

REPORT

on the

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

**RECTOR DREW V.A. SCHOOL
CROSS TREE LANE
HAWARDEN
DEESIDE
FLINTSHIRE
CH5 3PY**

School Number: 664/3317

Date of Inspection: 15th – 18th October 2001

By

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Registered Inspector 78384

Under Estyn contract number: T/40/01P

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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.

CONTENTS

	Page
1. CONTEXT	
The school and its priorities	1
2. MAIN FINDINGS	
The main findings of the report	2
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1 Standards achieved in subjects and areas of learning	4
3.2 Standards achieved in key skills across the curriculum	5
4. ETHOS OF THE SCHOOL	
4.1 Pupils' spiritual, moral, social and cultural development	5
4.2 Behaviour and attitudes	6
4.3 Attendance	6
5. QUALITY OF EDUCATION	
5.1 Teaching	7
5.2 Assessment, recording and reporting	7
5.3 Curriculum	8
5.4 Support, guidance and pupils' welfare	9
5.5 Provision for pupils with special educational needs (SEN)	10
5.6 Partnership with parents and community, schools and other institutions	10
5.7 Partnership with industry	11
6. MANAGEMENT	
6.1 Quality of self-evaluation and planning for improvement	11
6.2 Leadership and efficiency	12
6.3 Staffing, accommodation and learning resources	13

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English	13
Welsh second language	14
Mathematics	15
Science	16
Design and technology	17
Information technology	17
History	18
Geography	19
Art	19
Music	20
Physical education	21

8. SCHOOL IMPROVEMENT

8.1	Progress since the last inspection	21
8.2	Key issues for action	22

APPENDIX

A.	Basic information about the school
B.	School data and indicators
C.	Results of National Curriculum assessments and public examinations
D.	The evidence base of the inspection
E.	Composition and responsibilities of the inspection team

1. CONTEXT

The school and its priorities

Rector Drew V A Junior School provides education for pupils aged 7-11 years. It is situated in the village of Hawarden in Deeside, Flintshire. There are 210 pupils on roll and they are organised into eight single age classes. Numbers have increased steadily over the last four years.

The school considers the majority of its catchment area to be relatively prosperous. The percentage of pupils registered as being entitled to free school meals (5.0%) is low in comparison with other schools nationally. There are 43 pupils on the school's Special Educational Needs (SEN) register, including three pupils who have a statement of SEN. Attainment on entry covers the full range but is above average overall.

English is the first language of 99% of the pupils. One pupil, who entered the school at the beginning of term speaks Dutch as his first language. No pupil speaks Welsh at home.

The head teacher took up appointment in September 2001, six weeks before the start of the inspection. The school was previously inspected in 1996.

The main aims of the school are:

- that the love of Christ will be evident to all who come to the school;
- that this love will become the foundation for the whole of school life;
- that everyone will realise his or her potential and make use of every opportunity offered;
- that the people in the school will gain a respect for themselves, for each other and for the whole world in which they live.

The school's targets for future development are:

- to develop a new scheme of work for mathematics, based on the National Numeracy Strategies, and to purchase additional resources as appropriate;
- to develop a whole school assessment programme for science based on the modules taught each term;
- for all staff to complete the New Opportunities Fund training in Information and Communications Technology (ICT) and to further develop the Flintshire ICT scheme of work;
- to implement the Data Design Technology scheme of work and to purchase additional resources required.

2. MAIN FINDINGS

The main findings of the report

- Standards of achievement are satisfactory or better in 91% of the work, and they are good or very good standards in 40% of the work.
- Pupils' standards of achievement in the various National Curriculum (NC) subjects in the key stage (KS2) are as follows:

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

Religious education was inspected separately by an inspector from the Diocesan Education Service.

- In the school's NC assessment results in 2001, the percentage of pupils at the end of KS2 that reached at least Level 4 in each subject compared very favourably with the national figures.
- In the key skills across the curriculum, pupils achieve good standards in speaking, listening and reading. They achieve satisfactory standards in writing and numeracy. Standards in the use of information and communications technology (ICT) are unsatisfactory.
- The quality of the teaching was at least satisfactory in 91% of the lessons observed, with 31% being good and 13% very good. Where the teaching is very good, there are high expectations of what pupils can do. Tasks set are demanding, interesting and challenging. There is a lively pace to lessons and pupils achieve high standards in their work. Where the teaching is unsatisfactory, the pace of lessons is very slow and monotonous, teacher expectations are low and the work is insufficiently differentiated and challenging to meet the needs of all abilities. As a result pupils underachieve during such lessons.
- Procedures for assessing and recording pupils' progress and achievements are broadly satisfactory. The quality of reports to parents is good. Pupils are assessed regularly by means of teacher devised tasks or standardised tests but the results are not sufficiently

used to evaluate their achievement and to set appropriate targets. The use of assessment to inform and improve planning is under-developed across classes.

- The curriculum offered by the school is broad and includes all the subjects of the NC. However, it is not sufficiently balanced and relevant in some aspects. For example, there are significant gaps in the curriculum for information and communication technology and in comparing and contrasting different locations in geography. Some of the work, particularly in aspects such as spelling and dictation in English lessons, lacks clarity and relevance. The schemes of work, covering all subjects, are being revised to include learning objectives and to provide full coverage of all programmes of study. At present, most have been completed for this term only. Extra-curricular activities in football and netball are provided and these serve well to support and extend the physical education curriculum. Visits to places of interest in the locality and further afield also serve to enhance the curriculum.
- The provision for pupils with SEN is satisfactory. They receive appropriate support in withdrawal groups and make satisfactory progress towards the targets set. However, there is insufficient continuity between the work in withdrawal groups and that in the classroom.
- The ethos of the school is caring and welcoming. Pupils' spiritual, moral and social development is good and their cultural development is satisfactory. Pupils are well behaved and show good attitudes to school and their work. The quality of support, guidance and pupils' welfare is good. The overall rate of attendance is good but a significant number of pupils arrive late for the start of the school day.
- Partnerships between the school and parents, the community, other schools and institutions are good. The school's partnership with industry is unsatisfactory.
- The governing body is very supportive of the school and generally fulfils its statutory obligations. There are omissions in the school prospectus and the governing body's annual report to parents that do not comply with statutory requirements as stated in the National Assembly for Wales (NAW) circular 22/96.
- The quality of self-evaluation and planning for improvement is unsatisfactory. The school does not have clear and effective procedures for evaluating standards. The setting of individual, group and school targets, following analysis and monitoring arrangements, is under-developed.
- The staff are suitably experienced and are appropriately qualified for the age groups they teach. The school has good space for the number of pupils on roll and the building is well maintained. Displays around the school are of good quality and are educationally stimulating. The provision of resources is generally good, and staff and pupils make appropriate use of available books, materials and equipment. The exception is ICT, where the provision is inadequate. The congestion of cars in the school's entrance at the beginning and end of each school day poses safety problems and remains unresolved from the last inspection.

- The head teacher has been in post for six weeks preceding the inspection. She is committed to raising standards and to addressing the weaknesses highlighted in this report. Routine administration and organisation are good.
- Not all the key issues from the last inspection have been addressed satisfactorily.
- Given the quantity and quality of the school's resources and the overall standards achieved, the school gives satisfactory value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards achieved by pupils were very good in nine per cent of the sessions observed, good in 31%, satisfactory in 51% and unsatisfactory in 9%. Standards have improved since the last inspection in art, music, design and technology, they have been maintained in English, science and physical education and they have regressed in Welsh second language, mathematics, history, geography and ICT.

- Overall standards are good in English, art and music.
- They are satisfactory in mathematics, science, history, design and technology and physical education.
- Standards in Welsh are unsatisfactory in relation to the requirements of the National Curriculum but given the school's close proximity to the English border and that no Welsh is spoken in pupils' homes or in the surrounding area, the progress made by the majority of pupils is satisfactory.
- Standards in information and communications technology and geography are unsatisfactory.
- Pupils with SEN achieve satisfactory standards in relation to the targets set.
- Test results at the end of the key stage in 2001 indicated that the proportion of pupils achieving level 4 and above was 91% in English, 79% in mathematics and 82% in science. The proportion achieving level 5 and above was 38% in English, 36% in mathematics and 21% in science. This is higher than the average for Wales.

The decline in standards in some subjects is attributable in part to the way the work is organised within the 'streaming' system that operates across the school for English and mathematics. Each class is divided into two groups according to ability. This arrangement enables teachers to share expertise but, at present, within the large groups, there is no differentiation in the work provided for pupils. The pace of lessons is dictated by the slower members of the class resulting in overall under-achievement. There is too little rigour in the work planned and insufficient challenges are set to meet the needs of all pupils. Too much time is spent on whole class spelling and dictation activities. Such work in its present form,

although having some educational purpose, detracts from other more interesting and challenging activities being undertaken.

3.2 Standards achieved in key skills across the curriculum

Pupils across the school achieve good standards in listening, speaking and reading. They achieve satisfactory standards in writing and numeracy. The standards achieved in using information and communications technology are unsatisfactory. Planning for the development of key skills across the curriculum is unsatisfactory.

- The vast majority of pupils concentrate and listen very well in lessons and during whole school assemblies. They carry out instructions efficiently and listen intently to their teachers.
- Although pupils' speaking skills are good, opportunities to develop these further through class discussions that encourage pupils to develop rational arguments are seldom taken up by staff.
- There are limited opportunities to develop pupils' reading, through regular use of a variety of reference sources, and for writing in varied styles across the curriculum. The overuse of prescriptive worksheets restricts pupils' individuality and imagination.
- Numeracy skills are applied in science, geography and design technology, but opportunities are often missed. Pupils use standard units of measure, illustrate their findings with graphs or tables, fix and find places with co-ordinates and measure accurately when making items.
- Pupils do not make enough use of ICT to support their learning across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, and social development is good overall and reflects the caring ethos of the school. The provision for cultural development is satisfactory. Pupils' response to the provision is good.

- The daily acts of worship make a significant contribution to pupils' spiritual and moral development.
- The staff succeed in creating a supportive and happy community for pupils. The relationships between adults and pupils, and between pupils, are generally friendly and positive. Pupils respond courteously to school visitors and conduct themselves well.
- Pupils understand and conform to the school rules. They have a good understanding of right and wrong. Moral issues are regularly discussed in 'circle time'.

- Older pupils carry out a variety of responsibilities sensibly and show consideration for the younger pupils. The School Council makes a positive impact on the development of pupils' responsibilities and on their contribution to school life in general.
- Pupils contribute generously to good causes and are aware of the needs of others. They develop their social awareness through inter-school competitions, school trips and residential visits.
- They have an increasing awareness of Welsh culture, traditions and heritage through their celebrations of St. David's Day and eisteddfodau. However the study of Welsh art, music and the lives of famous people is not a prominent feature of pupils' work. Pupils' knowledge and understanding of other world cultures are underdeveloped.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes towards learning are good.

- The school has a clear vision about the ethos, discipline and values it seeks to establish and these are incorporated into the school's 'Mission Statement'.
- Behavioural expectations of pupils are firmly established and pupils are respectful of each other, of teachers and non-teaching adults on the campus, and of school property.
- At the pre-inspection meeting and in response to the parents' questionnaire, concerns were expressed relating to aspects of behaviour. No unacceptable behaviour or anti-social incidents were witnessed during the inspection.
- There is an anti-bullying policy and procedures are being followed and recorded.
- Pupils socialise well in the playground, classroom and dining-hall and as a result there is an orderly and civilised atmosphere throughout the school.
- The school's arrangements for promoting good behaviour are effective and there is good pastoral support where necessary for individual pupils.
- Pupils are lively, happy and confident in an orderly community where routines are firmly established. They apply themselves well to their work.

4.3 Attendance

The overall rate of attendance is good: 95.76%.

- Registers are maintained in accordance with NAW's requirements and teachers record data accurately. They are conscientious in following guidelines on attendance matters.
- There is no unauthorised absence but a significant number of pupils arrive late at the commencement of the school day.

- Registers for the previous year reveal a high rate of holidays taken during term time and of pupils who take occasional day holidays when parents withdraw their children for short periods. Taking these parental practices into account and allowing for absences such as illnesses and other approved reasons during the course of the school year, some pupils are missing a significant amount of school time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 13% of the sessions inspected, good in 31%, satisfactory in 47% and unsatisfactory in nine per cent.

- Teachers have a sound knowledge of the requirements of the NC.
- Relationships throughout the school are good and teachers manage pupils well.
- In some lessons where the standards of teaching are very good, teachers have high expectations of pupils' behaviour and attainment. Good use is made of an appropriate range of teaching techniques, including whole class, group and individual instruction. Pupils are encouraged to be independent, develop initiative and evaluate their own work and that of others. This was particularly evident in two music lessons observed.
- Planning for lessons is generally satisfactory and clear aims and objectives are set.
- Where there are weaknesses in the teaching, expectations are low, there is little differentiation in the tasks set and the work lacks pace, rigour and challenge. As a result, pupils of all ability work at too slow a rate and do not achieve their potential. The majority of lessons where classes are streamed for English and mathematics contain these weaknesses.
- There is an over-dependence on worksheets to support the learning; in several instances the worksheets restrict the flow of pupils' work, particularly during some writing tasks where pupils merely fill the space allotted and do not continue at length despite having further ideas to contribute.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting of pupils' achievements and progress is satisfactory overall. However, the assessment of the work of individual pupils, classes and groups, and the analysis of assessment data are not used effectively to promote higher standards.

- A formative assessment programme is in place for the core subjects and assessed pieces of work are kept in pupils' individual portfolios.

- The school follows the Flintshire Assessment Framework and pupils are regularly assessed in numeracy and literacy. Procedures for assessing achievements in science are being developed.
- Although pupils are assessed regularly using teacher devised tasks and standardised tests, teachers do not make sufficient use of the results for evaluating pupils' achievement to set appropriate targets. Using assessment to lead planning is inconsistent.
- A school portfolio of levelled pieces of work from each curriculum area, to enhance teachers' assessment skills, is not in place.
- Marking is generally positive and encouraging.
- The arrangements for assessing, recording and reporting the progress of pupils with SEN are satisfactory. Individual Education Plans set relevant targets and are of good quality..
- The quality of reports to parents is good. The setting of targets for improvement in the core subjects is a good feature of the reports.

5.3 Curriculum

The school provides a broad curriculum that includes all the subjects of the NC but it does not ensure sufficient balance and relevance across all subjects.

- There are policies and schemes of work for all subjects. The school is in the process of revising all the schemes of work to include learning objectives and guidance the coverage of all programmes of study. All are appropriate in content but most contain guidance for the present term only.
- Teachers' termly plans and topic webs are suitably detailed and short term plans indicate appropriate learning objectives and NC programmes of study. However, opportunities for pupils to develop key skills are insufficiently planned across the curriculum. Planning does not always provide suitably differentiated activities to meet the range of abilities in classes. This is a particularly weak feature of some mathematics and English lessons.
- There is an over-emphasis on twice weekly sessions each of dictation and spelling activities. Within these lessons the pace of work is very slow and, as there is no differentiation to match ability levels, the more able pupils are insufficiently challenged and underachieve.
- The Cwricwlwm Cymreig is under-emphasised in teachers' planning and in pupils' learning experiences.
- The provision is socially inclusive. All pupils, including those with SEN, participate in all aspects of the curriculum. Appropriate support is provided for the one child for whom English is a second language. Equal opportunities are reflected satisfactorily in the curricular provision.

- Procedures for ensuring the school is a harmonious and happy place and that pupils are free from any oppressive behaviour are effective.
- Personal and social education feature prominently and the acquisition of moral values and socially accepted behaviour is given suitable priority in the school.
- The curriculum is enriched by visits and visitors. Pupils have participated in local cultural and sporting events.
- A limited range of extra-curricular activities is provided. At the time of the inspection these activities included football and netball but the school states that art and music clubs will start after half-term.
- There is a policy for homework and the homework set supports pupils' learning.

5.4 Support, guidance and pupils' welfare

The school's provision for personal and educational guidance, pupils' well-being and support is good.

- The school is a caring, supportive community in which pupils are valued. Staff know their pupils well and good relationships exist between them.
- The school provides a stable environment in which pupils feel happy, safe and secure.
- There are appropriate policies and arrangements for securing the health and safety of pupils on guidance and welfare.
- Child Protection arrangements are in place and they comply with local authority requirements.
- A policy statement for sex education is included in the prospectus for parents and specific guidance is given at an appropriate level of understanding for pupils.
- Good use is made of outside specialist agencies in providing additional support for individual pupils with specific needs.
- The school provides opportunities to develop a sense of responsibility and pupils respond positively in a number of ways such as through the House System and in assisting with various duties around the school.
- Problems outside the main entrance in relation to traffic congestion and car parking have not been resolved. They continue to pose safety hazards.

5.5 Provision for pupils with special educational needs (SEN)

Overall, the school makes satisfactory provision for pupils with SEN.

- There are 43 pupils on the school's register of SEN, three of whom have statements.
- At present, there is supply cover for the special needs teacher who is absent because of ill health. The school's withdrawal system allows pupils with special needs to receive specialist teaching in small groups. Pupils with SEN are given a variety of tasks and activities appropriate to their abilities and most make good progress in their literacy skills. However, the support provided for pupils within classes is not always effective as the work too often is not appropriately differentiated or linked to the targets in their IEPs.
- There are clear procedures for identifying, assessing and monitoring pupils with SEN. An appropriate register is carefully maintained and pupils have suitable individual education plans which identify targets and provide detailed guidance for staff. Comprehensive records are kept by the learning support teacher.
- IEPs are regularly reviewed and parents are informed appropriately.
- Arrangements comply with statutory requirements and the school benefits from helpful advice from outside agencies.
- The use of ICT to support the specific learning needs of SEN pupils is underdeveloped.

5.6 Partnership with parents and community, schools and other institutions

The school has established good partnerships with parents and community, schools and other institutions.

- The school prospectus is made available to parents of all new pupils but this document together with the governing body's annual report to parents do not fully comply with NAW's requirements Circular 22/96.
- There is a regular flow of information and correspondence about school events and activities to parents, and parents are welcome to make appointments to discuss problems at mutually convenient times.
- A 'Home-School Agreement' has been established and the school actively promotes the partnership with parents and encourages their involvement in school life. Many parents respond well by volunteering their services in support of class work, extra-curricular activities and fund raising. The Friends of Rector Drew School raise substantial sums of money each year to extend and enhance the school's resources.
- Three open meetings are held annually, each of which has a specific purpose and provides parents with opportunities to meet teachers and discuss their children's work. There is very good support for these meetings.

- Annual arrangements for receiving pupils into the school are thorough and sensitive and arrangements for the transfer of Y6 pupils to the High School are well established and efficient. There are also satisfactory curricular links established with the High school.
- There are numerous links with other schools through the secondary school's junior schools' feeder network and sporting activities.
- Links with the Church and partnerships with the community at large are woven into the school's programme of activities and effectively support pupils' learning.
- Pupils' awareness of the needs of others is raised through contributing to various charitable causes.
- The school is used as a resource for the initial training of student teachers and for students on child care courses.
- Overall, the school continues to make good use of a well-established range of links and contacts which have a beneficial effect on its values and ethos.

5.7 Partnership with industry

The school's partnerships and links with industry are unsatisfactory.

- The school has established a few links with industry but there is no policy in relation to economic and industrial understanding.
- There are no strategies in place for raising pupils' awareness of the world of work.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are unsatisfactory.

- There are shared values and norms about learning, behaviour, relationships and equality of opportunity among staff and governors; however, procedures for establishing a self-critical culture are not fully in place.
- The range and nature of the objectives for improvement that the school has set in response to self-evaluation are broad and lack clear developmental points, time scales, costing and evaluation.
- The School Development Plan contains clear priorities, costing and success criteria but lacks sufficient detail to make it fully effective.

- The setting of individual, group and school targets, following analysis and monitoring of standards, is under-developed. In the past, there has been insufficient monitoring of teaching and learning, especially in terms of lesson observation, by the headteacher.
- The role of the curriculum co-ordinators and the involvement of school governors in the monitoring and evaluation process are underdeveloped. There are a few exemplars of best practice, captioned and dated, in subject portfolios; the exception is a file kept by the English curriculum co-ordinator containing work levelled according to national test criteria. The file contains material that is very useful in enabling colleagues to become familiar with national expectations at the end of the key stage.
- Teachers are keen to improve their skills and methods of working in order to raise standards of pupils' achievements. They work hard for the benefit of the pupils and are supportive of school initiatives.

6.2 Leadership and efficiency

The head teacher has been in post for six weeks. She is positively committed to improving standards.

- The school is administered effectively from day to day but aspects of the management of the curriculum are unsatisfactory. For example, the programme of work for some of the time in English and mathematics is unsatisfactory. The work is not planned satisfactorily to meet the needs of pupils of different abilities and some aspects such as dictation and spelling take a disproportionate amount of time at the expense of other activities.
- Teachers undertake most of their duties as curriculum leaders conscientiously and effectively. They review and update schemes of work and ensure that there are sufficient resources. They do not, however, monitor standards.
- The school's Governing Body is very supportive. Governors are generally well informed about the life and work of the school.
- The head and governors effectively exercise their responsibilities for oversight of the budget. Expenditure is linked to priorities identified in the school development plan (SDP).
- The budget is administered satisfactorily on a day-to-day basis by the head with the help of the school secretary.

6.3 Staffing, accommodation and learning resources

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

- There are sufficient qualified and experienced teachers for the delivery of the curriculum. They are effectively deployed and good use is made of specialist teaching in Welsh and SEN.
- Staff attend appropriate in-service training courses which are satisfactorily linked to both school and personal needs.
- Each member of staff has a job description and a responsibility for a curriculum area or areas.
- The adequacy of the accommodation for the number of pupils on roll is good. Good use is made of all available spaces. The school grounds provide good facilities for play and as a resource for teaching. Display is of good quality.
- The quality and quantity of learning resources are good in most subjects. They are well used and managed except for the ICT hardware and software. Pupils do not have easy access to computers. They take turns on a rota basis with the class computer but this is usually for short time spans only.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement in English are good. Standards in speaking, listening and reading are good across classes. Standards in writing are satisfactory.

Good features

- Pupils listen politely and attentively to adults. In a one-to-one situation they express opinions confidently.
- Standards in reading are generally good. The majority of pupils read with fluency and expression and display good levels of understanding. When discussing their favourite authors, a few children can explain the reasons for their choice clearly.
- When given the opportunity, older pupils gather information effectively from various sources, including CD-Roms.
- The standard of writing is generally satisfactory. Pupils' written work is well organised and many use specific skills such as paragraphing and quotation marks accurately. They can spell to a standard that corresponds to their age and ability.

- By Year 6, the majority of pupils have a satisfactory knowledge of parts of speech and the different methods of writing.
- Pupils generally show good control of their handwriting and they present their work neatly.

Shortcomings

- The majority of pupils enter the school with good oral skills. They do not have sufficient opportunities to extend and develop their good oral skills within group and class discussions and therefore they underachieve.
- During many English lessons the work is insufficiently differentiated to meet the needs of pupils of varying abilities and this results in pupils underachieving.
- The range and quantity of pupils' writing over a year is unsatisfactory. It is restricted by the heavy emphasis on long sessions of spelling and dictation which, together with other whole class lessons on aspects of literacy skills, take up a disproportionate amount of the English timetable. The use of boxes within work-sheets for writing tasks restricts the flow of pupils' writing. Many do not continue writing after filling the box despite having further ideas to express.

Welsh second language

Standards of achievement in Welsh are unsatisfactory in relation to the requirements of the NC but given the anglicised nature of the school's catchment area and of pupils' backgrounds, satisfactory progress is generally made by pupils through the school.

Good features

- Pupils make satisfactory progress in their ability to understand simple questions, greetings and instructions.
- They recall words used by the teacher and have a satisfactory understanding of everyday classroom phrases.
- Most respond satisfactorily to questions about themselves and are able to say their name, where they live, their age, their favourite hobby and their likes and dislikes.
- Year 3 pupils respond well to questions relating to themselves and their hobbies. They work well in pairs, asking each other questions and using the vocabulary and language patterns learnt in the lesson effectively.
- Pupils' diction is satisfactory and they sing Welsh songs and hymns clearly.

- The effective support given by the visiting Welsh teacher has a positive impact on the work.

Shortcomings

- Incidental Welsh is not used consistently in all classes and is not integrated effectively to create a Welsh ethos. The lack of regular contact with the language impedes progress.
- Older pupils are not able to sustain a simple conversation using the words and phrases they have learnt.
- Standards in reading and writing at a very simple level are unsatisfactory.

Mathematics

Standards of achievement in mathematics are satisfactory. The school has recently been accepted to become part of the LEA's Numeracy Project. This will enable staff to undertake relevant in-service training, and to have temporary specialist support in the school.

Good features

- Younger pupils are familiar with number symbols, correctly recognise number sequences and identify patterns to 100, including odd and even.
- They count forwards and backwards with different numbers and are confident with basic number problems, including simple multiplication and division. They recognise the value of coins and can calculate change accurately.
- They sort and classify objects using different criteria, record their findings and display them as simple graphs. They confidently name and accurately describe a number of 2D and 3D shapes, recognise simple fractions and use standard units of measure.
- Older pupils continue to reinforce their work in numeracy with an increasing understanding of number patterns and relations. Many have good estimation skills and deal effectively with written exercises involving number, shape and measurement. They are beginning to understand and measure the perimeter and area of regular shapes.
- They have a good understanding of place value to 1000, can repeat their multiplication tables and their calculations in the four rules of number are generally accurate.
- They draw and analyse graphs with growing confidence and their understanding of angles, symmetry and co-ordinates is sound.

Shortcomings

- Within some lessons there is a lack of rigour and challenge within the tasks set and this results in the under-achievement of pupils.

- Pupils' ability to calculate mentally is slow and uncertain. Their understanding and use of various mental strategies are underdeveloped.
- Older pupils' knowledge and understanding of place value beyond 1000, decimal place and the equivalence of fractions are insecure.

Science

Standards of achievement in science are satisfactory.

Good features

- Younger pupils are aware that batteries are a source of power. They can construct simple electrical circuits, including switches, in their investigations. They understand how shadows are formed and that light travels in straight lines.
- They can sort a range of materials by their properties, identifying similarities and differences and know how to separate solids and liquids in appropriate ways.
- Pupils have a secure understanding of simple forces, including attraction and repulsion between magnets, friction and air resistance.
- Most pupils can name and identify the features of a plant and know the conditions needed for healthy growth. They know the function of different parts of a plant and show good observational skills in their recordings. They use scientific vocabulary correctly and make reasoned predictions when asked.
- Older pupils have satisfactory knowledge of humans as organisms. They are aware of the main systems of the body, know the requirements of a healthy diet and the possible dangers of smoking, alcohol and drugs.
- They are able to explain the relationship between the Earth, the Moon and the Sun and the reason for night and day.
- Pupils develop an awareness of the principles involved in conducting a fair test and, by Year 6, most show a good understanding of these principles when dealing with variables.

Shortcomings

- Teacher directed activities and the overuse of insufficiently challenging worksheets limits the development of pupils' scientific knowledge.
- As few opportunities are created, pupils are not confident at designing their own investigations and recording their findings.

- Pupils' skills of prediction, measuring and using ICT are underdeveloped across the school.

Design and technology

Standards of achievement in design and technology are satisfactory.

Good features

- Younger pupils plan, select suitable materials, find effective ways of joining pieces together, decorate and make simple comments about the finished items.
- In their models of concertina dragons, pop-up books and mini-beasts, pupils show a good understanding of moving parts. They display good skills of cutting, folding, shaping and sticking.
- Pupils' Mother's Day cards, made with cross-stitch patterns on binca, and their 3D clay pots, show good control, design and individuality.
- Older pupils continue to develop their designing and making skills and their work is often linked to the class topic being studied. When making gyrocopters, relating to their work in science on air pressure and forces, pupils tested, evaluated and improved their designs.
- They show good manipulative skills in their salt dough technology work and good use of previous knowledge when making hinges and moving parts for 'pop-up' and 'pop-out' cards.

Shortcomings

- Pupils' evaluation skills are underdeveloped.
- Older pupils' design and technology skills are underdeveloped because of the lack of variety in tasks and experiences and of opportunities to use a wide range of tools and techniques.
- The use of ICT for supporting and extending the work is underdeveloped.

Information technology

There was no formal teaching of information technology during the inspection. Judgements are based on observations of pupils using IT to support learning, questioning of pupils and scrutiny of work previously produced. From this evidence, standards of achievement are unsatisfactory.

Good features

- Pupils are developing basic word processing skills and control the mouse confidently. They enhance their work by introducing colour and different layouts.
- Older pupils can change font size and style, save and retrieve, edit their work and print.
- Some use is made of CD-ROM's for research and pupils are aware of the Internet and the use of e-mailing for communication.
- They create a database using information gathered in a traffic survey and produce simple graphs.

Shortcomings

- Pupils' use of ICT across the curriculum for research, data handling, word processing, control and modelling is underdeveloped.
- Pupils' progress is limited by shortcomings in teachers' knowledge, planning and systems to monitor achievement.

History

Standards of achievement in history are satisfactory.

Good features

- Younger pupils are developing a satisfactory understanding of what is meant by historical evidence though their introduction to the story of the bones found in Paviland Caves.
- Pupils are beginning to understand the concept of 'Before Christ' and 'Anno Domini'.
- Older pupils use appropriate vocabulary when recalling the activities and lifestyles of people in history such as the Tudors and Victorians.
- They demonstrate a satisfactory recall of facts such as life in the court of King Henry VIII and of conditions in Victorian schools.
- They are able to empathise with a 13 year old boy, seen on video, from Victorian times who worked on a farm and are able to compare the conditions in farming between then and now.

Shortcomings

- The pupils' knowledge of local history is limited.
- Much of the work is work-sheet related and pupils have few opportunities to use historical evidence, ask relevant questions and form opinions.

- Pupils' use of timelines to develop their understanding of chronology is underdeveloped.

Geography

Standards of achievement are unsatisfactory.

Good features

- Year 4 pupils use a range of maps satisfactorily, including those of different scales, and aerial photographs.
- They are in the early stages of comparing and contrasting the way of life in Cefn Hengoed in South Wales with their own in Hawarden. To add relevance to the work they have been comparing the development of the school grounds in a local school with their own plans for developing their school play area.
- Year 5 pupils demonstrate a good ability to describe and compare the climate of their own locality with that of other food growing countries in the world. They locate different countries confidently on a world map.
- Year 6 pupils have a satisfactory understanding of environmental change. They describe the effects of pollution on the environment and give suitable suggestions of how this can be overcome.

Shortcomings

- In general, pupils have unsatisfactory recall of work previously covered.
- Pupils' knowledge and understanding of contrasting localities are not well developed.
- Pupils have limited skills in handling, classifying and presenting evidence, including the use of ICT.

Art

Standards of achievement are good across the school.

Good features

- Pupils carefully cut, draw, paint, paste and handle equipment with confidence. They create colourful paintings, imaginative collages and accurate drawings.
- They select and mix paint to achieve a desired colour or shade.
- Pupils' work shows individuality, imagination and good control of the medium used. Collages show a variety of techniques and materials used.

- Older pupils' work shows a developing sense of awareness and observational skills. Pencil drawings demonstrate good control and use of shading techniques.
- Their attempts to reproduce paintings and drawings by famous artists are very successful and achieve the desired effect. They can talk about the similarities and differences between their work and that of others.
- They have a good knowledge and understanding of colour, texture, pattern, line and tone.

Shortcomings

- Pupils have limited knowledge of Welsh artists.

Music

Standards of achievement are good.

Good features

- Year 3 pupils create very good group compositions using a variety of instruments and voice and body sounds. They work effectively in groups and their subsequent compositions are performed confidently to the class. Pupils sensitively and perceptively evaluate their own work and that of others. High standards are achieved in composition and performance.
- Year 5 and 6 pupils display good understanding of pitch, rhythm, beat and dynamics whilst composing and performing music to depict a steam locomotive leaving a station. They record their compositions on tape and make good evaluations of the sound effects. Pupils' compositions and performance are of a very good standard.
- Pupils sing a good repertoire of songs tunefully, including Welsh hymns.

Shortcomings

- Standards in the weekly hymn singing practices for older pupils are generally unsatisfactory. Songs and hymns are sung without much refinement of tone, rhythm and dynamics.

Physical education

Standards of achievement are satisfactory.

Good features

- Pupils are developing effective control of their body movements and their awareness and use of space is often good.
- They have a wide range of ideas for moving in different ways and they demonstrate appropriate control and balance.
- They work hard to improve their performance and most respond well to instructions and commands. Pupils plan and evaluate each other's movements and make adjustments to refine and improve their performance.
- They know about the physical effect of exercise on their bodies and the importance of warming up and cooling down after exercise.
- Older pupils participate eagerly and effectively in small-sides team games showing good understanding of rules and developing sportsmanship.
- Many show good hand-eye co-ordination when catching, striking, passing and directing a ball. They sustain energetic activity, are competitive and enjoy participating.
- At the end of the key stage, most pupils are able to swim.

Shortcomings

- Progression and continuity are not always apparent. The performances of older pupils are not much further advanced than that of younger pupils.
- In some lessons, pupils do not always react immediately to the teacher's commands.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Five key issues were identified in the previous report in March 1996:

1. The standards achieved in design and technology and in art need to be raised.
2. Planning of the curriculum needs to ensure that all the NC programmes of study receive full coverage and that every subject receives the recommended time allocation.
3. Better use needs to be made of assessment and records to plan new work so that it is matched to all pupils' needs and enables them to reach their full potential.

4. The governing body should produce a school development plan based on its vision of the future of the school for the next three years. It should include priority targets and costs together with strategies for monitoring and evaluating its effect on improving pupils' performance.
5. The governing body should continue with its efforts to ensure the safety of pupils outside the school gates.

The school's progress in addressing these issues are as follows:

1. Good progress has been made in addressing the shortcomings in art and satisfactory progress has been made in improving the work in design and technology.
2. This key issue has not been fully addressed. The planning of the work in information and communications technology, geography and, to a lesser extent in Welsh, does not ensure that all the NC programmes of study are satisfactorily covered.
3. There has been little improvement in using assessments to plan new work. Results from teacher devised tasks and standardised tests are not used effectively to evaluate pupils' overall achievement and to set appropriate targets.
4. There is now a school development plan in place that includes priority targets and costs. However, strategies for monitoring and evaluating its effect on raising standards are not securely in place.
5. This key issue remains unresolved.

8.2 Key issues for action

The governing body, head teacher and staff now need to:

- raise standards in information and communications technology, geography and Welsh;
- raise standards in all subjects and aspects where shortcomings have been listed;
- raise teacher expectations to ensure the work in lessons provides sufficient pace, rigour, challenge and differentiation and that high standards are achieved in all subjects;
- improve assessment procedures to ensure that appropriate evaluations are made of pupils' capabilities resulting in realistic and challenging targets being set;
- develop and extend the roles of curriculum co-ordinators so that they have a better overview of curriculum coverage and the overall standards achieved in their subjects;
- ensure that the school prospectus and the governors' annual report to parents conform to statutory requirements;

- the governing body should continue to make efforts to ensure the safety of pupils outside the school gates.

Acknowledgement

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

APPENDIX

A. Basic information about the school

Name of School	Rector Drew Voluntary Aided
School type	Junior
Age -range of pupils	7 – 11
Address of school	Cross Tree Lane Hawarden Flintshire
Post-Code	CH5 3PY
Telephone Number	01244 532091

Headteacher	Mrs E P Andrews
Date of appointment	September 2001
Chair of Governors/ Appropriate Authority	Revd Canon J B Thelwell
Registered Inspector	Ms L Thomas
Dates of inspection	15 th – 18 th October 2001

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					46	58	55	51	210

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	9.57

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	21.9:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	:n/a
Average class size, excluding nursery and special classes	26.25
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1			95.64	95.64
Term 2			95.25	95.25
Term 3			96.41	96.41

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	1 temporary

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 2: 2001 (NATIONAL 2000)

National Curriculum Assessment KS 2 Results: 200 ?							Number of pupils in Y6: 56					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	2	11	57	30	0
		National	0	3	1	1	1	6	21	48	22	0
	Test/Tas	School	0	0	0	0	0	0	9	53	38	0
		National	0	2	1	0	0	5	17	48	26	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23	54	23	0
		National	0	0	1	0	1	5	22	47	24	0
	Test/Task	School	0	0	0	0	0	4	18	42	36	0
		National	0	2	1	0	0	5	22	44	25	0
Science	Teacher Assessment	School	0	0	0	0	0	0	20	55	25	0
		National	0	0	1	0	0	4	17	53	25	0
	Test/Task	School	0	0	0	0	0	0	18	61	21	0
		National	0	2	0	0	0	3	14	55	26	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	73	In the school:	75
In Wales:	64	In Wales:	63

- 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

- Three inspectors visited the school, including the lay inspector, for a total of 10 inspection days.
- The life and work and other aspects of the school were discussed during pre-inspection meetings with the teachers, head teacher, governors and parents.
- Questionnaires from 119 parents were returned and analysed.
- Pupils were observed in lessons, groups, assemblies, dining room, playtimes and around the school.
- A sample of pupils were heard reading and a number were spoken to and asked about aspects of their work.
- Samples of written and practical work in all subjects were examined.
- Discussions were held with the head teacher and teachers at the end of inspection days about a range of issues regarding the school's work.
- Documentation relating to financial management and minutes of meetings were scrutinised.
- Teachers' records, their planning files and assessment files were scrutinised.
- Attendance registers were checked.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Ms L Thomas Registered Inspector	Welsh second language English History Geography Music	Context Main findings Standards achieved in subjects and areas of learning Teaching Curriculum Leadership and efficiency Progress since the last inspection Key issues for action
Mr J H James Lay Inspector		Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr M D Jones Team Inspector	Mathematics Science Design and technology Information technology Art Physical education	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN Quality of self-evaluation and planning for improvement