

**REPORT**

**on the**

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

**QUEENSFERRY COUNTY PRIMARY SCHOOL  
QUEENSFERRY CAMPUS  
QUEENSFERRY  
DEESIDE  
FLINTSHIRE  
CH5 1SE**

School Number: 664/2061

Date of Inspection: 31 March – 3 April 2003

**By**

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Registered Inspector 13002

Under Estyn contract number: T/136/02P

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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 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 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

Queensferry County Primary school is located in the small town of Queensferry and maintained by Flintshire Education Authority. The school is situated on the same site as the local secondary school; pupils moved to this new school building in 1996. The school does not provide nursery provision. During the period of the inspection, there were 158 full-time pupils between 4 and 11 years of age on the school roll. The school describes its intake as comprising many less able and a few able pupils from an area which is predominantly economically disadvantaged. Pupils represent the full range of ability and approximately 40% qualify for free school meals. Currently, 28% of the school population are identified as having special educational needs (SEN), including 5% who are subject to a statement of special educational needs. All pupils come from homes where English is the main spoken language, and 99% are of White ethnicity.

Clear aims and objectives are set out in the School Development Plan (SDP), including the following main priorities for 2002 - 2004:

- effectively implement the school's Performance Management Policy;
- successful acquisition of the Investors in People award;
- improve pupil performance in KS2 tests;
- continue to develop the role of subject leaders;
- continue to improve attendance and punctuality rates.

## 2. MAIN FINDINGS

### The main findings of the report

- This school is a well-ordered and happy community, providing a safe, secure and supportive learning environment for its pupils.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the six Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good

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

	<b>KS1</b>	<b>KS2</b>
Mathematics	Good	Satisfactory
English	Good	Satisfactory
Science	Good	Good
Welsh as a second language	Satisfactory	Good
Design and technology	Satisfactory	Good
Information technology	Satisfactory	Good
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- It was adjudged that standards of achievement were good in 53% of the lessons observed and satisfactory in 47%. No examples of unsatisfactory standards were seen in any subject.
- Overall, in KS1, the school's results in NC teacher assessments for 2002 are above the national averages in English, mathematics, and science. In KS2, the results of teacher and national task/test assessments are lower than the national averages in each of the core subjects. National benchmarking information indicates that the school results in KS2 are significantly better than those schools with a similar intake of pupils.
- The assessments conducted by the school on pupils at the end of KS2 are lower than the test/task results.
- The under-fives make good progress in the development of their key skills of literacy, numeracy and Information and Communications technology (ICT) across the six areas of learning. Pupils in KS1 and KS2 make good progress in their use of numeracy skills across the curriculum; in both key stages, listening and speaking skills are good and writing skills are satisfactory. Reading skills develop well in KS1 and they are satisfactory in KS2. In both key stages, pupils' ICT skills are developing well. There is no whole school approach to identify and improve key skills across the curriculum.
- The quality of teaching is good overall. Of the lessons observed, 60% were good, and a further 5% were very good. In 35% of sessions, teaching was satisfactory. All lessons are well planned and managed. Good teaching is typified by clear expectations, appropriate pace and effective plenary sessions. Pupils concentrate well and are ready to respond to their teachers' questioning, often extending their oral responses, but at times there is over-structuring of work and the ablest pupils are insufficiently challenged.
- The provision for a curriculum of depth, breadth and balance is good. Comprehensive long-term planning in the vast majority of subject areas and detailed short-term planning, promote continuity and progression across the key stages. There are good examples of

pupils using key skills across the curriculum; however, the school has yet to implement a whole school approach to developing these skills. Homework is used regularly to support and reinforce learning. A good range of extra-curricular activities and team games enhances the curriculum. The experiences enrich their learning and promote their personal and social development. Pupils' Personal, Social and Health Education (PSHE) is given appropriate attention within the overall provision, and equal opportunities are provided for all.

- Standards in spiritual development are satisfactory. Standards in moral and social development are good. There is a very effective emphasis on fostering attitudes based on friendship, respect for others, and for the environment. Pupils develop a growing awareness of Welsh culture and of the richness and diversity of other cultures.
- The overall quality of pupils' behaviour is very good. Pupils listen well to class presentations, and they are courteous to each other, to staff and visitors. Pupils have a positive attitude to learning. Attendance levels are satisfactory; current figures indicate an upward trend, which is a good reflection of the effectiveness of procedures for improving attendance levels. Pupils arrive for school punctually.
- The provision made by governors and staff for pupils' support, guidance and welfare is very good. The school has been highly successful in creating a caring, friendly environment in which all pupils feel valued. Effective policies are in place for promoting the health and well being of pupils and for child protection. Health and safety issues are given a high priority through rigorous and regular checks.
- The school has established effective methods for providing information for parents, who are supportive of the home-school agreement. The relationship with the community, schools and other agencies is good. The school's partnership with industry is also good.
- The quality of the provision for pupils with SEN is very good. They are provided with sustaining and sensitive support and they achieve well in relation to their abilities.
- The quality of self-evaluation and planning for improvement is good. Monitoring arrangements are clear and well organised. The strategies undertaken so far are having a positive effect on standards, but significant findings have not yet been fed into the SDP. The SDP offers clear priorities for development and is the product of whole school discussion. It is regularly evaluated and reports are presented to the governing body on the progress made. However, assessments and standardised test data are not always evaluated in enough detail to purposefully inform planning at every stage.
- The quality of leadership is good. There is a work ethos and a sense of purpose evident throughout the school. As well as effectively undertaking his managerial responsibilities, the headteacher makes a significant contribution to teaching at the school. At present, full attendance at the governing body meetings is limited. The small core of governors who attend regularly are well informed about their responsibilities and are committed to improving standards and provision for pupils. There are well-organised committee structures for the main areas of responsibility. Despite considerable difficulties in the past three financial years due primarily to a reduction in pupil numbers, the school budget is currently managed effectively.

- Resources are neatly stored, and easily accessible but some need updating or replacing. The recently refurbished library is an asset to the school. The accommodation provided is very good and space within the building and the school grounds are well used. The proximity of a public footpath is a security concern; staff are consistently vigilant in their supervision of this area.
- Progress in addressing the key issues for action identified in the previous inspection in 1997 has been good. At present, there are no subject areas with unsatisfactory standards. A specific programme for monitoring the curriculum is in place and is working well. Although assessment is a regular feature of the school's work, there is still a need to extend practices in order to better inform planning and improve standards. Performance Management is effectively linked to teacher appraisal. The SDP and the school prospectus have been improved appropriately.

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

#### **3.1 Standards achieved in subjects and areas of learning**

- Standards of achievement were good in 53% of the lessons observed and satisfactory in 47%.
- Standards achieved by the under-fives were good in each of the six areas of learning. Children are learning to work and play together effectively.
- Standards in English are good overall in KS1 and satisfactory in KS2. In both key stages, standards in speaking and listening are good and standards in writing are satisfactory. In KS1, standards in reading are good. Pupils express themselves with increasing fluency and are ready to answer questions. Most read with understanding according to their age and ability. Pupils develop their knowledge of basic punctuation, and they write regularly in a variety of forms.
- Standards in mathematics are good in KS1 and satisfactory in KS2. Pupils' understanding of place value is good and they work confidently on written computations. Most pupils understand the key mathematical concepts and present information using a variety of graphs. Pupils use a range of mental strategies effectively, but they are not regularly engaged in problem solving activities.
- Standards in science are good in KS1 and KS2. Pupils undertake a good range of practical investigations and their understanding of a fair test develops progressively through the key stages; they are developing good skills in accurate observation and prediction.
- In KS1, the standards are satisfactory in Welsh as a second language, design and technology, information technology, music, physical education and religious education. They are good in history, geography and art. In KS2, standards are satisfactory in geography, music, physical education and religious education. They are good in Welsh as a second language, design and technology, information technology, history and art.

- In the NC assessments in 2002, 86% of pupils in KS1 gained level 2 or higher (Wales 81%) and 58% of pupils in KS2 gained level 4 or higher (Wales 68%) in the core subjects of English, mathematics and science. National benchmarking information indicates that the school's results in KS2 are significantly better than the schools with a similar intake of pupils. The school's NC assessment results also indicate that, generally, boys are higher attainers than the girls, which is against the national trend.
- The assessments conducted by the school on pupils at the end of KS2 are lower than the test/task results.

### **3.2 Standards achieved in key skills across the curriculum**

The standards and progress made by pupils across the curriculum are good in speaking, listening, numeracy and ICT. Reading standards are good in KS1 and satisfactory in KS2. Writing standards across the curriculum are satisfactory in both key stages.

- The progress made by the under-fives in the application of their developing skills in early literacy, early numeracy and ICT across the six areas of learning is good.
- Pupils in both key stages listen attentively and express themselves clearly in a range of different contexts. They are confident with each other when given oral tasks in groups or pairs, and their use of subject terminology is developing appropriately. They are willing to enter into interesting discussions.
- In lower KS1, pupils are developing effective pre-reading skills. Most pupils' reading skills develop commensurate with age and ability. They value reading for pleasure and as a learning tool, when reading from reference resources. A significant number of children across the age ranges read accurately and expressively with developing understanding.
- Pupils write for a range of purposes. In both key stages, there are examples of pupils who can write interestingly and at length, but the quality of a significant number of pupils' work is often marred by grammatical errors and weak spelling skills. Although many pupils are making good efforts to improve their handwriting and presentation skills, overall, standards in these aspects are satisfactory.
- In KS1, pupils show an increasing agility when handling numbers mentally and orally, and they are able to articulate their calculations to an audience. In KS2, pupils handle numbers fluently, mentally, orally and in writing. Able pupils can investigate patterns within numbers. In both key stages, pupils record the results of their experiments effectively using text diagrams, graphs, tables and charts.
- Pupils' progress in their ICT skills across the curriculum is developing well. In KS1, pupils use basic equipment confidently to enter save and print. In KS2, pupils control movement, use CD ROMs confidently to retrieve information in their research projects across the curriculum and are experienced in e mailing and setting up individual web pages.

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

### **4.1 Pupils' spiritual, moral, social and cultural development**

Standards in pupils' moral, social and cultural development are good. Their spiritual development is satisfactory.

- The school is highly successful in promoting a positive and caring ethos. The values of care and respect for others are an obvious feature of the wider curriculum and they are regularly conveyed through word and deed.
- Christian values are appropriately emphasised in the periods of collective worship and these are well consolidated in religious education lessons. During collective worship sessions and other cross-curricular sessions, there are insufficient opportunities for pupils to reflect on their experiences in a way that develops their spiritual awareness.
- Pupils gain insight into moral and social values by means of the stories and the presentations they experience in lessons. Pupils' relationships with each other are very good; they are courteous towards members of staff and welcoming to visitors; they show increasing self-esteem as members of the school community.
- All staff that work in the school make a positive contribution to fostering social attitudes based on friendship, justice, respect for the environment, and for the local community. Pupils regularly collect money for good causes and many take advantage of a variety of extra-curricular activities, sports activities, and residential visits which effectively promotes aspects of their social development.
- Pupils demonstrate a growing and positive awareness of Welsh culture and heritage. In lessons and activities within religious education, attention is given to religions and beliefs different from their own and in a range of cross-curricular activities, the pupils come to appreciate aspects of cultures and traditions from other parts of the world.
- Most classes have studied life as it is lived in other countries such as Mexico, India and Botswana. During these lessons, pupils become aware of different racial and ethnic backgrounds. They respond positively in discussions relating to racial equality.

### **4.2 Behaviour and attitudes**

The behaviour and attitudes of the pupils are very good.

- Appropriate and effective policies are in place on behaviour and discipline. School rules have been agreed with the pupils and the policies are reinforced by means of the regular emphasis placed by the headteacher and staff on the importance of good behaviour. The pupils' response has a positive effect on their standards of achievement.

- The school encourages a sense of responsibility and duty by allocating various tasks of responsibility to pupils. They respond very well to these practices and the older pupils, as a consequence, seek other duties of their own initiative.
- Success and good behaviour are acknowledged. Class teachers nominate the pupil who has performed the most praiseworthy act. The headteacher rewards the best of the nominated pupils by presenting them with plaques.
- Pupils are courteous to each other, to their teachers, support staff as well as to visitors to the school. The care shown by older pupils towards the younger children and their environment is praiseworthy.
- No instances of bullying were seen during the inspection.

### **4.3 Attendance**

Levels of attendance are satisfactory. Punctuality is good.

- The school has a very good range of policies and procedures for the administration of attendance. It constantly monitors and strives to increase levels. There is a target for improvement. Good attendance is recognised and rewarded
- Registers are administered correctly, and comply fully with the requirements of the National Assembly for Wales.
- The educational welfare officer is active in the support of the school and in appropriate instances statutory enforcement is undertaken.
- The school's records clearly indicate the levels of unauthorised absences and the enquiries made. Regular correspondence indicates that most parents co-operate with the school in its effort to improve levels of attendance.
- Punctuality is good and this ensures an efficient start to the school day. This is maintained by consistent effort, with letters sent to remind parents in appropriate circumstances.

<h2><b>5. QUALITY OF EDUCATION</b></h2>
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### **5.1 Teaching**

The quality of teaching was good in 60% of the sessions or lessons inspected, with a further 5% where it was very good; in a further 35% of sessions teaching is satisfactory. No unsatisfactory teaching was observed.

- Relationships based on trust, to be found in all classes, ensure that the learning environment is conducive to pupils' learning. Pupils are encouraged to work together, to respond without fear and to respect each other's work.

- Individual lessons are planned with care to provide varied experiences for the pupils; these are linked appropriately to NC requirements. Clear educational aims are set and lessons are sequenced in a logical manner. Good support is given to pupils as they work to complete their tasks, including sensitive and sustaining support for pupils with SEN.
- In the better lessons, the aims of the learning are communicated clearly. Questioning is open ended and targeted at individuals, an analysis of the answers is given and a positive response is provided in order to progress the learning. Lessons proceed at an appropriate pace and a variety of activities, including effective group work and ‘hands-on’ experiences, ensure that pupils’ interest and enthusiasm are sustained. Plenary sessions effectively consolidate what they have learnt. There is a good balance between direct class teaching, group work and individual learning.
- Where teaching is satisfactory, some of the above attributes are present, but at times, there is over-structuring of some of the pupils’ experiences, time is not utilised to the best effect and the resources and methods used are not sufficiently varied and stimulating. The practice of re-drafting pupils’ work is limited. There are too few opportunities for older pupils to develop their own research skills using a variety of information sources. Often, the more able pupils are not sufficiently challenged.

## **5.2 Assessment, recording and reporting**

Assessment, recording and reporting in both key stages are satisfactory.

- The policy provides appropriate outline guidance for teachers in the assessment, planning, marking and recording of pupils work.
- Assessment is a feature of the school’s short and long-term curriculum planning and it is a means of providing continuity and progression within and between key stages.
- The school has undertaken audits to identify the school’s assessment priorities and, on the basis of these, has effectively monitored certain aspects of the curriculum such as differentiation and the presentation of pupils’ work.
- In the early years, assessment is integrated into everyday activities and impacts appropriately upon the planning process.
- Baseline assessments are conducted on the under-fives in accordance with the Local Education Authority’s (LEA) procedures. Appropriate use is made of the results to identify at an early stage the pupils who have specific needs.
- Standardised and internal tests are used throughout KS2 and are in the process of being updated and rationalized. At present, they are insufficiently used to influence future planning.
- Pupils’ reading records are consistently used and have a positive effect on standards in reading.

- All pupils have useful profiles, including samples of work, test results and reports, but there are no individual subject portfolios reflecting standards of achievement across the school in accordance with the NC levels, thus guiding teachers on progression and continuity.
- The school conforms to the statutory requirements for pupils who are identified as having SEN and good assessments of their needs are made by the school, together with the production of Individual Education Plans (IEP's).
- The school complies with the statutory requirements for the assessment and reporting on pupils' progress. The end of year reports to parents include appropriate comments on features of pupils' performance. However, on occasions they lack constructive comments on how to improve performance.
- The results of NC and other standardized tests are analysed as a means of targeting and setting improvements for the future but the findings are not always evaluated in enough detail to influence the future learning needs of individual pupils.
- All teachers respond regularly and positively to pupils' oral and written work. Comments linked to the aims of the tasks and advice on how to improve performance are occasionally offered but this good practice is not implemented consistently in every class. There is no consistent evidence that pupils are given opportunities to correct their work on the basis of the teacher's suggestions.

### **5.3 Curriculum**

The curriculum provided is good overall. The school offers an appropriately broad and balanced curriculum linked to the Desirable Outcomes for Children's Learning for the under-fives, and covering all the subjects of the NC and religious education for pupils in KS1 and KS2.

- The curriculum provided for the under-fives successfully promotes the desirable outcomes in the six areas of learning. The children experience a well-planned range of suitable activities.
- Schemes of work have been produced for each subject. The vast majority of these schemes are of good quality and they offer sound guidance to teachers as they prepare their short and medium-term teaching programmes. The religious education scheme of work does not cater sufficiently for depth of study, continuity and progression across the key stages. A new scheme has been prepared and addresses these issues, but is not yet operational.
- Teachers plan for appropriate differentiated activities in their lessons but planning extension activities for the more able is not consistently evident.
- The quality of the curricular provision for pupils with SEN is very good.

- There is no whole-school approach to the development of key skills. Some teachers identify suitable opportunities to develop some in their planning but practice is not consistent across the school.
- Pupils benefit from the regular provision of appropriate homework.
- Arrangements for pupils' personal and social education are good. Pupils are encouraged to take on some responsibility for a range of simple tasks during the day. Often, older pupils support younger ones during break-times. The curriculum contributes positively to pupils' PSHE, but the school has not yet formalised its programme to ensure that its provision is planned and applied coherently.
- The curriculum is considerably enhanced by a good number of extra-curricular activities, including residential visits, Welsh and English literature quizzes, a music club and sports. A number of pupils receive instrumental tuition under the guidance of the county's peripatetic teachers.
- The school makes very good efforts to ensure its provision is socially inclusive and all pupils are afforded equal opportunities within the school curriculum.
- Overall, good attention is given to the Welsh dimension within the curriculum.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and the guidance given to pupils is very good.

- All adults at the school provide very good care and support for the pupils. Staff know their pupils well and they respond immediately to their needs. The pupils also have no hesitation in seeking advice from the teachers. They are well supervised throughout their time at school.
- Child Protection procedures are effective, and known to all members of staff. The school has clear and comprehensively documented procedures for assessing the health and well being of the pupils. Procedures to ensure safety are clear and comprehensive. The school has two trained first aiders.
- Appropriate emphasis is placed on equal opportunities, social inclusion and pupils' personal development within the school's programme of work and activities. The sex education policy is implemented as recommended by the governing body.
- The school has close links with external agencies including departments of the LEA, which are ready to offer advice and to work with the school.

#### **5.5 Provision for pupils with special educational needs (SEN)**

The quality of provision for pupils with SEN is very good. They receive sensitive and sustaining support and according to age and ability, they make good progress.

- Currently, there are thirty-seven pupils on the SEN register. There are seven pupils for whom a statement of SEN has been made.
- The school follows the new Code of Practice and there is an effective policy in place to provide sound guidance for the staff. A very useful pre-Code of Practice stage has been introduced to provide guidance for children who may have difficulties at a later date.
- The designated member of the governing body works effectively with the school on SEN-related matters.
- The support provided in the withdrawal sessions is very good. It focuses appropriately on the pupils' specific educational needs and in the context of their classwork. There are effective links between the support teachers, the class teacher, classroom assistants and the SEN co-ordinator.
- Each pupil is given access to a broad and balanced curriculum, differentiated according to his or her individual needs. Good use is made of ICT to reinforce the learning.
- There is good quality record keeping by all staff concerned with individual pupils. The detailed IEPs are reviewed twice yearly and parents are involved in the process.
- The pupils concerned are included in all activities and totally integrated into school life.
- Both the school and external agencies are effective in early identification of pupils' needs, giving the pupils appropriate specialist help as required.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with the parents and the community, schools and other institutions is good.

- The school has established effective methods of providing information for parents. They include circulars, newsletters, routine letters, the Governors' Gazette, together with annual reports on pupils' progress and the annual report of the Governing Body.
- Parents are welcome at school to discuss issues affecting the education of their children. Initiatives also exist, for instance the literacy and numeracy projects, to assist parents with their children's reading and number work.
- The Parent Teacher Association makes a good attempt to create a further focus for the parents. It organises some events and raises a useful amount of money for the school funds. School concerts and other activities are well attended by parents and other members of the community.
- Responses by parents to a recently completed questionnaire survey initiated by the school, indicates that there is a strong appreciation of the efforts the school makes on behalf of their children.

- The Home School Agreement and the School Prospectus are in full compliance with the statutory requirements.
- The pupils are aware of their social responsibilities towards the community. They contribute very well to a range of charities. The pupils are also involved with the elderly, and have the support of the local clergy who call at the school.
- There are useful links with the other primary schools in the district to arrange creative art days, in-service training days (INSET) and attending headteachers' meetings. There are also close links with the Croft nursery unit. The school shares a campus with the High School, and good links have been established. The curricular and pastoral arrangements made are effective and appreciated by the pupils.
- The support of the LEA and its officers is good and there are valuable partnership with other institutions, such as the North Wales Library Service, the Police and Fire Brigade services.
- The school offers placements for students from teacher training colleges and for students from a neighbouring higher education institution. It also offers job experience for students from the local High School.

## **5.7 Partnership with industry**

The partnership with industry is good.

- The school has a clear vision for developing this aspect. It has secured sponsorship from a wide variety of initiatives for enhancing the curriculum and to further staff development through ventures. Support for funding the enhancement of the library facilities has been particularly generous.
- Science linked curricular work has been introduced as a result of a partnership with a multiple retailer. Literacy and numeracy links have been established with a local newspaper, a bank and a building society. These initiatives have a positive effect on pupils' standards of achievement.
- Visitors to the school from the world of work heighten pupils' awareness of various types of employment.
- Preparatory work, which has involved members of staff, has also been completed in relation to the Investors in People award.
- Pupils' awareness of the world of work has increased following visits to such places as Erddig Hall and Manchester airport.
- The school has no specific policy for promoting partnership with industry.

<b>6. MANAGEMENT</b>
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## **6.1 Quality of self-evaluation and planning for improvement**

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

- The school has made good progress in the past 12 months in the area of self-evaluation and planning for improvement. Systems are now in place to facilitate this procedure and a culture of self-evaluation has been established.
- Staff and governors share a vision to provide improvement, giving a clear direction to the school's work.
- The school uses national and local data to compare aspects of their performance against other schools. Targets are set according to statutory requirements for each core subject in KS2, but standardized test data is not always evaluated in detail to influence future planning for individual pupils.
- There is an appropriate cycle to collect and analyse school development information. Strengths and weaknesses are identified and mostly addressed in the SDP. This is a well-presented document setting clear priorities for development and is the product of whole-school discussions, including the governing body. The elements outlined in the Plan place appropriate emphasis on curricular issues and the task of maintaining and raising standards.
- The school has set priorities and appropriately challenging targets for improvement for some year groups, but targets such as improving pupils' written work and marking do not always have quantifiable success criteria through which progress can be evaluated.
- The headteacher and senior management team monitor the quality of teaching. The arrangements are based on clear instructions and guidelines, and the monitoring is followed by termly evaluations of progress against targets. The process is at an early stage of development and significant findings have not yet been fed into the SDP. Overall, the monitoring strategies undertaken so far are having a positive effect on standards.
- Performance Management procedures are in place and effectively linked to the school's improvement planning. This is beginning to have a positive effect on raising standards.
- The school makes good use of the LEA support service to provide assistance with issues related to planning for improvement.

## **6.2 Leadership and efficiency**

The overall quality of leadership and efficiency is good.

- The school has a clear statement of its aims and objectives that have been considered in full by the staff and the governing body.

- Despite a teaching commitment for five afternoons a week, the headteacher provides the school with purposeful leadership and a clear sense of direction, which fosters and supports improvements. During the fifteen months that he has been in post, the documentation produced is of a good standard and generally well organised. There is a strong spirit of teamwork among staff, and a commitment to providing a good range of educational opportunities for all pupils combined with the pursuit of high standards.
- The day-to-day administration and management of the school are very effective. The daily routines are performed in a trouble-free manner and the school runs smoothly, to the benefit of the pupils, the teachers and the parents. The secretary is an asset to the school. The headteacher and teachers are accessible to parents.
- The staff handbook is comprehensive, containing information, policies and clear guidelines for the running of the school. This, together with the regular staff meetings, facilitates a sense of ownership and the development of teamwork.
- Curriculum responsibilities have been distributed appropriately between members of staff. Subject co-ordinators make an important contribution to the work of the school by producing schemes of work in most subject areas which effectively support teachers' planning. Their role in the direct monitoring of standards is at an early stage of development.
- The governing body and headteacher administer the budget efficiently. The decrease in the number of pupils over the last four years has had a substantial effect on the school's budget and staffing. Appropriate steps have been taken to evaluate the effect of expenditure decisions in order to secure the necessary staffing reorganisation without undergoing redundancy procedures. The headteacher and the governing body have worked hard to ensure that the school has a modest but acceptable reserve budget for the current financial year.
- A small number of loyal governors are well informed about their responsibilities and are committed to improving standards and provision for pupils. They have visited the school to observe the quality of the teaching and learning and to discuss progress with the teachers concerned. The headteacher and governors have produced a number of curricular and management documents, which are reviewed on a regular basis. However, the lack of regular attendance by all members of the governing body, and the present difficulties in appointing the appropriate number of parent governors, result in an overload of responsibilities for those who attend regularly.
- The governors receive regular oral and written information from the headteacher about curricular issues and the school's self-evaluation arrangements.
- The governing body has curricular and budgetary sub-committees that meet as and when necessary.
- The school conforms to the requirements in relation to teaching time.

### **6.3 Staffing, accommodation and learning resources**

Staffing and accommodation resources are good and learning resources are satisfactory.

- The school is adequately staffed for the number of pupils on roll and the teachers' initial qualifications are appropriate for the ages they teach.
- The teachers have attended a good range of INSET courses in order to extend and enhance their professional capabilities. The impact of the training is evident in the good quality planning and teaching.
- Purposeful job descriptions have been agreed for each member of staff and appropriate Performance Management procedures are in place.
- Both the SEN teacher and the Welsh area teacher provide good support for the school and make a significant contribution to the development of the pupils taught by them.
- The nursery assistant and the support workers make a good contribution to the development of pupils in their care.
- The supervisory staff together with the catering staff and the cleaners all contribute towards the smooth running of the school on a day-to-day basis.
- Accommodation is very good. It is a purpose built building with disabled access, sharing a complex with the High School and local community amenities. It is located on a pleasant and expansive site, with an adequately sized playing field, but there is no specific playing area allocated to the under-fives. The proximity of a public footpath is a security concern; staff are consistently vigilant in supervising this area. Appropriate security measures are in place at the entrances to the building
- In all parts of the school there are attractive and well-presented displays of pupils' work.
- Overall, effective use is made of all resources, but some need updating or replacing. Resources to support the presentation of history, geography, religious education and Welsh reading are limited. Physical education equipment, musical instruments and the class libraries are kept in good condition.
- The newly refurbished library is very well managed and provides an excellent resource for KS1 and KS2.
- Each class has at least one P.C. all of which are well used, particularly in KS2.

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

### **Standards achieved by pupils**

### **Provision for the under-fives**

The overall educational provision for the under fives is appropriate and promotes the Desirable Outcomes for children's learning. Standards are good in the six areas of learning.

Children are admitted to the school on a full time basis during the academic year in which they attain their fifth birthday, with a vast majority having received some form of pre-school provision. Reception children (4-5 years of age) share the classroom with seven KS1 pupils.

***Standards achieved in language, literacy and communication skills are good.***

- Children listen and respond well orally to stories, asking questions and offering opinions. They are beginning to form letters well and most are able to copy accurately. Able children are beginning to read independently, with developing confidence. Children make good progress in developing an understanding of common Welsh phrases, and are gaining confidence when responding to questioning.

***Children's Mathematical development is good.***

- They recognize numbers to 10 and confidently order and sequence. They measure and compare quantities effectively during sand and water play and baking activities. They are beginning to form numbers accurately and understand mathematical concepts such as 'less than' and 'more than'. They have an awareness of both time and money and can talk about these aspects with increasing confidence.

***Children's Personal and Social Development is good.***

- The children quickly settle into class routines, play together well and readily share, take turns and clear up after practical activities. All children show respect for adults and other children and are aware of personal hygiene. They behave well and readily understand the difference between right and wrong. They respond positively to a wide range of new cultural experiences, such as following Barnaby Bear's trips around the world and their own highly successful trip to the kitchens at Erddig Hall.

***Standards achieved by the children in their Knowledge and Understanding of the World is good.***

- They begin to recognise the concept of visiting other places and how people use different ways of travelling to these places. They gain a good sense of the past and present in their study of what homes and housework were like in the past. They are able to discuss their home, where they live and buildings in the immediate vicinity. They have a good understanding of exotic fruit and where it comes from through their project on 'Handa's Surprise'. In their topic on the Gingerbread House they are able to discuss final outcomes, solve problems effectively and make sensible decisions. They displayed considerable awe and wonder during the project involving egg hatching, as well as acquiring a basic understanding of the beginning of a life process.

***Children's Creative development is good.***

- The children handle equipment confidently and enjoy cutting, gluing and sequencing pictures. They make choices about colour and medium and are beginning to appreciate the work of others. The children develop their language skills through well planned role

play linked to topic work; their teddy's corner provides opportunities during which children can discuss, imitate and converse effectively. They respond well to rhythm, rhymes and musical activities.

### ***Children's Physical development is good.***

- They handle small items of equipment such as scissors and pencils with dexterity and handle malleable materials well for their creative work. They have opportunities for regular physical exercise in the hall; their pushing, sliding and climbing skills are developing well.

### **Shortcomings**

- There is no designated, stimulating outdoor play area where children can further develop their gross motor skills.

## **English**

Overall, standards of achievement are good in KS1 and satisfactory in KS2. In both key stages, standards in listening and speaking are good and standards in writing are satisfactory. In KS1, standards in reading are good.

### **Good features**

- In KS1, pupils show increasing confidence to use appropriate vocabulary to express their ideas and opinions. Pupils sustain concentration whilst listening to whole class presentations and they talk fluently with each other and with adults.
- Most pupils read in line with their ability. In Y1 and Y2, there are a significant number of good readers who read aloud to others and independently, with appropriate understanding and expression. Pupils discuss and respond well to the stories they read together.
- Pupils' writing skills are developing satisfactorily. They write descriptive passages and record factual information. Most can organise their ideas and have an awareness of basic punctuation. A small minority of the more-able pupils can write extensively with an appropriate understanding of language conventions.
- In KS2, standards in oracy are good. Pupils listen attentively to presentations and most recall facts and knowledge presented to them previously; they confidently discuss aspects of their work with adults. In some classes, pupils communicate effectively in groups, keeping to the objectives of the task. A visiting theatre group involved the pupils in a range of experiences, which has effectively enhanced their oral skills. A good number of pupils across the age ranges expand on their oral responses to questions.
- Pupils read independently at levels appropriate to their age and ability. The more confident read aloud fluently and with good expression. When faced with unfamiliar words, pupils can decode accurately. Pupils are familiar with writing reviews and they

make regular use of other printed sources such as dictionaries, a thesaurus, and reference books. Pupils are competent in their use of the resources available in the school library.

- Pupils write for different purposes and in a variety of forms, often making use of their developing ICT skills. They produce work of a satisfactory standard when writing, for example, letters, instructions, diaries, stories and dialogues. Older pupils are developing an appropriate knowledge of paragraphing and the most able produce coherent and extended writing, displaying imaginative content.
- Pupils benefit from the attention given to help them improve their vocabulary and style of expression when they write. On the whole, pupils develop the ability to use the conventions of punctuation and paragraphing correctly.

### **Shortcomings**

- In KS2, many pupils lack fluency when reading aloud.
- Despite the school's efforts to eradicate weaknesses, the written work of a significant number of pupils is marred by poor spelling and grammatical inaccuracies. Pupils have limited ability to improve on their initial attempts.
- Older pupils' skills in evaluating, discussing and writing their ideas and the opinions of others are limited.

### **Mathematics**

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

#### **Good features**

- By the end of KS1, pupils have a good grasp of the basic number processes including place value. They complete calculations orally and mentally with developing accuracy. They articulate their methods taken to arrive at an answer. They know number bonds to 20 and count to 100 and beyond, and they use a variety of methods to add and subtract.
- Early in the key stage, pupils have a good understanding of odd and even numbers and are able to double numbers with accuracy. They display good mental agility. Older pupils count forward and backward in varying steps, identify sequences and make sensible estimates.
- In their work with shape, space and measure, KS1 pupils classify both 2D and 3D shapes using a range of criteria. They choose simple measuring instruments, reading and interpreting number with developing accuracy. They develop a good understanding in their use of graphs, charts and diagrams to communicate information.
- Older pupils in KS1 can identify, add and subtract simple units of money in a practical situation. Able pupils can give change. Pupils are confident in reading time to the

quarter hour interval and more able pupils are able to use the 24-hour clock in a simplified manner.

- In KS2, pupils remember and understand a wide range of their previous work and can recall facts quickly and accurately.
- Younger pupils recognize and name 3D shapes and are further developing appropriate mathematical terminology. They extend their knowledge of using and applying number by working orally and mentally on doubling and halving numbers. Their mental strategies are developing well and they can explain their thinking processes.
- Pupils make reasonable estimates in their work with plans and can round numbers up or down to the nearest centimetre.
- Older pupils continue to reinforce their work in numeracy with an increasing understanding of pattern and relationships. Most deal effectively with tasks in number, shape and measure.
- They show a good understanding of place value and know multiplication tables. Many have a sound understanding of the link between percentages, fractions and decimals. This work is reinforced by projects on life style topics such as booking a holiday, and percentage attendance at football matches.
- Able pupils can use co-ordinates in four quadrants, talk about negative numbers and draw and read angles accurately.
- Pupils collect data, and draw and analyse graphs with growing confidence, using IT appropriately.

### **Shortcomings**

- In KS1, at times, the abler pupils are insufficiently engaged in relevant extension work.
- In KS2, pupils are not proficient enough at carrying out pupil led investigative work or regular problem solving activities.
- Older, less able pupils do not have a sufficiently sound understanding of aspects of work on weighing and co-ordinates.

### **Science**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils use simple equipment and measuring instruments safely. They make relevant observations. They discuss and interpret the results of practical work using an

appropriate scientific vocabulary. The abler pupils make good progress in their understanding of fair testing and conduct simple experiments starting with a prediction.

- Most pupils recall differences between living and non-living things, parts of the body and features of growth in plants. They are aware of the importance of healthy eating and dental care.
- Pupils can recall and conduct experiments using forces, for example, their investigations into various shoe grips. They are aware of health and safety issues when dealing with electricity. Many older pupils have a good understanding of electrical circuits and forces.
- In KS2, pupils make good progress in their scientific enquiry skills. They investigate electricity, pulse rate and forces. They achieve a good standard by building on the good practice begun in KS1 to predict, identify and control variables, make appropriate measurements and interpret the results of their investigations.
- Pupils recall and understand key features of life processes, the importance of a healthy life style and care of the environment. They carry out sophisticated experiments on the effect of exercise on their body functions.
- They understand the changes in the state of materials when investigating condensation, dissolving and filtering, and are able to relate the uses of materials to their properties in their study of drainage problems in a garden. They understand that only some changes are reversible.

### **Shortcomings**

- In KS1 and KS2, pupils' ability to set up their own investigations is underdeveloped.

### **Welsh second language**

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

### **Good features**

- In KS1, younger pupils participate enthusiastically in oral activities, using an appropriate range of vocabulary, for example, when greeting each other, discussing the weather, describing colours and clothes. Older pupils competently describe their likes and dislikes and explain where they live in short question and answer forms. Using the 'helper of the day' to question the class at intervals during the lesson gives individuals the opportunity to practice asking questions as well as responding.
- Pupils' reading is at an early stage of development. Most can read with good understanding from flash cards and sentence captions showing; on the whole, pronunciation is satisfactory. Pupils' writing activities are linked appropriately to their oral work.

- In KS2, pupils use Welsh confidently when greeting others and giving personal information. In all classes, they respond positively to the variety of language activities, such as pair work, ‘flash card’ question and answer sessions, participating in ‘Big Book’ story telling and role-play. During these activities they use and consolidate language to do with, for example, describing needs, likes and dislikes, and giving directions.
- Older pupils have a thorough knowledge and understanding of vocabulary and language patterns connected with ‘The Senses’. Within this topic, pupils communicate fluently. By the end of the key stage, pupils effectively extend their previous knowledge of verbs by using them to question and answer in the past tense. They are also competent at using a good range of question forms.
- Welsh wall displays, charts and ‘Big Books’ are used regularly to develop pupils’ reading skills under teachers’ guidance; their understanding of meaning is developing appropriately. Some pupils voluntarily choose Welsh learners’ storybooks from the small range available in the library. They write short extracts to consolidate what has been taught.
- Although the use and range of incidental Welsh varies from class to class, all teachers use relevant commands and simple phrases during the school day. Pupils display good understanding and respond positively.

### **Shortcomings**

- In KS1, older pupils’ progress in using an appropriate range of sentence patterns and vocabulary is limited.
- In KS2, pupils’ ability to use the language learnt in a variety of situations is underdeveloped.
- In KS1 and KS2, pupils’ ability to read storybooks is limited.

### **Design and technology**

Standards are satisfactory in KS1 and good in KS2.

### **Good features**

- In KS1, pupils’ skills in folding, cutting, gluing and colouring are good. Art techniques are appropriately used to decorate items, such as clay pots, Christmas cards and puppets.
- Pupils work together imaginatively as they use constructional kits to make models and patterns.
- They design and make good quality products from an appropriate range of materials which meet the need and purpose.

- Pupils in both key stages use relevant vocabulary and techniques to communicate the various stages of the design process. Pupils in KS2 realise the value of the evaluation element.
- In KS2, pupils apply knowledge and skills from other curriculum areas to their design projects. This is particularly effective in their work on Victorian board games and storybooks with moving parts.
- Pupils test their products against initial design specifications, for example, a bridge building project, and carry out appropriate modifications.

### **Shortcomings**

- In KS1, pupils' ability to test products against the original specification and effect the necessary modifications during the evaluation process, is limited.
- In KS1, pupils show a lack of individuality in the design of their projects.
- In KS2, pupils insufficiently plan projects independently, producing clear specifications which can be used to evaluate the end product.

### **Information technology**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- Pupils have a positive attitude towards using computers. They use a good range of ICT skills to communicate ideas, data handling and control.
- In KS1, pupils make satisfactory progress in the skills of using a keyboard and mouse. They enter text and data into a computer and can save and print their work. They use computer generated art packages such as Dazzle to produce Mother's Day cards.
- They give simple commands to a 'roamer' and are beginning to develop their e-mail skills with a letter to Father Christmas.
- In KS2, pupils have individual work folders on computer studies, tracing their achievement in the skills of accessing and amending, storing and clearing work. They use computer skills to consolidate work in other curriculum areas, for example, their comparative studies in geography where they compare the rainfall in Gweta to that of Cardiff.
- Pupils demonstrate knowledge of control in their Design and Technology topic on Fairground Rides. They display good word processing skills and use computers to model, store and retrieve subject information in their extended studies in art and history.
- They understand the importance of giving accurate, structured information to a machine.

## **Shortcomings**

- In KS1, pupils' IT skills are limited.
- In KS2, pupils' skills involving individual research from the Internet are under developed. Able pupils do not always use IT skills to solve extended tasks on the computer.

## **History**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1 and KS2, overall pupils have a good recall of knowledge and facts from current and previous work.
- Use of artefacts and out of school visits contribute positively to developing pupils' skills of historical inquiry.
- In KS1, pupils have a growing understanding of the differences between the present and the past. They are able to discuss changes in the home and can compare ways of life and kitchen utensils associated with 'yesterday' and 'now'. The 'hands on' experiences gained from visiting the kitchen at Erddig House has greatly enhanced their knowledge of how people and things change over time.
- They discuss 'The fire of London' in some detail, explaining why it occurred and making simple comparisons with the present. Their awareness of chronology is developing through appropriate use of time lines.
- In KS2, pupils accurately identify the main characteristics of ways of life of the Romans and the Tudors. They understand that they can find out about the past from a range of sources, including artefacts, census returns, written accounts and photographs.
- They know about some of the main characters who have influenced recent Welsh history, for example the impact of Sir Ifan ap Owen Edwards on fostering the Welsh language and culture.
- Through their local study, pupils investigate some of the ways their area changed during the Victorian era and some of the reasons for these changes. They show knowledge of the growth of industry and the influence of John Summers on the development of Queensferry.
- Older pupils display an increasing depth of knowledge and understanding of the periods studied. A substantial number of pupils' projects on Victorian times and the Second World War are detailed and informative, making good use of IT facilities. They describe

events, people and changes. Pupils are beginning to select and organise information independently to produce structured work, making appropriate use of dates and terms.

### **Shortcomings**

- In KS2, pupils' knowledge of chronology is insufficiently developed.
- A few older pupils find difficulties in understanding cause and effect and in using appropriate vocabulary when discussing their historical topic.

### **Geography**

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

#### **Good features**

- In KS1, pupils learn about the physical and human features of their own area. They can identify a sequence of features seen on their route to school, using correct vocabulary to describe them.
- By using a first-hand object, a teddy bear who travels around the world, younger pupils begin to understand the concept of visiting other places, that weather conditions differ from those they are experiencing at that particular time and about different ways of travelling.
- Through their study of a contrasting locality overseas, older pupils show good knowledge of the main differences and similarities between their local area and Tocuaro in Mexico.
- Pupils know how an island is different from the mainland. They can identify main features and places of interest on an imaginary island and construct a map to record them. They have a good recognition and understanding of similar and different features of the island they have studied and their own locality.
- In KS2, younger pupils broaden their understanding and knowledge of their local area and can identify its location in Wales and Britain. They develop good mapping skills as they study aerial photographs and draw sketch maps with symbols, keys and compass directions.
- Pupils' study of Gweta, Botswana as an economically developing country enables them to compare locations, and to research into physical and human features, climate and population. They have a good recall of the facts they have learnt.
- They have an appropriate understanding of the nature of their local environment. They can identify an area in the locality that has not been cared for and collect and record evidence to answer questions. They realise that people need to take responsibility for improving the environment.

- The older pupils demonstrate a satisfactory understanding of some of the differences and similarities between their own lives and those of people living in Southern India. They discuss their enquiries involving flooding and river erosion, using appropriate geographical terms.
- They record their information and findings carefully and in a variety of ways, regularly using their IT skills.

### **Shortcomings**

- Older pupils do not study all areas of the Programmes of Study in sufficient depth, especially mapping skills.

## **Art**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In both key stages, pupils use an appropriate range of materials, equipment and techniques to produce paintings, drawings and two and three-dimensional objects of a good standard.
- They acquire skills in the use of computer aided art and design packages.
- They develop an increasing understanding of art, craft and design in an historical context and with reference to styles, periods and cultures.
- Younger pupils use paint, pencil, pastel and crayon to good effect. They are able to colour mix and have an awareness of colour, tone and texture.
- Pupils make good use of the work of known artists as models for their own work. They develop some knowledge of the techniques used by artists in their study of Van Gogh, Picasso, Seurat and Hockney. They use comparison to evaluate their own work from a broader perspective.
- Examples of pupils' work have been included in a portfolio, which reflects the breadth of their experiences in art. They are at ease when talking about their work, which is displayed prominently and attractively throughout the school; the Welsh dimension is appropriately represented in a variety of paintings displaying the relevance of St. David's day.

### **Shortcomings**

- Some pupils make limited use of their own interpretation of varying styles in art, and are, in some cases, reluctant to use their imagination.
- Pupils' knowledge of the work of Welsh artists is limited.

## **Music**

Standards of achievement in music are satisfactory at KS1 and KS2.

### **Good features**

- In KS1, pupils sing a variety of songs, including some Welsh nursery rhymes, with confidence and enjoyment. They are aware of dynamics, and are able to imitate and respond to rhythm and pitch reasonably correctly.
- In KS2, pupils' knowledge of songs increases appropriately. They sing songs which are within their vocal compass. Given the voice ranges, they show varying degrees of control of their breathing, pronunciation, dynamics and pitch.
- Pupils are able to create their own vocal interpretations in response to the music of 'The Fantastic Toy Shop'. They develop their ability to appraise aspects such as structure, speed and texture; they incorporate these elements effectively into their own compositions.
- Pupils have an increasing knowledge of the musical traditions of various cultures. When appraising recorded music, they listen attentively and use appropriate musical vocabulary to describe what they hear. In their appraisal of a marching song, pupils are able to recall and demonstrate ostinato. They appreciate classical music played on the piano by the teacher; they speak enthusiastically about the feelings engendered and are aware of the musical elements.

### **Shortcomings**

- Pupils lack technical accuracy and competence in singing.
- Pupils' performance in both key stages lacks expression and sensitivity.

## **Physical education**

Standards of achievement are satisfactory in KS1 and KS2.

During the year the school offers a varied programme of physical education activities.

### **Good features**

- Pupils are aware of good practice and the importance of safety. They undertake appropriate warming up activities at the beginning of lessons and discuss the beneficial effect of physical exercise on health.

- Y2 pupils interpret music to perform sequences of folk dancing steps. They perform in groups, showing a developing control of their movements and an ability to improve the quality of their performance.
- In KS2, during dance lessons, the majority of pupils demonstrate an ability to move appropriately with the music; they explore and develop the basic actions of travelling, jumping, turning, gesture and stillness. They show increasing confidence in creating a sequence of movements, using large space. Their ability to work in pairs and groups is often good.
- Pupils are developing their ball skills effectively. They begin to understand the basic principles of rugby; they can send, receive and travel with the ball. When applying football skills in short games, they can dribble, pass, direct and control a ball. Boys and girls choose football and rugby practice after school to reinforce the skills they learn in lessons. Their performance in games is fair and competitive.
- They all dress appropriately for physical education; they listen quietly to the instructions given and set up and store the equipment in a safe and orderly manner.
- Y4/5/6 pupils in KS2 attend swimming lessons and evidence shows that most pupils become competent and achieve awards, which are valued.
- Pupils take part in a wide range of games at local and county levels. There are many successes recorded and pupils enjoy discussing their achievements.

## **Shortcomings**

- In many lessons, pupils are not sufficiently adept at evaluating their own and other's performance to improve the accuracy, quality and variety of their own movements.
- 8
- Pupils' ability to produce good quality performances in dance has not been developed to its full potential

## **Religious education**

Standards of achievement in religious education are satisfactory in KS1 and KS2. The school follows the LEA's Agreed Syllabus

### **Good features**

- In KS1, pupils have a developing understanding of celebrations such as St. David's day, Easter and Christmas. They are beginning to develop an appreciation of the religious origins of these celebrations. Pupils confidently describe some celebrations, special books and places of worship belonging to other religions.
- Pupils have an appropriate awareness of the Bible as a special book for Christians and they have knowledge of a good range of stories from the life of Jesus. They are developing an understanding of the meaning of worship and prayer. They know a variety of prayers, which they recite during the school day.
- In both key stages, pupils develop a good understanding of the meaning and significance of caring for our world and for the creatures living in it.
- Pupils in KS2 develop a broader perspective as they study other aspects and religions in greater depth. Some older pupils have written good accounts of the life of Diwali in the Hindu faith. Pupils' understanding of religious artefacts linked to Judaism is developing well. They begin to appreciate and to celebrate diversity in culture and religion and that other communities have the same motivations as their own.
- Most pupils detail the main characteristics of the life of a Christian. They describe the main characteristics of religious leaders. They study the life and teachings of Jesus; they are beginning to evaluate his unique characteristics and to relate them to the living conditions of ordinary people. They appreciate that they can adapt the moral lessons in the parables to their own situations.

### **Shortcomings**

- Pupils insufficiently discuss and reflect on aspects of their religious education programme in order to arrive at their own responses.
- Knowledge of religious leaders and benefactors, past and present, is limited.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The report produced following the last inspection held in June 1997 identified the following as key issues for action:

- Raise standards in geography, art and design and technology in KS2;
- Devise and implement whole school schemes of work in information technology, geography, art and design and technology in order to promote continuity and progression of pupils' knowledge and skills between classes and across key stages.
- Implement a whole school assessment policy in order to assess pupils' achievement and progress more rigorously against NC criteria.
- Develop the role of the headteacher and subject co-ordinators in monitoring the coverage of all NC subjects in order to ensure a balanced curriculum.
- Implement a system for the appraisal of all teachers.
- Revise the SDP to include formal procedures for monitoring the progress of the plan and evaluating the cost effectiveness of expenditure.
- Improve the school prospectus to include all statutory requirements.

The school has responded positively to the above issues. In KS2, standards have risen from unsatisfactory to good in art and design and technology, and from unsatisfactory to satisfactory in geography. Schemes of work promoting continuity and progression have been implemented for all the subject areas noted. An assessment policy is implemented appropriately, but ensuring that assessment procedures inform planning at all stages is still a key issue. There is a programme in place for curriculum monitoring. The headteacher and most subject co-ordinators play an active part in that programme, which includes evaluations of the quality of teaching. Performance Management strategies are effectively linked to teachers' appraisal. The SDP has been revised appropriately and the school prospectus includes all statutory requirements.

### **8.2 Key issues for action**

In order to further improve the quality of education provided the school needs to:

- maintain the good standards that are achieved and build on the achievements that are satisfactory through giving attention to the shortcomings identified in the report;
- address the shortcomings in teaching that have been noted in Section 5.1 paying particular attention to the appropriateness of differentiation to meet the needs of the abler pupils;
- develop a whole-school approach to identify and improve the use of key skills across the curriculum;
- ensure that assessment procedures purposefully inform planning at all stages;

- continue to develop the effective procedures, which will bring coherence and structure to the school's process of self-evaluation.

## APPENDIX

### A. Basic information about the school

Name of School	Queensferry County Primary
School type	Community
Age -range of pupils	4yrs to 11yrs
Address of school	Queensferry campus Deeside Flintshire
Post-Code	CH5 1SE
Telephone Number	01244 812136

Headteacher	Mr Richard Collett
Date of appointment	January, 2002
Chair of Governors	Mr Derek Vyse
Registered Inspector	Ms L J Davies
Dates of inspection	31 March – 3 April 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		16	17	18	30	33	18	26	158

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	6.4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	25:1
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
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	90.2	93.4	93.5	92.5
Term 2	90.5	88.2	90	90
Term 3	91.8	89.9	91	91

Number of pupils excluded during 12 months prior to inspection	1
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## C. Results of National Curriculum assessments and public examinations

### END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 30					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	11	61	29	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	11	61	29	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	11	89	0	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	12	56	32	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	11	57	32	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	11	54	36	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	86%	In Wales:	81%

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

## END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 26					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School						8	31	50	12	
		National				1	1	7	23	48	19	
	Test/Task	School			8			4	27	46	15	
		National			2			6	16	48	24	
Mathematics	Teacher assessment	School						19	12	62	8	
		National					1	5	21	46	27	
	Test/Task	School						12	19	46	23	
		National		2	1			5	18	42	31	
Science	Teacher assessment	School						8	23	54	15	
		National	1					3	16	51	29	
	Test/Task	School		4					23	42	31	
		National		2				2	14	51	30	

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:	58%	In the school:	68%
In Wales:	62%	In Wales:	68%

Scores for each level are not available.

- D Pupils who are exempted 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

## D. Evidence base of the inspection

The school was inspected for a period of three and a half days by two professional inspectors and one lay inspector. A total of nine inspection days were spent at the school.

### Prior to the inspection:

- Questionnaires were distributed to all parents. The 40 questionnaires returned were analysed and full account taken of the information provided.
- A meeting for parents was held. Three parents attended.
- Meetings were held with the headteacher, staff and governors.
- School documentation and samples of pupils' work were examined.

### During the inspection:

- 47 lessons or parts of them were attended, sharing the time fairly equally between the classes. During these sessions, work in all the subjects of the NC and religious education was evaluated.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, in the dining area and at the beginning and end of school sessions.
- Inspectors attended assemblies and observed some extra- curricular activities.
- Discussions were held with the headteacher, staff with responsibilities and support staff.

### After the inspection:

- Meetings were held with the headteacher, the staff and the governing body.

## E. Composition and responsibilities of the inspection team

Name	Role	Aspects	Subjects
Lisa J.Davies	Registered Inspector	1, 2, 3.1, 4.1, 5.1, 5.3, 6.2, 8.1, 8.2.	English, Welsh, history, geography, physical education, religious education
Jean Hannan	Team Inspector	3.2, 5.2, 5.4, 5.5, 6.1, 6.3	science, mathematics, IT, design and technology, art, music, under fives
William J. Owen	Lay Inspector	4.2, 4.3, 5.6, 5.7	

*The inspectors wish to thank the governing body, staff and pupils of Queensferry C P*

*School for their co-operation and assistance before and during the inspection.*