning.

APPENDIX

A. Basic Information About the School

Name of School	Penyffordd
School type	Junior
Age-range of pupils	7-11 Years
Address of school	Penymynydd Road Penyffordd Near Chester Flintshire
Post-Code	CH4 0LQ
Telephone Number	01244 543858

Headteacher	Mrs P. M. Williams
Date of appointment	1989
Chair of Governors/ Appropriate Authority	Councillor T. W. Jones
Registered Inspector	Mr. G. Morris
Dates of inspection	10 – 12 March 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					33	24	43	33	133

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	1 : 22.2
Pupil : adult (fte) ratio in nursery classes	0
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	26.6
Teacher (fte) : class ratio	1 : 22.2

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1			96.21	96.21
Term 2			96.35	96.35
Term 3			97.03	97.03

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

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 33					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	4	12	51	33	0
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School	0	2	0	0	N	6	2	49	41	N
		National	0	2	2	0	0	5	12	41	38	N
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	4	18	45	33	0
		National	0	0	0	0	1	4	19	47	28	0
	Test/Task	School	0	2	0	0	N	6	2	37	53	0
		National	0	2	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	4	12	37	47	0
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	2	0	0	N	0	4	20	74	0
		National	0	2	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		by Test	
In the school:	78.4	In the school:	86.3
In Wales:	69.6	In Wales:	68.1

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

Appendix D

The Evidence Base of the Inspection

The school was inspected by a team of three inspectors who were in school for a total of 7 inspector days.

Observation notes were made from 35 teaching sessions or activities. Discussions took place with governors, parents, teachers, support and ancillary staff, volunteer helpers and pupils from all teaching groups. Samples of work from each class, covering the whole curriculum, were looked at and noted.

In addition, the inspection team examined policies, curriculum plans, minutes of meetings, financial reports, school reviews and plans and the school development plan. Evidence from a pre-inspection meeting with the governing body was taken into account. Similarly there was a separate meeting attended by the parents of 16 pupils and views also expressed in the 58 questionnaires completed.

E. Composition and Responsibilities of the Inspection Team

Team Members	Subject responsibilities	Aspect responsibilities
Mr. Goronwy Morris Registered Inspector	Mathematics Science Welsh 2 nd Language Information Technology Art RE	<ul style="list-style-type: none"> ➤ Context ➤ Main Findings ➤ Standards of achievement in key skills across the curriculum ➤ Pupils' Spiritual, Moral, Social and Cultural Development ➤ Behaviour and Attitudes ➤ Quality of Teaching ➤ Provision for SEN ➤ Leadership and Efficiency ➤ Progress Since the Last Inspection ➤ Key Issues for Action
Mr. David Evans Team Inspector	English Design and Technology History Geography Music Physical Education	<ul style="list-style-type: none"> ➤ Main Findings ➤ Assessment, Recording and Reporting ➤ Curriculum ➤ Quality of Self-evaluation and Planning or improvement ➤ Staffing, Accommodation and Learning Resources ➤ Key issues for Action
Mr. Selwyn Roberts Lay Inspector	N/A	<ul style="list-style-type: none"> ➤ Support and Guidance and Pupils' Welfare ➤ Attendance ➤ Partnership and Parents and Community, School and other Institutions ➤ Partnership with Industry

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