

INSPECTION UNDER SECTION 10 OF  
SCHOOL INSPECTIONS ACT, 1996

PERTH-Y-TERFYN INFANTS' SCHOOL

Halkyn Road  
Holywell  
Flintshire, CH8 7TZ

School Number: 664/2023

Date of Inspection: 24th - 27th March, 2003

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/15890

24th April, 2003

UNDER ESTYN CONTRACT NUMBER: T/135/02P

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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 the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 – the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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

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## **1. CONTEXT**

### **The School and its Priorities**

Perth-y-Terfyn Infants' School is situated a short distance from the town centre of Holywell in the post-1996 county of Flintshire. The school was opened in October, 1961, and extended some ten years later. A nursery was provided in 1975.

Currently, the school has a total roll of 191 pupils aged three to seven years, including thirty-seven nursery children who attend on a part-time basis. Numbers in the main school have increased substantially over the past four years.

In general terms, roughly a quarter of the area served by the school can be described as economically disadvantaged, whilst the remainder is neither disadvantaged nor economically prosperous. Free school meals are received by some 35% of pupils. The annual intake covers the full ability range.

Thirty-three pupils are considered to have some form of special educational need, including four pupils with statements.

English is the predominant language spoken at home for 98% of pupils. No pupil speaks Welsh as a first language, or to an equivalent standard, although 2% of pupils come from Welsh-speaking homes. The ethnic make-up of the school is almost entirely white.

The school has a clear set of aims, which it has stated as follows:

We aim to provide each child with a stable, friendly environment. We offer stimulating materials and create situations with opportunities for each child to develop at his or her own pace and level of ability. We aim to ensure that every child acquires the right attitude to work and play, to be self-reliant and secure in the knowledge that he or she can go with confidence to the next stage of education in the junior school.

No changes have been made to the character, type or age-range of the school in recent years, apart from the establishment of a separate governing body in September, 1998. The present headteacher has been in post since April, 2001.

The school was last inspected in June, 1997.

## **2. MAIN FINDINGS**

### **The Main Findings of the Report**

This is a school with many good features which is making sound progress under its present headteacher. Staff are dedicated and very hard-working.

## Educational Standards Achieved by Pupils

- \* During the inspection, standards of educational achievement were satisfactory or better in approximately 98% of the lessons seen, including 50% where they were good and 2% where there were very good. Standards were unsatisfactory in some 2% of lessons.
- \* Appropriate provision is made for children under five years of age. Standards achieved in the six areas of learning are currently the following:

<b>Area of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, Literacy and Communication Skills	Satisfactory	Satisfactory
Personal and Social Development	Good	Good
Mathematical Development	Satisfactory	Satisfactory
Knowledge and Understanding of the World	Good	Good
Physical Development	Satisfactory	Good
Creative Development	Good	Satisfactory

- \* Standards achieved by pupils at Key Stage 1 are shown below:

<b>Subject</b>	<b>KS1</b>
English	Satisfactory
Mathematics	Good
Science	Satisfactory
Welsh (as a second language)	Satisfactory
Design and Technology	Good
Information Technology	Good
History	Satisfactory
Geography	Good
Art	Satisfactory
Music	Good
Physical Education	Good
Religious Education	Good

- \* There are also good features to aspects of work in science and art, and some very good features in music. Reading standards are also good in English.
- \* National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, the percentage of pupils achieving Level 2 was similar to the national average for Wales in reading, writing, speaking and listening, mathematics, and science.
- \* The percentage achieving the higher grade of Level 3 was similar to the national average in reading, and speaking and listening, and significantly above the average in mathematics and science. No pupils achieved Level 3 in writing.
- \* Boys, on the whole, performed much better than girls.

- \* In applying their key skills across the curriculum, pupils achieve satisfactory standards in listening, reading and number, and good standards in information and communications technology. Steady progress is being made in applying speaking and writing skills, although standards in these areas are not yet satisfactory. The school acknowledges that further improvements are necessary.

### **Ethos of the School**

- \* Good provision overall is made for the spiritual, moral, social and cultural development of pupils.
- \* Standards of behaviour are good throughout the school. Pupils, on the whole, conduct themselves in an orderly manner, both in the classroom and playground. Some exemplary levels of behaviour were shown during assemblies, with pupils entering the hall in a calm, organised way and remaining focused and attentive throughout the proceedings. No incidents of bullying or other unacceptable conduct were seen during the inspection.
- \* Satisfactory rates are achieved for attendance. Punctuality is unsatisfactory overall, with a number of pupils regularly arriving a few minutes late and causing some minor disruption to an otherwise smooth start to the day.

### **Quality of Education**

- \* During the inspection, the quality of teaching was satisfactory or better in approximately 94% of the lessons observed, including 45% where it was good and 5% where it was very good. Teaching was less than satisfactory in some 6% of lessons.
- \* Very good teaching was observed in music and English in one class at Key Stage 1. Lessons were characterised by thorough planning and exemplary organisation and discipline.
- \* Where teaching is less than satisfactory, too many different activities prevent teachers for focusing properly on the tasks being undertaken. In some cases, insufficient teaching takes place before tasks begin. Learning is also affected by high levels of noise.
- \* Procedures for assessing, recording and reporting on pupils' work are satisfactory overall, although there are shortcomings in some areas at Key Stage 1.
- \* Overall, the school provides pupils with a broad, relevant curriculum that complies with statutory requirements. Children under five years of age are given a range of interesting experiences that fully accord with the *Desirable Outcomes for Learning*. At Key Stage 1, pupils generally receive a wide range of experiences well matched to their individual needs and abilities. The topic approach to learning, however, affects the delivery of the National Curriculum in some areas. Not all foundation subjects are taught with sufficient regularity or in appropriate depth.

- \* All pupils have equal access to all parts of the curriculum.
- \* Good provision overall is made for the support, guidance and welfare of pupils. All members of staff, both teaching and non-teaching, work hard to promote the interests and welfare of pupils. Most know their pupils very well, and often members of their families. A high level of care, support and concern is one of the major features of the school.
- \* Approximately 21% of pupils at Key Stage 1 have some form of special educational need, including four pupils with formal statements. Good overall provision is made. Policies and strategies conform with the new Code of Practice. Progress, although variable, is satisfactory overall.
- \* A very good partnership has been established with parents, the local community, and other schools and institutions. Many aspects have improved considerably since the last inspection. Good arrangements have also been made to establish an effective partnership with industry. Benefits from the links established to date are clearly evident in the classroom.

### **Management**

- \* Procedures to enable the school to evaluate its own work and to plan for improvement are not yet properly developed and are currently unsatisfactory overall. Appropriate attention is paid to analysing test results in reading to achieve further improvements in standards. In other areas of the curriculum, however, the use of self-evaluation to identify strengths and weaknesses and to set targets for individuals and groups of pupils is still at an early stage.
- \* The present school development plan does not focus sufficiently on ways in which standards can be raised in subjects across the curriculum. Targets for improvement are not clearly identified and properly linked to staff development.
- \* Leadership and efficiency are satisfactory overall, with several good features. The headteacher shows considerable commitment and care, and is well organised in her work.
- \* Both in her teaching duties and her role as special-educational-needs co-ordinator, the headteacher acts a good model for colleagues. Sound work, in particular, has been undertaken in special needs, resulting in significant improvements. Regular monitoring is undertaken in this area.
- \* The deputy headteacher provides good support in a number of areas, including health and safety, capitation, and pastoral and professional guidance for students. Scope exists for further involvement in general administration and management.
- \* Regular staff meetings are held to ensure the ongoing review of the curriculum and to provide a forum for discussion and development. Much hard work has been undertaken to update policies and schemes of work and to produce sound planning for teaching and learning.

- \* Too few strategies are currently in place to monitor classroom practice and to ensure that the sound work undertaken in planning is properly implemented throughout the school. Good practice in areas such as classroom organisation, management and teaching is not yet sufficiently disseminated. Too little emphasis is placed on securing maximum continuity and progression.
- \* The role of the curriculum co-ordinators in monitoring work in their subjects, and reviewing and controlling resources, is currently underdeveloped.
- \* Sound support is received from the governors, who take a keen interest in the school. Statutory duties are taken seriously and are generally well performed. Since the appointment of the present headteacher, governors regularly visit classes to observe teaching and learning, and have much more involvement in the oversight and development of the curriculum. Sound control is exercised of the budget.
- \* Day-to-day administration is well managed by the headteacher and secretary, and is of very good quality. All documentation is meticulously maintained and presented.
- \* Staffing, accommodation and resources are satisfactory overall and generally used to good advantage.
- \* Nursery nurses and classroom assistants provide good support for pupils and work closely with teachers. Good support is also received from the lunchtime supervisors, cleaners and school secretary.
- \* Accommodation is satisfactory overall, although the furniture in the nursery is unattractive and dull. Storage arrangements in this room are unsatisfactory, with food and art supplies stored next to each other.
- \* Buildings are generally kept in a satisfactory state of cleanliness, although the odour that comes from the boys' toilets is very unpleasant and often pervades large areas of the school.
- \* The demountable classroom fails to provide satisfactory accommodation, as there are no toilet facilities, thus creating difficulties for both pupils and staff, particularly in inclement weather. The security arrangements to enable pupils to cross into the main school during the day are onerous and take up valuable staff time.
- \* The playground is a safe, secure, attractive area for pupils and is well supervised during breaks.

### **Progress since the Last Inspection**

- \* Whilst sound attention has been given to most of the key issues in the last inspection report, shortcomings relating to monitoring have not yet been effectively addressed.
- \* Overall, the school is a well-ordered, friendly community which has made sound progress since the last inspection.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

During the inspection, standards of educational achievement were satisfactory or better in approximately 98% of the lessons seen, including 50% where they were good and 2% where there were very good. Standards were unsatisfactory in some 2% of lessons.

- \* Nursery children achieve satisfactory standards overall in language, literacy and communication skills; mathematical development; and physical development; and good standards in personal and social development; knowledge and understanding of the world; and creative development.
- \* At reception level, standards are satisfactory overall in language, literacy and communication skills; mathematical development; and creative development; and good in personal and social development; knowledge and understanding of the world; and physical development.
- \* At Key Stage 1, standards are satisfactory overall in English, science, Welsh, history and art, and good in mathematics, design and technology, information technology, geography, music, physical education and religious education.
- \* There are also good features to aspects of work in science and art, and some very good features in music. Reading standards are also good in English.
- \* National Curriculum assessment conducted by teachers last summer showed that, at the end of Key Stage 1, the percentage of pupils achieving Level 2 was similar to the national average for Wales in reading, writing, speaking and listening, mathematics, and science.
- \* The percentage achieving the higher grade of Level 3 was similar to the national average in reading, and speaking and listening, and significantly above the average in mathematics and science. No pupils achieved Level 3 in writing.
- \* Boys, on the whole, performed much better than girls.

#### **3.2 Standards Achieved in Key Skills across the Curriculum**

In applying their key skills across the curriculum, pupils achieve satisfactory standards in listening, reading and number, and good standards in information and communications technology. Steady progress is being made in applying speaking and writing skills, although standards in these areas are not yet satisfactory. The school acknowledges that further improvements are necessary.

- \* Pupils are encouraged to use their speaking and listening skills during role play and circle times, but too few opportunities are provided for discussion in plenary and whole-class sessions. Sufficient time is not always given for pupils to gather and extend their thoughts, and to express their views in full sentences. Tape recorders and language stations are not yet used to maximum effect.
- \* Reading skills are developing satisfactorily across the curriculum, with good use of "Big Books" to instil an enjoyment of reading. Pupils read a suitable range of books and show appropriate knowledge of events and characters in stories. Less prominence is given to information books and other reference material.
- \* Most subjects show evidence of writing, but there is an unevenness of application. Too heavy a use is made of worksheets in some areas.
- \* Number skills are promoted satisfactorily in a variety of subjects. Pupils count to keep time to music in Welsh country dancing, and measure and mark appropriately when making items in design and technology. Counting during registration also reinforces knowledge of numbers in Welsh.
- \* Appropriate use is made of data-handling skills to record and display findings in science and geography. Pupils use Venn diagrams, tables and block graphs in several subjects. Good understanding is shown of co-ordinates by the end of the key stage.
- \* Skills in information and communications technology are well applied in work across the curriculum. Pupils are familiar with a range of packages, which they use effectively for word-processing and for producing tables and charts in mathematics and science. Good emphasis is placed on developing independent use of computers from the time that children enter the school, particularly to support learning in English, mathematics and science. The youngest children enjoy matching, sorting and modelling, using appropriate software.
- \* Good use is made of a robotic toy to plan routes and support work in geography and mathematics, using two-figure co-ordinates. Older pupils make regular use of CD-ROMs and the Internet for research and reference purposes.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Good provision overall is made for the spiritual, moral, social and cultural development of pupils.

- \* The daily act of worship is a reverent family occasion which complies with statutory requirements. Stories from the Bible and other sources help to reinforce moral values and promote good standards of behaviour. Music makes a considerable contribution to the occasion.

- \* Good attention is paid to developing a sense of awe and wonder of the world, particularly amongst the youngest children, who are thrilled by activities such as observing plants develop from seeds.
- \* Pupils work and play harmoniously together, eagerly participating in role-play and willingly sharing resources and equipment.
- \* Older pupils discharge their responsibilities well when acting as *helpwr heddiw* and co-operate sensibly with each other when collaborating in groups or pairs.
- \* Work in subjects such as geography, music and physical education helps to make pupils aware of their cultural heritage. Prayers and songs in Welsh are regular features of assemblies. Scope exists for further development in areas such as history and art.
- \* Good progress is being made in developing understanding of other life-styles and cultures. Lessons in religious education show that pupils are acquiring knowledge of religions such as Judaism and learning how people live in Botswana.

#### **4.2 Behaviour and Attitudes**

Standards of behaviour are good throughout the school.

- \* The school has clearly-defined policies on behaviour and discipline. Rules are simple and displayed in all classrooms. Pupils are regularly reminded of expectations of good conduct.
- \* Teachers, in most cases, use a successful range of strategies to promote appropriate responses from pupils. Any instance of misbehaviour is quickly checked to ensure that learning is not adversely affected. Strong emphasis is placed on praise and encouragement.
- \* Lunchtimes are friendly, social occasions, with pupils of both sexes conversing and playing harmoniously together. Suitable levels of supervision are provided on all occasions.
- \* Parents and guardians who completed and returned the questionnaire all agreed that their children were keen to attend school and took an active part in its life.
- \* Most pupils are courteous and well-mannered, and display a positive attitude to their work. A small minority within each class are inattentive and find it difficult to concentrate for the full duration of lessons. Fewer problems are experienced where teaching is interesting and stimulating.
- \* Pupils conduct themselves in an orderly manner, both in class and around the school. Some exemplary levels of behaviour were shown during assemblies, with pupils entering the hall in a calm, organised way and remaining focused and attentive throughout the proceedings.

- \* No incidents of bullying or other unacceptable conduct were seen during the inspection period.

### **4.3 Attendance**

Satisfactory rates are achieved for attendance. Punctuality is unsatisfactory overall.

- \* Attendance at Key Stage 1 is almost consistently above 90%. Unauthorised absence is minimal, and there are no recorded exclusions.
- \* Registration complies with the requirements of Circular 3/99 of the National Assembly for Wales.
- \* Registers are kept in the classroom during the day, with information entered on to a computer each week. Effective use is made of data to identify problems and monitor trends.
- \* Parents generally inform the school at the earliest opportunity if their children are absent, and the school secretary records the reasons. Effective liaison between home and school has resulted in only minimal cases of unauthorised absence.
- \* The education officer regularly visits the school to examine the registers and often makes home visits when necessary.
- \* A clear policy has been drawn up on attendance, with strategies to effect improvements. Whilst most parents co-operate fully, a minority fail to provide sufficient support to enable the school to meet its target of 95%.
- \* Since the last inspection, attendance has shown progressive, although limited, improvement, but the rate is unlikely to be sustained in the current school year because of a chicken-pox epidemic.
- \* Punctuality is unsatisfactory overall, with a number of pupils regularly arriving a few minutes late and causing some minor disruption to an otherwise smooth start to the day.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

During the inspection, the quality of teaching was satisfactory or better in approximately 94% of the lessons observed, including 45% where it was good and 5% where it was very good. Teaching was less than satisfactory in some 6% of lessons.

- \* Very good relationships with staff help to develop pupils' self-esteem and make them

confident about asking for support when required.

- \* All members of staff have a sound knowledge of the subjects they teach and make good use of available resources.
- \* Much time and effort have been put into medium- and long-term planning and into the production of sound guidelines for teaching and learning.
- \* Lessons generally have clear aims and objectives. Care is taken to sure that work is suitably differentiated and matched to individual needs. Sufficient emphasis, however, is not always placed on opportunities for developing key skills across the curriculum.
- \* Plenary sessions are highlighted in planning but vary considerably in quality and effectiveness. Maximum benefit is not always gained by pupils.
- \* Appropriate time is given to the development of literacy and number skills, with good attention to reading and the use of "Big Books".
- \* Very good support is provided by the nursery nurses and classroom assistants, who work in close liaison with teachers and keep clear records of tasks.
- \* Good use is made of information technology to reinforce and extend pupils' learning.
- \* Teachers make effective use of parent helpers and of students who regularly attend for work experience or training purposes.
- \* Pupils benefit considerably from visits to places of interest, which help to increase their knowledge and understanding.
- \* During the inspection, very good teaching was observed in music and English in one class at Key Stage 1. Lessons were characterised by thorough planning and exemplary organisation and discipline.
- \* Where teaching is less than satisfactory, too many different activities prevent teachers for focusing properly on the tasks being undertaken. In some cases, insufficient teaching takes place before tasks begin. Learning is also affected by high levels of noise.

## **5.2 Assessment, Recording and Reporting**

Procedures for assessing, recording and reporting on pupils' work are satisfactory overall.

- \* Since the last inspection, the school has produced a policy on assessment to provide appropriate guidelines for teachers.
- \* Teachers draw up baseline profiles of children's attainments on entry to the school and make sound use of the information to guide future teaching. Continual assessment is subsequently made of progress at both nursery and reception level.

- \* The baseline profile drawn up at the beginning of the reception year indicates that children make good progress in the nursery class.
- \* At Key Stage 1, all teachers record the results of regular assessment in English, mathematics and science, using a combination of National Curriculum assessment data and commercial materials.
- \* Subject leaders have developed booklets on assessment and on planning key objectives for individual pupils in English, mathematics and science from reception to Year 2. Individual record books show each pupil's progress against National Curriculum levels of attainment.
- \* Information about progress is not fully analysed in all classes to enable teachers to identify particular needs and to set suitable targets for improvement by individuals and specific groups of pupils.
- \* Work is generally well marked throughout the school. Pupils are given indications of when they have met lesson objectives and are suitably guided towards improvements.
- \* Insufficient use is made of assessment data to develop a comprehensive system for tracking pupils' progress as they move through the school and for setting whole-school or year-group targets in English and mathematics.
- \* Plenary sessions are not sufficiently well planned to enable teachers and pupils to assess what has been learned during lessons.
- \* Procedures for assessing and moderating standards are underdeveloped. There are no portfolios of annotated work to serve as benchmarks for teachers. Co-ordinators do not regularly look at pupils' books in all subjects to assess standards of learning.
- \* Parents are invited to two formal meetings each year to discuss their children's work and progress. During the spring term, they also have opportunities to attend an open afternoon when they can observe work in classes and examine their children's books.
- \* Annual reports to parents are suitably detailed and comply with statutory requirements.

### **5.3 Curriculum**

Overall, the school provides pupils with a broad, relevant curriculum that complies with statutory requirements.

- \* Children under five years of age are given a range of interesting experiences that fully accord with the *Desirable Outcomes for Learning*.
- \* At Key Stage 1, pupils generally receive a wide range of experiences well matched to their individual needs and abilities. Since the last inspection, the school has developed a whole-school approach to planning, which is applied consistently.

- \* The topic approach to learning affects the delivery of the National Curriculum in some areas at Key Stage 1. Not all foundation subjects are taught with sufficient regularity or in appropriate depth.
- \* Long, medium and short-term planning is satisfactory overall, although the promotion of key skills is not always properly identified in teacher's short-term planning. Opportunities are often missed to develop extended speaking skills during plenary sessions and to foster pupils' ability to explain mathematical processes.
- \* Sound emphasis is placed on personal and social education, particularly in circle times and through the local authority's Healthy Schools Initiative. Steps are currently being taken to develop a policy and scheme of work to comply with a new framework to be introduced in September.
- \* Homework tasks are well supported by the majority of parents, particularly in reading and in collecting information for topic work. Good progress is generally made in these areas.
- \* All pupils have equal access to all parts of the curriculum.
- \* A significant number of pupils enjoy a Welsh country-dancing club that meets after school each week. Several members of staff also support an after-school club.
- \* Visits to places of interest in the local community help to enhance pupils' knowledge and understanding. Visitors also make a valuable contribution to learning in several subjects.
- \* Too much emphasis is often placed on worksheets and too little on the development of independent writing skills.

#### **5.4 Support, Guidance and Pupils' Welfare**

Overall, good provision is made for the support, guidance and welfare of pupils.

- \* All members of staff, both teaching and non-teaching, work hard to promote the interests and welfare of pupils. Most know their pupils very well, and often members of their families. A high level of care, support and concern is one of the major features of the school.
- \* Parents appreciate the happy, close-knit, caring environment and know that their children feel secure and valued.
- \* Strong emphasis is placed on equal opportunities and social inclusion.
- \* Sound procedures are in place for dealing with child-protection issues. The school currently follows guidelines produced by the local education authority, but has not yet adapted the document to meet its own needs and requirements. Staff have received

appropriate training in detecting signs of abuse and are well aware of procedures to be followed. Training details, however, are not formally recorded.

- \* The governing body shows a responsible attitude to health and safety, and has undertaken some risk assessment of activities.
- \* During the inspection, the security of the building was maintained to a very high standard.
- \* The accident book is kept up to date. Some members of staff have gained first-aid certificates.
- \* Boys find it difficult to use the toilet facilities because of problems with a pungent, almost unbearable odour. The school has informed the responsible authorities of the situation on numerous occasions, but effective action has yet to be taken.
- \* No toilet provision has been made in the demountable classroom, causing supervision problems for staff each time a pupil has to be taken across the yard to use facilities in the main building.
- \* Class teachers monitor personal and academic development and discuss matters with pupils and their parents, if necessary.
- \* Good arrangements are in place to ensure that the induction of nursery children is sensitively handled.

## **5.5 Provision for Pupils with Special Educational Needs**

Overall, good provision is made for pupils with special educational needs.

- \* Approximately 21% of pupils at Key Stage 1 have some form of special educational need, including four pupils with formal statements.
- \* Teachers generally made sound use of nursery and reception baseline profiles to identify needs and to make appropriate provision from an early stage. Assessment at Key Stage 1 is sound and accurate.
- \* Policies and strategies conform with the revised Code of Practice.
- \* The special-needs co-ordinator keeps relevant and appropriate documentation.
- \* All pupils have suitably detailed individual educational plans drawn up by their class teachers and discussed with their parents. Plans contain appropriate targets for pupils and are reviewed every half-term.
- \* The annual review of statements accords with statutory requirements.
- \* Pupils are well integrated into their classes and receive appropriate support according to

the various stages of the Code of Practice.

- \* Withdrawal arrangements for the teaching of literacy are good and enable pupils to develop their skills in reading, writing and spelling.
- \* One classroom assistant is trained to provide literacy support, and the other, support in mathematics. Both plan work successfully with teachers and provide high-quality assistance to pupils.
- \* Appropriate support is received from a range of outside agencies. The school follows programmes devised by the speech therapist and acts on advice about the management of the few pupils with challenging behavioural difficulties.
- \* Progress, although variable, is satisfactory overall.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

Overall, a very good partnership has been established with parents, the local community, and other schools and institutions. Many aspects have shown considerable improvement since the last inspection.

- \* The school has forged effective links with parents, with the prime objective of supporting pupils' personal and academic development.
- \* Questionnaires and interview responses show that parents have a high regard for the school. Nearly all find it easy to approach the headteacher and staff to discuss any matters of concern, and all are encouraged to play a full role in activities. The percentage of completed questionnaires was exceptionally high, further indicating the strong level of parental interest.
- \* Good attention is devoted to written communication. Regular newsletters are sent to parents about topics such as forthcoming events, invitations to assemblies and updates of the school's action plan.
- \* The school prospectus meets statutory requirements, whilst the governors' annual report to parents provides a comprehensive review of the work of the school and lists areas for further improvement.
- \* Individual parents provide valuable help in the classroom by listening to children read, whilst others offer support with design and technology or act as supervisors on school trips.
- \* The school has recently participated in family-learning programmes and workshops, providing parents with opportunities to explore how children learn and to discuss ideas about using everyday activities to support learning at home.
- \* Some very good links with the community have helped to extend pupils' knowledge and

understanding. An educational programme arranged by a puppet company aids the curriculum through drama, language and art, whilst also improving listening skills. Other visitors to the school include musicians, singers, fire-fighters, drug-awareness representatives and a dentist, who talk to pupils about their occupations and work.

- \* Very good liaison takes place with the adjacent junior school, which was an area of concern during the last inspection. The transfer of pupils is efficiently handled.
- \* Partnership arrangements with initial-training institutions are constantly reviewed to reflect good practice. The school is well supported through the North-East Wales Institute and Bangor Normal College.
- \* Financial support to cover supply-teacher costs is obtained through Education and Learning Wales.

## **5.7 Partnership with Industry**

Overall, good arrangements have been made to establish an effective partnership with industry.

- \* The school does not yet have a written policy document on links with industry but has made arrangements to produce one by next term. A practical strategy is currently in operation and producing beneficial results.
- \* Links with a local newspaper group have supported various initiatives in literacy and number skills. Staff have attended training sessions at the printing works to enhance their own economic and industrial understanding.
- \* Representatives from Powergen have worked with pupils in Year 2, helping in areas such as science experiments.
- \* The headteacher has visited a large aircraft-manufacturing company to gain management skills in a different environment. One outcome has been the successful implementation of "Investors in People" in the school.
- \* Pupils are taught to care for the environment and to understand the effects of litter and pollution. Staff have created a woodland area in the school grounds, which is to be developed with assistance from a locally-based chemical company.
- \* Local companies sponsor school projects and provide funds, materials and expertise.
- \* Benefits from the links established to date are clearly evident in the classroom.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

Procedures to enable the school to evaluate its own work and to plan for improvement are not yet properly developed and are currently unsatisfactory overall.

- \* Appropriate attention is paid to analysing test results in reading to achieve further improvements in standards. In other areas of the curriculum, however, the use of self-evaluation to identify strengths and weaknesses and to set targets for individuals and groups of pupils is still at an early stage.
- \* The present school development plan does not focus sufficiently on ways in which standards can be raised in subjects across the curriculum. Targets for improvement are not clearly identified and properly linked to staff development so that increased expertise can be brought to bear.
- \* Some samples of pupils' work are retained for assessment purposes, particularly in the core subjects of English, mathematics and science.
- \* No effective system is yet in place to ensure that standards of teaching and learning are regularly monitored throughout the school. Too little emphasis is currently placed on scrutinising short-term planning, regularly examining pupils' books and directly observing teaching within the classroom.
- \* Whilst sound attention has been given to most of the key issues in the last inspection report, shortcomings relating to monitoring have not yet been effectively addressed.

## **6.2 Leadership and Efficiency**

Leadership and efficiency are satisfactory overall, with several good features.

- \* The headteacher shows considerable commitment and care, and is well organised in her work. Able support is provided by the governing body.
- \* Care has been taken to draw up a clear statement of aims which duly emphasises the importance of providing a broad, relevant education for pupils.
- \* Close liaison takes place between the headteacher and staff to ensure that pupils are educated in a warm, happy, caring environment, where individuals are valued and respected and where emphasis is placed on developing self-esteem and confidence.
- \* Both in her teaching duties and her role as special-educational-needs co-ordinator, the headteacher acts a good model for colleagues. Sound work, in particular, has been undertaken in special needs, resulting in significant improvements. Regular monitoring is undertaken in this area.
- \* The deputy headteacher provides good support in a number of areas, including health and safety, capitation, and pastoral and professional guidance for students. Scope exists for further involvement in general administration and management.

- \* Regular staff meetings are held to ensure the ongoing review of the curriculum and to provide a forum for discussion and development. Much hard work has been undertaken to update policies and schemes of work and to produce sound planning for teaching and learning.
- \* Too few strategies are currently in place to monitor classroom practice and to ensure that the sound work undertaken in planning is properly implemented throughout the school. Good practice in areas such as classroom organisation, management and teaching is not yet sufficiently disseminated. Too little emphasis is placed on securing maximum continuity and progression.
- \* The role of the curriculum co-ordinators in monitoring work in their subjects, and reviewing and controlling resources, is currently underdeveloped.
- \* Support staff are generally well deployed, with emphasis on close liaison between teachers and classroom assistants.
- \* Much attention has been paid to developing very strong relationships with parents and closer links with the neighbouring junior school.
- \* Sound support is received from the governors, who take a keen interest in the school. Statutory duties are taken seriously and are generally well performed. Since the appointment of the present headteacher, governors regularly visit classes to observe teaching and learning, and have much more involvement in the oversight and development of the curriculum. Sound control is exercised of the budget.
- \* Day-to-day administration is well managed by the headteacher and secretary, and is of very good quality. All documentation is meticulously maintained and presented.

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing, accommodation and resources are satisfactory overall and generally used to good advantage.

- \* The school has an adequate number of teachers, all of whom are appropriately qualified, and a good number of non-teaching staff, who provide valuable help and support.
- \* Classroom assistants and nursery nurses provide very good support for pupils and work closely with teachers.
- \* Procedures are in place for performance management, professional development and the induction of new members of staff, although outcomes are not always properly linked to the overall needs of the school.
- \* The lunchtime supervisors, cleaners and school secretary provide good support for the school and discharge their duties efficiently and effectively.

- \* Accommodation is satisfactory overall, although the furniture in the nursery is unattractive and dull. Storage arrangements in this room are unsatisfactory, with food and art supplies stored next to each other.
- \* The school has a large, airy hall that is well used throughout the day.
- \* Buildings are generally kept in a satisfactory state of cleanliness, although the odour that comes from the boys' toilets is very unpleasant and often pervades large areas of the school.
- \* The demountable classroom fails to provide satisfactory accommodation, as there are no toilet facilities, thus creating difficulties for both pupils and staff, particularly in inclement weather. The security arrangements to enable pupils to cross into the main school during the day are onerous and take up valuable staff time.
- \* The playground is a safe, secure, attractive area for pupils and is well supervised during breaks.
- \* Learning resources are generally satisfactory in all subjects and include an adequate number of computers in each classroom.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards Achieved by Pupils**

#### **Provision for Children under Five**

Appropriate provision is made for children under five years of age. Satisfactory or better standards are achieved in all areas of learning.

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

Overall, satisfactory progress is made in the development of language, literacy and communication skills, with good standards in reading at reception level.

#### **Good Features**

- \* Nursery children are introduced to well-known nursery rhymes and stories, and enjoy sharing books with adults. Most are able to follow the course of a story and to tell what comes next and how it is concluded.
- \* Role-play is well used to develop children's skills and confidence in speaking.
- \* Sound teaching at reception level prepares children successfully for reading. Children

make steady progress in absorbing basic words and tackling simple text. Good standards are achieved at this level.

- \* Regular mark-making activities, including tracing, copying and painting, help nursery children to hold implements correctly and support hand-eye co-ordination.
- \* Reception children show good pencil control and are making satisfactory progress from under-writing to free composition. Higher-achieving children are able to write simple sentences from memory.

### **Shortcomings**

- \* A lack of headphones prevents children from making maximum use of the language centre and enjoying songs and stories.
- \* At reception level, too few opportunities are provided for children to write about and develop their own thoughts and ideas outside the immediate area of study.
- \* Too many different activities sometimes take place during literacy sessions, preventing the teacher from providing full support where required.

## **ii. Personal and Social Development**

Good standards are achieved in personal and social development at both nursery and reception level.

### **Good Features**

- \* Nursery children settle quickly into the school and soon learn to work and play harmoniously together.
- \* The teacher and nursery nurse work effectively as a team and help children quickly to adjust to routines.
- \* Children at this level are able to put on their own coats, clean up after activities, and address their own toilet needs.
- \* During the inspection, children made good use of the role-play corner, socialising well with each other and successfully re-enacting the story of The Three Little Pigs.
- \* Reception children are responsive and concentrate well on their tasks. When required to do so, they collaborate effectively with each other and show a fair measure of independence in pursuing their work.

### **Shortcomings**

- \* Although due attention is generally given to hygiene, practices during snack times are not entirely appropriate, with children currently eating from uncovered tables. Present

arrangements need to be reviewed, particularly as the school encourages healthy eating and intends to introduce a greater variety of foods.

### **iii. Mathematical Development**

Standards in mathematical development are satisfactory overall.

#### **Good Features**

- \* Nursery children are given a suitable range of activities to build up early mathematical knowledge and understanding. They can recognise number symbols, count to five, complete simple patterns and thread beads according to colour.
- \* Reception children can count to ten and add up simple sums. Many can identify simple shapes and talk about their properties. Growing recognition is shown of the different values of coins.

#### **Shortcomings**

- \* At reception level, children do not always engage in sufficient oral work to sharpen mental agility before tackling specific tasks.

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

Good progress is made in developing children's knowledge and understanding of the world.

#### **Good Features**

- \* Children are given a suitable range of experiences based on their homes, families and the people who work in the community around them.
- \* During the inspection, nursery children engaged in cooking and obtained great enjoyment from making "piggy" biscuits.
- \* Reception children know that water, sunlight and care are necessary for the healthy growth of plants. They observe birds feeding at a table in the school grounds and are learning to appreciate the wonders of nature.
- \* Good use is made of information technology, at both nursery and reception levels, to extend knowledge and understanding and to develop a sense of awe and wonder of the world.

#### **Shortcomings**

- \* No significant shortcomings were observed in this area of work.

## **v. Physical Development**

Standards in physical development are satisfactory overall at nursery level and good at reception stage.

### **Good Features**

- \* Nursery children are making satisfactory progress in the development of gross motor skills and can pedal, push, skip and jump with confidence.
- \* Reception children show growing awareness and control of their bodies, and make good use of space. Good standards are achieved at this level.

### **Shortcomings**

- \* At nursery level, too little emphasis is placed on developing skills in outdoor activities.

## **vi. Creative Development**

Standards in creative development are good at nursery level and satisfactory overall at reception stage.

### **Good Features**

- \* All children receive regular experiences in a variety of techniques, including printing, painting and working with malleable materials.
- \* Nursery children paint boldly, and cut, stick and paste with confidence.
- \* Reception children are developing good cutting skills and regularly participate in the production of large collage pictures based on their favourite stories.

### **Shortcomings**

- \* Too little emphasis is placed on colour-mixing and individual creative work at reception level.
- \* Groups for artistic activities are sometimes too small to promote discussion and evaluation of work.

## **English**

Standards of achievement in English are satisfactory overall.

## **i. Speaking and Listening**

Standards in speaking and listening have improved since the last inspection and are now satisfactory overall.

### **Good Features**

- \* Most pupils listen attentively to their teachers and respond appropriately.
- \* Pupils have daily opportunities to ask and answer questions, and generally do so with confidence. Most are able to express their thoughts clearly when talking to visitors.
- \* Nursery nurses and classroom assistants provide valuable opportunities for pupils to participate in group discussion and to share their thoughts and ideas.

### **Shortcomings**

- \* Older pupils, in particular, do not always pay sufficient attention to each other during class discussions, sometimes resulting in the loss of valuable contributions.
- \* Plenary sessions are underdeveloped and do not always provide a suitable forum for discussion.

## **ii. Reading**

Standards in reading are good overall.

### **Good Features**

- \* Much hard work has been undertaken to raise standards in reading.
- \* Pupils have an appropriate sight vocabulary and make effective use of phonic knowledge to tackle new words. They read confidently from a suitable range of books, often with fluency and expression.
- \* Teachers keep meticulous records to track progress and to help pupils to make further improvements.
- \* Good support is received from parents.

### **Shortcomings**

- \* Full use is not made of reference books and other materials to produce information for topic work.

### **iii. Writing**

Standards in writing are broadly satisfactory, although there are significant shortcomings in some areas.

#### **Good Features**

- \* Writing takes a variety of forms, including poems, invitations, and the retelling of stories and personal experiences.
- \* By the end of the key stage, most pupils are able to compose stories with a clear beginning, middle and end.
- \* Work, on the whole, is neatly presented and shows good attention to correct letter formation.
- \* Spelling, in the main, is developing satisfactorily, with most pupils spelling simple words correctly. Older pupils are beginning to make use of dictionaries.
- \* All pupils are encouraged to make regular use of information technology to reinforce and extend their skills.

#### **Shortcomings**

- \* Too heavy an emphasis is placed on worksheets, to the detriment of independent writing. The material used in some cases is not suitable for pupils' level of understanding.
- \* In Year 2, sufficient attention is not always paid to basic punctuation, with the result that work varies in quality from day to day.
- \* Too few opportunities are provided for pupils to use and develop their writing skills in subjects across the curriculum.

### **Mathematics**

Standards in mathematics are good overall.

#### **Good Features**

- \* By the end of Key Stage 1, pupils are familiar with a range of mental and written calculation strategies and show good recall of number facts, including mathematical tables.
- \* Due attention is given to investigative work to reinforce number facts and develop skills in calculation.

- \* Most pupils display a sound understanding of simple mathematical language and terminology.
- \* Pupils can count in twos, fives and tens, and solve simple problems using doubles or near-doubles. By the end of the key stage, many are able to apply their skills to the solution of simple money problems and to give change from 20p, 50p and £1.00.
- \* Appropriate understanding is shown of the relationship between addition and subtraction, with pupils displaying ready mental recall of facts up to twenty.
- \* Older pupils can explain why a number is odd or even, and are developing a growing awareness of halving. Most understand place value in two-digit numbers.
- \* Pupils are able to recognise two-dimensional shapes, and display appropriate knowledge of some of their properties. Awareness of three-dimensional shapes is developing appropriately.
- \* By the end of the key stage, pupils understand the passage of time and can accurately read an analogue clock. Days, months and seasons are ordered correctly.
- \* The youngest pupils use non-standard units to measure and weigh, progressing to standard units such as centimetres, metres and kilogrammes by the end of Year 2.
- \* Pupils throughout the school collect data from class surveys and record the information using bar charts and tables.
- \* Appropriate use is made of information and communications technology to consolidate skills and develop understanding in areas such as symmetry.

### **Shortcomings**

- \* Insufficient attention is given at the start of lessons to consolidating and extending mental calculation strategies and encouraging pupils to discuss and explain their reasoning. Pupils' ability to give clear, logical explanations of how they perform calculations and solve simple problems is generally underdeveloped.

### **Science**

Standards in science are satisfactory overall, with good features to some aspects of work.

#### **Good Features**

- \* Pupils carry out simple investigations and use labelled pictures, tables, Venn diagrams and short sentences to record their work.
- \* Good understanding is shown of electricity. Pupils are aware of its importance to different kinds of machines and appliances, and are conscious of its dangers. Older pupils

are able to construct circuits to light a bulb and, during the inspection, identified the kind of material needed to make a switch. Care is taken to ensure that apparatus is handled with safety.

- \* Pupils can name the different parts of a flowering plant and know that seeds need air, water and light to germinate.
- \* Practical investigations help pupils to understand why some objects float and others sink, and to classify materials according to external features and properties, such as whether a material is waterproof.
- \* The oldest pupils have investigated the absorbency of materials and can explain their findings and conclusions. Good understanding is shown of the concept of fair testing.

### **Shortcomings**

- \* Insufficient use is made of scientific terminology and language to explain work appropriately.
- \* Pupils' recall of previous work is often insecure. Knowledge and understanding of nutrition and forces are generally underdeveloped.

## **Welsh**

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

### **Good Features**

- \* Children are introduced to Welsh from their entry to school and acquire a satisfactory basic vocabulary by the beginning of Key Stage 1.
- \* Attractive displays in all classes help to create a Welsh ethos and provide useful lists of words and phrases for pupils to use in their work.
- \* Pronunciation is generally clear. Words in prayers, hymns and songs are easily understood by the listener.
- \* Most pupils display confident knowledge of vocabulary associated with colours, numbers, clothing, the days of the week, and the weather.
- \* Steady progress is being made in asking and answering questions and responding to simple instructions.
- \* Pupils participate confidently in board games and tabletop activities.
- \* Regular use of "Big Books" helps to secure satisfactory progress in reading. Pupils make effective use of picture and context clues to work out the meaning of text.

- \* Satisfactory progress is made in writing, with suitable worksheets helping to consolidate vocabulary and language patterns.

### **Shortcomings**

- \* The incidental use of Welsh varies considerably and is not sufficiently prominent in some classes.
- \* Some older pupils are hesitant in using simple phrases when responding to questions.
- \* During class sessions, pupils are not always encouraged to use full sentences in their responses. Opportunities are sometimes lost to introduce new vocabulary.

## **Design and Technology**

Standards in design and technology are good overall.

### **Good Features**

- \* Pupils throughout the school develop good thinking skills. Teachers require them to solve meaningful problems generally related to topic work.
- \* Appropriate emphasis is placed on drawing up plans of the items they wish to make, together with a list of chosen materials. Design plans are clear and properly labelled, and are closely followed by pupils in making their products.
- \* All pupils are given a range of interesting and purposeful experiences in creating objects from different materials. Good links are made to other subjects. For example, when investigating the principles of floating and sinking, pupils in Year 1 designed and made plasticine boats, which they tested as part of the experiment.
- \* Finished products are carefully evaluated. During the inspection, pupils in Year 2 made bags from paper, card and plastic and tested them for strength and sizes. Sensible suggestions were put forward about ways of making improvements.
- \* Pupils enjoy working with construction kits and make models from recyclable materials.
- \* A comprehensive scheme of work gives suitable attention to all aspects of the subject.

### **Shortcomings**

- \* The scheme of work has only recently been introduced and is still in the early stages of implementation.

## **Information Technology**

Standards in information technology are good overall.

### **Good Features**

- \* Pupils are given an appropriate range of experiences to develop keyboard, mouse and on-screen skills. By the end of Year 2, most pupils operate computers with confidence and know how to enter, locate, store and retrieve information, as well as undertake word-processing, create pictures, and draw and label diagrams.
- \* Good use is made of a wide range of programmes to support learning in mathematics, English and science.
- \* Following investigative work in mathematics, pupils compile charts and block graphs using appropriate software.
- \* Independent use of simulation programmes helps to develop reasoning and thinking skills.
- \* Pupils make increasing use of CD-ROMs and the Internet to pursue investigative work and are able to download information to support learning in a variety of subjects. Appropriate safeguards are in place.

### **Shortcomings**

- \* Insufficient use is made of the interactive whiteboard to promote the development of independent learning skills.

## **History**

Standards in history are satisfactory overall.

### **Good Features**

- \* Learning throughout the school is well related to pupils' experiences. Time-lines, for example, are based on the passage of time throughout the year and pupils' own growth since birth. Chronological awareness is developing satisfactorily.
- \* Pupils make competent use of photographs and pictures to compare life in the past with that of the present day.
- \* Recall of previous work is sound, particularly when related to visits to the Victorian school at Llangollen and the Boat Museum at Ellesmere Port.
- \* Regular handling of artefacts helps to develop investigative skills. Pupils can accurately describe, for example, how various household items were used in Victorian times.

- \* Satisfactory use is made of historical language to describe events and people.

### **Shortcomings**

- \* Evidence indicates that less attention is given to this area of the curriculum and that the subject is not studied on a sufficiently regular basis. Time given to the subject varies according to the choice of class topic work.
- \* Pupils are given too few opportunities to record their work in written form and to develop their writing skills.
- \* Insufficient knowledge is shown of the lives of famous characters in the history of Wales.

### **Geography**

Standards in geography are good overall.

#### **Good Features**

- \* Work in the subject is firmly based on local studies. Pupils can identify major landmarks from photographs and are able to discuss the main features of the town.
- \* Geographical skills are steadily developed throughout the key stage. Pupils can draw simple plans, follow a route and describe the landmarks encountered, and undertake basic grid work by Year 2.
- \* Younger pupils can generally talk about different occupations such the fire-fighter, police officer and postman.
- \* Most pupils can pick out their town on a map of Wales, and name and identify major seaside places along the coast of north Wales.
- \* Appropriate attention is given to the requirements of the National Curriculum, with pupils gaining knowledge of places further afield such as Botswana in Africa.
- \* In Year 2, most pupils can recognise a map of the world and talk about hot and cold climates. Many appreciate that clothing and housing differ according to temperature.
- \* Useful links are made with mathematics, particularly in the use of a robotic toy. Older pupils display a good sense of direction.
- \* Pupils at the top of the school have some knowledge of distance and can describe journeys to the seaside. A visit to Llandudno in the summer term helps to extend their experiences.

### **Shortcomings**

- \* Although all pupils have opportunities to draw imaginary maps and plans, many are uncertain about vocabulary and do not understand terms such as "keys" and "symbols".
- \* Too much emphasis is placed on the completion of worksheets. Writing skills are not developed sufficiently.

### **Art**

Standards in art are satisfactory overall, with good features to some aspects of work.

#### **Good Features**

- \* Although few lessons were observed in art, evidence from class folders, teachers' planning and work on display indicates that pupils receive a satisfactory range of experiences in drawing, painting, printing, tying and dyeing, marbling and sculpture.
- \* Pupils throughout the key stage paint with confidence, enjoy clay and collage work, and have regular opportunities to cut, stick, paste and join materials.
- \* Some good work takes place in observational drawing, with pupils making effective use of colour, texture and space. Studies of flowers such as daffodils and poppies show good attention to detail.
- \* Pupils have been introduced to artists such as Van Gogh and Monet, and have produced some colourful paintings based on their work. Attempts have been made to explore different styles and techniques.
- \* Regular use is made of art to enhance work in other areas of the curriculum. Pupils paint pictures of the school in geography, and draw and colour Rangoli patterns in multi-cultural studies.

#### **Shortcomings**

- \* Too little emphasis was placed on introducing pupils to appropriate techniques during the sessions observed.
- \* Insufficient attention is given to art as a discrete subject to enable pupils to make maximum progress. Teaching during the inspection generally took place alongside other subjects.
- \* Too few opportunities are provided for colour-mixing, free painting, and the development of creativity and imagination. Large collage work throughout the school indicates too heavy an input by adults.
- \* Although pupils have produced some satisfactory seaside paintings based on Donald

McIntyre's "Anglesey Shore", insufficient attention is currently given to the work of Welsh artists. Studies in this area are still at an early stage of development.

## **Music**

Standards in music are good overall, with some very good features.

### **Good Features**

- \* Appropriate attention is paid to the requirements of the National Curriculum. During the lessons observed, pupils were confident in all three elements of composing, performing and appraising music.
- \* Singing throughout the school is tuneful and sensitive. Diction is clear, and pitch accurate.
- \* Pupils know a variety of songs in English and Welsh, and can sing with equal confidence in both languages.
- \* All pupils listen attentively in lessons and collaborate effectively during group work. Exemplary behaviour helps to ensure that pupils make good progress in the subject.
- \* Pupils devise and copy rhythm patterns successfully, making effective use of body parts and of tuned and untuned percussion instruments. They are able to name and recognise instruments and to choose which are best suited for creating particular effects such as high, low, soft or loud.
- \* Lessons and assemblies provide regular opportunities for pupils to listen to the works of famous composers and to begin to appreciate different moods, characteristics and styles.
- \* Careful choice of works such as the Radetzky March enables pupils to move in time to music, with most showing a good sense of beat.
- \* Good links are made to other areas of the curriculum. Some very good composition work, for example, is based on the poem, *Starry Night*, which pupils have studied in English. Pupils also learn Jewish songs in religious education and make their own instruments to appreciate African music during their studies of Botswana.
- \* Visitors such as Bob Buckle help to broaden pupils' musical experiences.
- \* All pupils have regular opportunities to perform in concerts and assemblies.

### **Shortcomings**

- \* Insufficient use is made of tape-recorders to retain compositions and to enable pupils to evaluate their own work.

## **Physical Education**

The only aspects of physical education seen during the inspection were gymnastics and dance. Standards in these areas are good overall.

### **Good Features**

- \* Pupils employ an appropriate range of travelling movements and make good use of different parts of their bodies to slither, hop, jump, walk and run. Apparatus is used correctly, with particular emphasis on safety.
- \* Travelling shows good body control and appropriate use of space. Pupils hold shapes well, performing high and low movements and paying due attention to the placement of limbs.
- \* Most pupils readily demonstrate their skills and show developing use of descriptive language when evaluating each other's performances. Due emphasis is placed on practice and improvement. Concentration is generally good.
- \* Appropriate attention is paid to the importance of warm-up activities, with good use of space in these sessions.
- \* Much enjoyment is gained from Welsh country dancing. Pupils move in time to the music and can perform a sequence of movements to complete a dance. The school regularly takes part in area festivals.
- \* Pupils show suitable understanding of the effects which exercise has upon the body and of its importance for healthy living.
- \* Planning indicates that pupils receive a well-balanced programme of work throughout the year which accords with the National Curriculum.

### **Shortcomings**

- \* No significant shortcomings were evident in the areas of work observed.

## **Religious Education**

Standards in religious education are good overall.

### **Good Features**

- \* Pupils learn about Christianity and Judaism, and recognise that both religions have special days and sacred books. They appreciate that the Bible is a sacred text and contains stories which can be applied to many contemporary issues.

- \* Appropriate knowledge is shown of Christian saints and, particularly, the life of St. David.
- \* An introduction is given to Hindu traditions which also celebrate occasions similar to Christmas or a festival of light.
- \* Pupils remember the important aspects of many religions and appreciate that artefacts express spirituality.
- \* Acts of collective worship help to foster spiritual development and promote a deeper understanding of the meaning of religion. Pupils contribute to discussions on such occasions and are aware of the wonders of creation and human life.
- \* All pupils have a suitable understanding of moral values and appreciate that lessons can be learned from parables and stories.

### **Shortcomings**

- \* Written work relies too heavily on worksheets. Pupils are not sufficiently encouraged to record their work and ideas.
- \* Speaking and listening skills are not always effectively promoted during class discussions.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the Last Inspection**

Overall, satisfactory progress has been made in dealing with the key issues identified during the last inspection.

- \* The last inspection report, published on 29th July, 1997, identified six key areas for action. The school was advised that it needed to:
  - i. develop strategies to increase pupils' skills, knowledge and understanding in speaking and listening, in investigative work in science and, for pupils with special educational needs, in reading;
  - ii. continue to work towards the establishment of more effective procedures for identification of and support for pupils with special educational needs, ensuring that the recommendations of the Code of Practice are met in full;
  - iii. improve the quality of forward planning, producing a more detailed and focused school development plan which includes specific targets for raising standards of educational achievement;

- iv. build upon existing good practice in order to develop a more consistent whole-school approach to curriculum planning, delivery and implementation;
- v. establish more effective social and curricular links with the receiving junior school;
- vi. ensure that all class registers are completed at the start of each morning and afternoon session, in accordance with Welsh Office requirements.

\* Progress since that time has been the following.

### **Key Issue 1**

A satisfactory response overall has been made to the first key issue.

Pupils now generally listen attentively and respond to questions and instructions with understanding and confidence. Speaking skills are satisfactory overall, although there is still scope for further improvement in this area.

Appropriate strategies have been introduced to raise standards in science and to provide greater opportunities for investigative work.

Most pupils make good progress in reading and show sound understanding of text. Pupils experiencing difficulties have received effective support under the Reading Recovery programme. Standards are steadily improving.

### **Key Issue 2**

Provision for pupils with special educational needs is now good overall, with appropriate attention to the requirements of the national Code of Practice. The headteacher, who acts as special-educational-needs co-ordinator, discharges her duties effectively and efficiently.

### **Key Issue 3**

The school development plan is not yet an effective tool for raising standards across the curriculum. The present document lacks detail and does not clearly identify specific targets for improvement.

### **Key Issue 4**

A whole-school approach has now been adopted to planning, although no effective strategy is yet in place for ensuring that it is properly implemented and delivered.

### **Key Issue 5**

The present headteacher has taken appropriate steps to build up an effective relationship with the nearby junior school. Staff now meet socially and subject co-ordinators liaise

with each other about curriculum matters.

### **Key Issue 6**

Good arrangements are now in place for ensuring that registers are properly completed at the beginning of morning and afternoon sessions.

## **8.2 Key Issues for Action**

The school now needs to:

- \* improve arrangements for monitoring standards of teaching and learning and ensure that senior management and curriculum co-ordinators both take a greater role in the process;
- \* strengthen planning for the development of key skills across the curriculum, particularly in respect of speaking and writing;
- \* review and improve the school's current procedures for self-evaluation;
- \* reconsider the suitability of the topic approach to learning at Key Stage 1 in order to ensure that each area of the curriculum is accorded due prominence and is given a sufficient allocation of time;
- \* take early steps to deal with unpleasant odours in the boys' toilets.

The school has already identified some of these issues as areas for further improvement.

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

## APPENDIX A

### Basic Information about the School

Name of School	Perth-y-Terfyn Infants' School
School Type	Community
Age-Range of Pupils	3 – 7 years
Address of School	Halkyn Road Holywell Flintshire
Post Code	CH8 7TZ
Telephone Number	01352 711417

Headteacher	Mrs. Yvonne Barker
Date of Appointment	23rd April, 2001
Chairman of Governors	Councillor Mrs. Karin Davies
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	24th – 27th March, 2003

## APPENDIX 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	18.5	51	51	52					172.5

<i>Total Number of Teachers</i>			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	7	1	7.3

<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	24.4 : 1
Pupil : Adult Ratio in Nursery Class	9.3 : 1
Average Class Size (excluding nursery)	25.7
Teacher (fte) : Class Ratio	1.04 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	83.93	89.75	93.25	-	92.02
Term 2	81.73	91.52	92.99	-	93.28
Term 3	84.53	92.24	94.03	-	94.64

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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## APPENDIX C

### Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2002			Number of Pupils in Y2: 35						
Percentage of Pupils at Each Level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	9	6	63	23	0
		National	0	0	4	13	62	21	0
ENGLISH: Reading	Teacher Assessment	School	0	0	9	9	57	26	0
		National	0	0	4	13	54	29	0
ENGLISH: Writing	Teacher Assessment	School	0	0	9	9	83	0	0
		National	0	0	5	13	70	12	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	0	14	63	23	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	6	14	46	34	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	14	57	29	0
		National	0	0	2	10	67	21	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	77%	In Wales:	81%

- D Pupils who have been disapplied from the statutory arrangements
- A Pupils who were absent from the tests/tasks
- W Pupils who are working towards Level 1

National figures relate to 2001, as results for 2002 are not yet available.

The majority of seven-year-old pupils are expected to attain Level 2.



## **APPENDIX D**

### **The Evidence Base of Inspection**

The inspection was carried out by a team of three inspectors over a period of 3½ days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Fifteen parents attended a meeting with two members of the inspection team.
- Seventy-nine questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty-five lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Welsh (as a second language) History Geography Art Music	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Teaching Self-Evaluation and Planning for Improvement Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. V. Howells	Mathematics Science Design and Technology Information Technology Physical Education Religious Education	Main Findings Assessment, Recording and Reporting Curriculum Special Educational Needs Staffing, Accommodation and Learning Resources Key Issues for Action
Mr. S. Roberts		Main Findings Behaviour and Attitudes Attendance Support and Guidance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Key Issues for Action