

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

**A Report on the Quality of Education in**

**Rector Drew V. A. Junior School  
Cross Tree Lane  
Hawarden  
Flintshire  
CH5 3PY**

**School Number: 6643317**

**Date of Inspection: 26<sup>th</sup> November 2007**

**by**

**Linda Jane Williams  
79244**

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

The inspection of Rector Drew V. A. Church in Wales Junior School took place between 26/11/07 and 29/11/07. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Rector Drew V. A. Church in Wales Junior School is a voluntary aided school which serves the village of Hawarden in Deeside. The school considers the majority of its catchment area to be relatively prosperous. The local authority (LA) is Flintshire. Pupils who attend the school come from the village and the immediate locality. The school caters for children aged seven to eleven years, with admission to the school being controlled by the governing body.
2. At the time of the inspection there were 227 pupils on roll, organised into eight single-age classes. Numbers have risen during recent years and are currently slightly above the number on roll at the time of the last inspection.
3. Pupils' attainment on entry, based on the assessments undertaken at the end of key stage 1, is significantly above both the LA and national averages. English is the home language for all pupils. No pupils speak Welsh as their first language.
4. Forty seven pupils are identified as having special educational needs (SEN) which is above the national average, and four pupils have a statement of SEN. No pupils are 'looked after' by the LA. The percentage of pupils registered as being entitled to free school meals is 5 per cent, which is low in comparison to other schools locally and nationally. Three pupils have been excluded from the school in the past twelve months.
5. The school has achieved the Basic Skills Quality Mark on two occasions, the bronze Eco Schools award, the third level of the Healthy School's Award and Investor in People status, which has been renewed twice.
6. The headteacher was appointed in September 2001 and the school was last inspected in October 2001. No significant changes have been made since the time of the last inspection.

### The school's priorities and targets

7. The school's mission statement is :-  
Respect for ourselves and others  
Devotion to God  
Success for all.
8. The school's major priorities and targets for 2007 – 2008 include:
  - ensure work in lessons provides sufficient pace, rigour, challenge, and differentiation;
  - pilot the Assessment for Learning programme;
  - develop provision for pupils with additional needs; and
  - develop communication and liaison with parents.

## Summary

9. Rector Drew School provides a happy, safe, secure and welcoming learning environment for pupils. Support and guidance provided for pupils is good.
10. However, the progress made by the school since the last inspection has good features with shortcomings in important areas. Standards in information technology and geography have been raised significantly; assessment procedures are now good overall and the role of curriculum co-ordinators has been developed. However, standards in Welsh second language remain at a low level; within other subjects, progress has been variable and the quality of teaching has not risen significantly.
11. In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

### Table of grades awarded

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

### Standards

12. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
3%	52%	39%	6%	0%

13. Standards of achievement in the lessons observed are significantly below the Welsh Assembly Government's all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.

### Grades for standards in subjects inspected

Inspection Area	Grade
English	3
Welsh second language	4
Mathematics	3
Science	2
Information technology	2
Design and technology	3
History	2
Geography	2
Art	3
Music	2
Physical education	2

14. The good standards in music reported in the last inspection have been maintained. Standards in mathematics, design and technology and Welsh Second Language have remained unchanged, with standards having fallen in English and art. Standards have risen in the remaining subjects.
15. Pupils achieve good standards in the key skills of numeracy and information and communication technology (ICT). Overall, there are shortcomings in standards pupils achieve when using their communication skills across the curriculum. Pupils achieve good standards in their reading and use their skills well to support their learning in a range of subjects. In some subjects pupils achieve good standards in the written work they produce but this is inconsistent across subject areas.
16. When lessons are challenging and teachers have high expectations, pupils achieve well in their speaking and listening. On other occasions, pupils do not listen carefully or convey their ideas through speech which is well-considered and appropriate.
17. Standards achieved by pupils in bilingual competence have important shortcomings. Pupils' use of the Welsh language during the school day is limited to a number of sentence patterns, questions and responses. The complexity of these is insufficiently developed as they move through the school. Pupils lack confidence to speak Welsh in less formal situations.
18. National Curriculum assessment results in English at the end of key stage 2 in 2005 were at a very low level for the number of pupils achieving level 4 or above. In science, a low average was recorded in 2006. Standards achieved rose in 2007, with the number of pupils achieving level 4 in the three core subjects of English, mathematics and science (in combination) at 83 per cent, compared to the national average of 74 per cent. Standards achieved were well above both national and LA averages.
19. The number of pupils achieving the higher than expected level 5 is consistently above the national average in the three core subjects.

20. When the school's results at the end of key stage 2 in 2007 are compared with similar schools (on the basis of free school meal entitlement) the school was in the lower 50 per cent in English; in mathematics, the school was in the higher 50 per cent in 2007; and in science the higher 50 per cent in 2007. Performance in science and mathematics improved significantly in 2007, but English remained at a lower level.
21. In the majority of lessons pupils clearly understand what they are doing and they have a well-developed understanding of their strengths and weaknesses. When lessons are interesting and challenging, all pupils respond enthusiastically to the range of learning opportunities available. Pupils' ability to successfully develop their learning skills is limited when lessons do not motivate them sufficiently.
22. In subjects where standards of teaching are good, pupils make good progress as they move through the school and are well placed to move on to the next step in their learning. Pupils do not make sufficient progress in a number of subjects where standards have shortcomings, particularly in English and mathematics.
23. The majority of pupils work well in lessons. Many show enthusiasm, are eager to answer questions and join in purposefully with the range of activities provided. However, not all pupils are well motivated to produce their best work. More able pupils, in particular, are often under-challenged in lessons.
24. Pupils are mostly well behaved, considerate and courteous and this contributes positively to the quality of life in the school. However, when lessons have insufficient structure, challenge or pace, pupils become restless and a small but significant number become boisterous both inside the classroom and across the school. There have been five short-term exclusions involving three pupils during the last twelve months.
25. The overall average level of attendance, over the last three full terms, is relatively stable at 95 per cent. Too many pupils regularly arrive late for registration in the mornings.
26. Pupils are making good progress in their personal, moral and social development. They are aware of what constitutes right and wrong and demonstrate a good awareness of equal opportunities, with a respect for diversity within society.

### **The quality of education and training**

27. In the 36 lessons observed during the inspection, the quality of teaching was judged as follows: -

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	53%	36%	8%	0%

28. The quality of teaching is significantly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent per cent of lessons.
29. Where teaching has outstanding features these include excellent management and discipline, with high quality teaching involving the active engagement of pupils in well prepared lessons. Good features in teaching include good subject knowledge and clear lesson planning; appropriate use of ICT resources; opportunities for pupils to research specific topics; the involvement of pupils in decision-making with practical and problem-solving activities; and the effective use of the plenary session, with peer assessments at the end of lesson.
30. Where there are shortcomings, these include lesson objectives insufficiently focused on the learning outcomes expected of pupils by the end of the lesson; insufficient attention given to, and inconsistent application of, agreed strategies to address pupils' low-level disruption and inattention; over-directed teaching leading to a lack of vigour, pace and challenge; and the overuse of worksheets which inhibit opportunities for pupils to develop initiative and independent research skills.
31. Most teachers assess pupils' achievements and progress accurately and regularly.
32. Pupils are involved in setting personal targets to raise their own standards. Marking of work is undertaken regularly across the school in all year groups. Where it is good, pupils are clearly informed on how to maintain or improve their standards. However, there is a lack of consistency within year groups, subjects and across the school.
33. The quality of annual reports to parents on pupils' progress meets statutory requirements and the school offers parents sufficient opportunities to discuss their child's progress.
34. The curriculum is broad and balanced and meets statutory requirements. It is accessible to all pupils, and includes appropriate support for pupils with SEN. Generally, the school identifies pupils' learning needs and in the best examples, plans to meet their needs and abilities, in an active and practical manner.
35. The curriculum is enhanced and extended through the school's strong links with the local community and the Church. The wide range of after school clubs are also effective in developing pupil's learning and social skills. Sustainability and global citizenship are effectively included as part of the geography curriculum.
36. Pupils' moral, social and cultural development is promoted well. However, opportunities for spiritual development, and for personal reflection and quiet contemplation are less frequent.

37. Personal support and guidance for pupils is good. The majority of teachers identify and react constructively to individual pupil's needs. Induction arrangements for new pupils entering the school are an outstanding feature as a result of well-established links with the local infant school.
38. There are clear and well-documented procedures that contribute effectively to pupils' well-being when in the school's care. Pupils' health and safety are given a high priority.
39. The school has clear rules and a code of behaviour expected of the pupils. The staff are aware of these rules, which they display in their classrooms. However, there is a lack of rigour to effectively applying these rules consistently to promote good behaviour throughout the school.
40. The quality of provision for pupils with additional learning needs has good features, which outweigh shortcomings. Pupil's individual education plans are prepared for pupils with SEN. They contain clear targets, strategies for improvement and details of appropriate resources, which are well used in many classes. However, a few classes do not make sufficient reference to them when planning lessons.

### **Leadership and management**

41. As the senior management team, the headteacher and deputy headteacher show great commitment to the school. They provide a sense of direction within the school although this is insufficiently focused on raising the quality of teaching and learning.
42. The lack of challenging targets for improving the quality of teaching is an important shortcoming. The use of formal classroom observations with specific feedback to staff is limited to aspects of the performance management process. The scope of classroom monitoring by the senior management team is insufficient to ensure they are fully informed about standards. This limits their effectiveness in setting targets for improvement.
43. All staff within the school, both teaching and non-teaching, work as a team and support each other well. Subject co-ordinators work closely with colleagues and the majority provide good leadership for their subjects. However, not all staff have high enough expectations of pupils' standards, achievement and behaviour.
44. The school works closely with other providers of education and takes good account of national priorities. The school has achieved a number of awards including the Basic Skills Quality Mark and Healthy Schools Awards.
45. Governors are very supportive of the school and meet regularly. They have a very good oversight of the financial budget and monitor expenditure very well. However they are not sufficiently involved in setting the strategic direction of the school.

46. The governing body meets the majority of its regulatory and legal requirements. However, their Annual Report to Parents does not fully meet statutory requirements and the school prospectus does not include all the information currently required.
47. The process of self-evaluation has recently been developed within the school and all staff and governors are now fully involved in the process. The views of parents, pupils and members of the community are used to inform development within the school.
48. The current self-evaluation report is comprehensive and identifies strengths and some of the areas where improvements are needed. It draws on a range of evidence, including judgements based on performance data and trends over time. However, the report is insufficiently based on information obtained through direct monitoring of teaching and learning. Therefore important areas where improvements are needed, for example raising the quality of teaching, are not clearly identified.
49. The inspection team agreed with the school's self-evaluation in two of the seven key questions. In the remaining five key questions a lower grade was awarded.
50. The School Development Plan is a three-year strategic document based on the outcomes of self-evaluation. Progress in achieving targets is reviewed each term and reported to the governing body. Targets within the main development plan cover a number of whole school areas for development, but do not contain curriculum priorities. Overall strategic planning is insufficiently focused on raising standards.
51. Whole school targets for the percentage of pupils anticipated to reach level 4 and above in the core subjects at the end of the current year are significantly lower than those set for 2007 and provide insufficient challenge for the school.
52. The school is staffed with appropriately qualified and experienced teachers to deliver a broad curriculum to pupils of all abilities. Learning support assistants make a valuable contribution to many aspects of school life and other members of the non-teaching staff support the day-to-day running of the school efficiently.
53. The school building and grounds are well maintained and resources are sufficient to deliver all areas of the curriculum effectively.
54. The chair of governors and school managers control the financial resources well.
55. The school provides overall, value for money.

## Recommendations

In order to improve the current standards, staff and governors should:

- R1** Raise standards in Welsh second language, including bilingualism; and in English, mathematics, design and technology and art.
- R2** Ensure consistently high standards in the quality of teaching.
- R3** Consistently apply agreed behaviour strategies.
- R4** Firmly base the school's strategic planning on raising standards.
- R5** Set challenging targets for improvement and monitor the impact of target setting at all levels.
- R6** Ensure all statutory requirements are met in respect of the Annual Report to Parents and the School Prospectus.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

- 56. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. A number of shortcomings were identified although these were outweighed by the good features.
- 57. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
3%	52%	39%	6%	0%

58. Standards of achievement in the lessons observed are significantly below the Welsh Assembly Government's all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
59. Standards in the subjects inspected are as follows: -

<b>Inspection Area</b>	<b>Grade</b>
English	3
Welsh Second Language	4
Mathematics	3
Science	2
Information Technology	2
Design Technology	3
History	2
Geography	2
Art	3
Music	2
Physical Education	2

60. The good standards in music reported in the last inspection have been maintained. Standards in mathematics, design and technology and Welsh Second Language have remained unchanged, with standards having fallen in English and art. Standards have risen in the remaining subjects.
61. Although the vast majority of pupils enter the school having reached or exceeded the average level 2 expected at the end of key stage 1, a higher percentage of pupils do not reach the expected level 4 at the end of key stage 2, particularly in English. Pupils with SEN make good progress against the targets set for them in their individual education plans.
62. During year 4, individual targets are set for pupils' attainment at the end of the key stage. In 2007, almost all pupils achieved the targets set. Whole school targets are set by the school and agreed with the LA. Targets set for 2007 were achieved in all subjects. However these targets, particularly for mathematics, were at a relatively low level.
63. Overall, there are shortcomings in the standards pupils achieve when using their communication skills across the curriculum. Pupils achieve good standards in their reading and use their skills well to support their research in a variety of subjects. In some subjects, for example science, pupils achieve good standards in the written work they produce but this is inconsistent across subject areas. When lessons are challenging and teachers have high expectations of pupils, they achieve well in their speaking and listening. On other occasions, pupils do not listen carefully or convey their ideas through speech which is well-considered and appropriate.

64. Pupils are making good progress in developing their numeracy and information and communication technology (ICT) skills in subjects across the curriculum. Standards achieved in the use of problem-solving skills and creative skills are less well developed.
65. Standards achieved by pupils in bilingual competence have important shortcomings. Pupils' use of the Welsh language during the school day is limited to a number of sentence patterns, questions and responses. The complexity of these is insufficiently developed as they move through the school. Pupils lack confidence to speak Welsh in less formal situations.
66. National Curriculum assessment results in English at the end of key stage 2 in 2005 were at a very low level for the number of pupils achieving level 4 or above. In science, a low average was recorded in 2006. Standards achieved rose in 2007, with the number of pupils achieving level 4 in the three core subjects of English, mathematics and science (in combination) at 83 per cent, compared to the national average of 74 per cent. Standards achieved were well above both national and LA averages.
67. The number of pupils achieving the higher than expected level 5 is consistently above the national average in the three core subjects.
68. When the school's results at the end of key stage 2 in 2007 are compared with similar schools (on the basis of free school meal entitlement) the school was in the lower 50 per cent in English; in mathematics, the school was in the higher 50 per cent in 2007; and in science the higher 50 per cent in 2007. Performance in science and mathematics improved significantly in 2007, but English remained at a lower level.
69. Results for the past few years show that there is no significant difference between the achievement of boys and girls.
70. When lessons are interesting and challenging, all pupils respond positively to the range of learning opportunities available. They participate with interest and enthusiasm, readily acquiring new knowledge and building successfully on the skills they are developing. Pupils' ability to successfully develop their learning skills is limited when lessons do not motivate them sufficiently.
71. In lessons, the majority of pupils understand clearly what they are doing. As a result of work undertaken as part of the Assessment for Learning programme and their involvement in setting their own targets for improvement, pupils are developing a good understanding of how well they are progressing.
72. In subjects where standards of teaching are good, pupils make good progress as they move through the school and are well placed to move on to the next step in their learning. Pupils do not make sufficient progress in a number of subjects where standards have shortcomings, particularly in English and mathematics.
73. The majority of pupils work well in lessons. Many show enthusiasm, are eager to answer questions and join in purposefully with the range of activities

provided. However, not all pupils are well-motivated to produce their best work. More able pupils, in particular, are often under-challenged in lessons. When good quality feedback is given by teachers, pupils respond positively.

74. Pupils are mostly well behaved, considerate and courteous. This contributes positively to the quality of life in the school. The majority demonstrate respect for each other, members of staff and the school environment. Pupils generally enter and move around the school in a quiet, orderly and purposeful manner settling into their classrooms quickly. However, when lessons have insufficient structure, challenge or pace, pupils become restless and a small minority become boisterous both inside the classroom and across the school.
75. There have been five temporary exclusions involving three pupils during the last reporting period. Following the exclusions all pupils were successfully reintegrated within the school.
76. In discussion, pupils indicate a clear understanding of the standard of behaviour expected of them and agree that good behaviour is recognised and rewarded. The majority of pupils respond positively to these expectations. There are very few reports of recent incidents of bullying.
77. Pupils' developing self-confidence helps them take a degree of responsibility for their own behaviour and attitudes. Pupils indicate that the peer support group and 'friendly faces', who have members 'on duty' each break time, successfully provide help to the more reserved and shy pupils.
78. The overall average level of attendance, over the last three full terms, is relatively stable at 95 per cent. This is above the national average for schools with similar free school meals entitlement, and above the LA and national average figures for all schools. The main cause of pupil absence is sickness, with holidays being taken during term time the second most frequent cause. The lower level of attendance of 92 per cent during spring term 2007 is attributed to a large amount of sickness. There are no unexplained variations in attendance levels across the school or throughout the year.
79. Too many pupils regularly arrive late for registration in the mornings. The school takes appropriate account of the requirements of National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence
80. Pupils achieve good standards in decision-making and problem-solving skills through their involvement in the life of the school. This is particularly evident when they are involved in the 'friendly faces', Eco Committee and School Council. Pupils see themselves as part of the community and support each other well. Pupils' skills in developing their own learning are underdeveloped. Many lack the skills and experience to work independently. They are too dependent on worksheets and teacher guidance.
81. Pupils are making good progress in their personal, moral and social development. During lesson times they work well with their peers, confidently expressing their opinions openly and honestly. They are aware of what

constitutes right and wrong and demonstrate a good awareness of equal opportunities, with a respect for diversity within society.

82. Pupils achieve good standards in their knowledge and understanding of the wider world through their visits to local and distant places of educational interest, and through their involvement in a range of environmental and charitable initiatives. They have a good knowledge of their community and participate enthusiastically in many church events. Pupils' knowledge and understanding of the workplace is insufficiently developed.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

83. The school, in its self-evaluation report, judged this key question as grade 2. However, the findings of the inspection team differ from the school's self-evaluation. There are several good and a few outstanding features in much of the teaching, but there are also shortcomings in important areas in some lessons.
84. During the inspection, the grades allocated for teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	53%	36%	8%	0%

85. The quality of teaching is significantly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent per cent of lessons.

Outstanding features include:

- Excellent control and discipline, leading to an environment where learning is promoted, and a desire and motivation to work is established.
- High quality teaching involving the active engagement of pupils in well-prepared lessons.

Good features in lessons include:

- Good subject knowledge and clear lesson planning, in particular progression from previously learnt concepts, and the promotion of active pupil involvement.
- Establishing good relationships, through appropriate use of questioning and praise, to sustain and maintain an appropriate learning environment.
- Using appropriate ICT resources, such as the interactive whiteboard, to enhance learning and provide a range of approaches and strategies to capture pupils' attention and maintain their interest throughout the lessons.

- Preparing and using appropriate resources and materials to enhance learning and use these to promote good group learning skills amongst the pupils.
- Ensuring effective support from learning assistants for those pupils with SEN.
- Providing opportunities for pupils to research specific topics within group learning and independent means, and encouraging them to present their findings in a clear and well-structured manner.
- Opportunities for pupils to become actively engaged in lessons through involving them in decision-making and practical, problem-solving activities.
- The effective use of plenary sessions and peer assessments at the end of lesson to review and recap concepts the pupils have learnt.

Where there are shortcomings, these include; -

- Lesson objectives insufficiently focused on the learning outcomes expected of pupils by the end of the lesson;
  - Insufficient attention given to, and inconsistent application of, agreed strategies to address pupils who show signs of low-level disruption and inattention in some classes. These adversely affect the behaviour of a minority of pupils within the school.
  - Excessive over-directed teaching leading to a lack of vigour, pace and challenge in some lessons, and an insufficient range of opportunities for pupils to develop their investigative skills.
  - The overuse of worksheets which inhibits pupils' opportunities to develop initiatives and independent research skills.
  - Insufficient planning of specific strategies to meet the varying needs and abilities of pupils with additional learning needs.
  - Insufficient attention given to the organisation of the teaching environment in order to promote effective learning skills through good classroom management.
86. In around half of lessons there is good pace and suitable challenges pupils. These are most apparent in lessons which promote and encourage pupil interaction through investigate research and other active engagements.
87. Nearly all teachers establish a good relationship with the pupils. Most staff support their pupils well throughout the lessons and provide sound guidance and advice. The majority of teachers generally make their explanations clear and specific. All teachers treat the pupils fairly irrespective of their gender or ability.
88. The majority of lessons contain adaptations to match the pupils' level of attainment. However, although planning is thorough, insufficient attention is given to ensuring that the needs of all pupils are met. Too many lessons are not differentiated sufficiently in order to meet the specific and individual needs of pupils with additional learning needs.
89. Generally, teachers have a good knowledge of the subjects they teach. The majority of teachers have attended LA courses to enhance their understanding of Welsh. However, there is generally insufficient regular use of Welsh spoken on an informal basis to develop pupils' bilingual skills to a high level. This is an

important shortcoming in the teaching and adversely affects pupils' confidence to use these skills fluently and progressively in informal situations around the school.

90. Most teachers make effective use of their expertise to support each other well when planning appropriate cross-curricular activities and lessons. They work closely together to ensure continuity in lesson planning which is linked appropriately to the school's longer-term plans. However, although the lesson objectives are outlined in planning, they are sometimes ambiguous and refer to activities which the pupils will follow, rather than indicate the expected learning outcomes of the lesson.
91. Relevant aspects of the key skills are identified for each lesson and many teachers discuss their relevance within the lesson with the pupils.
92. Teachers use a variety of resources to enhance the quality of learning. This provides the pupils with an appropriate range of materials, and in the best examples encourages them to undertake problem-solving activities with confidence. However, learning in some lessons is too dependent on teacher-direction. This results in pupils becoming insufficiently involved in activities and sometimes leads to low level disruptive behaviour among pupils.
93. There are good examples of appropriate and challenging homework activities for older pupils. These encourage individual research which further enhances pupils' understanding and knowledge of specific topics. The majority of teachers use these activities to promote challenging activities for the more able pupils.
94. The school successfully promotes equal access for all pupils to a wide range of school activities, irrespective of their race, gender or disability. All pupils with SEN have full access to all aspects of school life.
95. Assessment, including that of pupils with SEN, meets statutory requirements.
96. Teachers assess pupils' achievements and progress in the core subjects fairly, accurately and regularly. The monitoring of assessment in the core subjects is used effectively to identify pupils with SEN. Assessment of progress in the foundation subjects is less comprehensive and in some subjects provides insufficient detail to identify where pupils' understanding is insecure.
97. Information gleaned from the assessment of pupils is easily accessible to all teachers, particularly when it is recorded on the recently installed electronic system. The new system, whereby the school can track the progress of individual pupils, is not fully developed but is already impacting on standards in some areas, for example in science.
98. Pupils are involved in setting personal targets to raise their own standards. The school is successfully developing a programme of pupils' self and peer assessment. Consequently, many pupils are making good progress in evaluating their own performance constructively. Pupils identify their best work

to put into their achievement folders but this work is not well-presented and is frequently not sufficiently annotated.

99. Marking of work is undertaken regularly across the school in all year groups. Where it is good, pupils are clearly informed on how to maintain or improve their standards. However, there is a lack of consistency within year groups, subjects and across the school.
100. The quality of annual reports to parents on pupils' progress is good in the core subjects. Teachers report positively on the pupils' achievement in skills, knowledge and understanding and make clear suggestions on the next steps in pupils' learning. The reporting of progress in foundation subjects covers the content of courses with a lower level of detail related to pupil progress or individual responses.
101. The school offers parents appropriate opportunities to discuss their child's progress.

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

#### **Grade 2: Good features and no important shortcomings**

102. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
103. The curriculum is broad and balanced and meets statutory requirements. It is accessible to all pupils, and includes appropriate support for pupils with SEN. Generally, the school identifies pupils' learning needs and in the best examples, plans to meet their needs and abilities, in an active and practical manner.
104. There are suitable policies and plans in place for all subjects, which show good curricular links across many themes and topics. This is based on effective, co-operative planning by teachers. Lessons frequently take account of previous learning and most teachers show continuity and progression in their planning.
105. The school holds the Basic Skills Quality Award and teachers ensure that aspects of basic skills are included in lesson planning and provision. Nearly all lesson plans indicate the inclusion of key skills of communication, numeracy and ICT across the curriculum. However, their inclusion within a few lessons is not as detailed in some subjects as it is in other areas of the curriculum. The planning to include opportunities for pupils to develop their skills as independent learners is inconsistent within some lessons.
106. The school makes good use of the community to extend and enhance pupils' learning opportunities. Pupils make effective use of the village and its features to enhance their learning of local geographical and historical topics.
107. The established links with the Church enrich the curricular provision. The Rector makes regular visits to the school and frequently takes the school

assembly. The school also uses the Church most effectively as a valuable source of study in many areas of the curriculum.

108. The school provides an excellent Breakfast Club facility for the pupils. This is particularly effective in providing them with social opportunities. The after-school clubs enhance pupils' opportunities to develop their sporting, leisure, mathematical, and reading interests. A large number of pupils attend these clubs and they appreciate the opportunities and facilities.
109. Various team games in physical education ensure pupils' social interaction with pupils from other schools. The school's behaviour code provides pupils with a good basis for developing appropriate personal skills and for adopting good behaviour in a variety of situations.
110. Pupils' moral development is promoted well. Class worship provides good opportunities for pupils to reflect on their own experiences and of other people's lives. However, opportunities for spiritual development, and for personal reflection and quiet contemplation are not consistently planned.
111. Discussions in class 'circle time' help pupils understand moral qualities of right and wrong in various contexts. The 'friendly faces' and peer-support group help pupils to interact socially and develop good friendships. Studies of the culture of other countries, through geography and music lessons, enhances pupils' cultural development. The involvement of pupils in the Urdd competitions, the school eisteddfod and residential visits to Bala help them develop their awareness of Welsh culture.
112. The school has strong, well-established links with the parents. The staff listen and offer suggestions which the parents find useful and helpful. Regular newsletters keep the parents informed of all activities at the school and a school web site provides additional information on various activities. A small number of parents help at the school, supporting practical activities. The parents support the school well through an active fund raising committee.
113. The school has established good links with other schools, and has effective partnerships with providers of initial teacher training.
114. Pupils' awareness of the community is enhanced by visits from various members of the locality who talk to them about their work and responsibilities. These links enhance and enrich pupils learning experiences and effectively complement the activities they undertake in their lessons
115. The school has no coordinated policy or strategy in place to increase pupils' awareness and understanding of the world of work. Very few partnerships or formal links with employers or local industry exist and therefore the current provision of effective work-related education experiences is limited. No teachers have recently undertaken visits to other organisations, or been involved with industrial or commercial placements and used their experiences to enrich the curriculum.

116. The staff are aware of the need to further develop the bilingual skills of the pupils by raising the level of confidence and accuracy in the use of the Welsh language by both staff and pupils. Planning to integrate the Cwricwlwm Cymreig is good in some subjects, for example in history and art, but is not consistently well planned in all subjects.
117. The school strongly promotes equality in everything it offers. Identified incidents of stereotyping are appropriately challenged in a majority of instances. Policies for promoting and practising equality of access and racial equality are effectively and consistently implemented by all staff. No pupil is excluded from any of the schools clubs or activities.
118. Provision for education for sustainability is good. Many practical examples of promoting sustainable development are visible in and around the school. Paper recycling, composting, waste minimisation and energy conservation are actively promoted and practised throughout the school.
119. Pupils are involved with the 'Healthy School' initiative supported by an established healthy eating programme. The active ECO committee has been established for two years and has supported the school in achieving the bronze ECO award.
120. Global citizenship is promoted through the high profile given to supporting local, national and international charities. Sustainability and global citizenship are effectively included as part of the geography curriculum. Formal links with two schools in other countries are at an early stage of development.
121. Pupils' entrepreneurial skills are developing well with pupils, particularly in year 6, involved in several initiatives, including raising funds for the school and charities. Pupils organise and run the school production and the card-making club.
122. In the majority of lessons pupils are encouraged to take more responsibility for their own learning as they move through the school. The importance of regular homework and the involvement in community based activities is also increasingly emphasised, in particular with year 6 pupils. In discussion, most pupils indicate they understand and appreciate the importance of adaptability, flexibility and tolerance. Nearly all pupils respect and appreciate their surroundings.

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

##### **Grade 2: Good features and no important shortcomings**

123. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report. Although induction arrangements are an outstanding feature, this was insufficient to award a grade 1 overall.
124. The school provides a happy, safe, secure and welcoming learning environment for pupils. Support arrangements are well planned and managed.

Pupils are well cared for and supported. The majority of parents consider pupils are happy in school, and are satisfied with the help and guidance provided by the school for their children.

125. The majority of teachers identify and react constructively to individual pupil's needs. The deployment of the available support staff is organised to meet these needs and requirements. The range of available external support services and agencies is used appropriately and effectively.
126. Relationships between pupils, staff, the majority of parents and the local community are good. Events organised by the small, but active, 'Friends' organisation are very well attended and valuable funds are raised for the school. However, a significant minority of parents indicated that they do not find it easy to approach the school with questions or problems related to their child and that they are not encouraged to play an active part in the life of the school.
127. The school operates an 'open door' policy and each year parents are invited to attend three parents' meetings to discuss their child's targets, progress and/or any other matter related to their education. The majority of these meetings are well attended. The school has a good home - school agreement for its pupils which is well supported.
128. A few adults volunteer to help with day-to-day school activities, for example reading, art work and operating the library system. The family learning courses run after school have been very poorly attended.
129. The school council is well established and effective in providing a voice for all pupils. Meetings are held at least each month and good arrangements are in place which enable pupils to bring matters to the attention of their elected members. Pupils who are not council members report that they are kept well informed concerning matters which are discussed by the council.
130. Induction arrangements for new pupils entering the school are very good and effectively supported by the exceptionally close links which exist with the local infant school. Meetings are held for parents prior to their children being admitted to the school and good quality information is provided for them. Pupils are particularly well supported through the 'friendly faces' who spend time with the infants during their playtimes throughout the year. Year 3 pupils report that they know the older pupils very well before entering the school and this helps them settle quickly and happily into their new environment. This is an outstanding feature.
131. Personal support and guidance for pupils is good. All pupils have access to the good quality programme of personal and social education which is followed throughout the school. The programme is carefully structured and takes account of the Personal and Social Education Framework. The school makes good use of specialist services. For example, the pupils who act as 'friendly faces' and the peer support group within the school have been trained by personnel from Childline.

132. The school expects pupils to attend regularly and punctually and the system for recording attendance is effective.
133. Registers are marked promptly at the start of the morning and afternoon sessions, with many children responding using basic Welsh phrases. Pupils' attendance is routinely monitored. Punctuality is not recorded accurately and, therefore, monitoring is ineffective. Parents are discouraged from taking their children on holiday during school term time.
134. Good attendance and behaviour is recognised, rewarded and celebrated. Pupils look forward to the celebration events and display their rewards with great pride. Pupils help develop and agree their individual class rules each year.
135. The school has clear rules and a code of behaviour expected of the pupils. The staff are aware of these rules, which they display in their classrooms. However, there is a lack of rigour to effectively applying these rules consistently to promote good behaviour across the school
136. There are clear and well-documented procedures that contribute to pupils' well-being when in the school's care. Good attention is given to healthy lifestyles and fitness. Pupils are encouraged to take regular exercise during break times, using a range of equipment which is made available. The school places great emphasis on healthy eating and drinking.
137. Pupils' health and safety are given a high priority. Welfare routines are well established to deal with pupils who hurt themselves or become unwell whilst at school. Suitable risk assessments and fire drills are regularly carried out. A number of staff have first aid qualifications and the school undertakes the appropriate safeguarding checks on volunteers working or helping in the school.
138. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Complaint and appeal procedures are in place.
139. The quality of provision for pupils with additional learning needs has good features, which outweigh shortcomings.
140. Effective links have been established with the local infant school, which ensures that early relevant information on pupils with SEN is received. Pupils' individual needs are assessed accurately on entry, through standardised reading tests.
141. The school provides a detailed programme of support to help improve the literacy ability of those pupils identified as underachieving, or having SEN. Suitable reading resources are well-matched to pupils' attainment and stages of development, although most targets for improvement are based mainly on pupil's understanding of phonic awareness.

142. Pupil's individual education plans contain clear targets, strategies for improvement and details of appropriate resources. They are well used in many classes. However, a few classes do not make sufficient reference to them when planning lessons.
143. The school provides a well-written and useful guide for parents of pupils with SEN. It tells them how to support their children at home when listening to them read. The pupils take their reading record book home each night, and the parents make a note on how their children have read at home. This is good practice which helps support the pupils both at home and at school.
144. The school fully complies with statutory requirements regarding the reporting and reviewing of progress made by pupils with SEN. The parents are fully involved at all stages and are aware of the contents of the individual education plans. The school makes effective use of external support agencies and draws upon their expertise to enhance and extend the support they give to the pupils. The school allocates sufficient time to the special educational needs co-ordinator for planning and co-ordinating all aspects of SEN provision.
145. Appropriate structures are in place to support any pupil who may be learning English as an additional language.
146. Appropriate extension work is provided in some classes for the more able and talented pupils. The school provides a lunchtime problem-solving club for pupils who show promise in mathematics. This club is also attended by a few pupils with SEN who show an interest in mathematics and problem-solving activities.
147. The few pupils who display very challenging behaviour are supported appropriately. Effective procedures are in place to support the reintegration of pupils who have been excluded from the school. However, the behaviour policy is not consistently applied throughout the school to deal with low level disruption and boisterous behaviour.
148. The school promotes equality of opportunity for all pupils, and various activities within the school reflect these well. However, opportunities to challenge social stereotyping are not always taken when grouping pupils for activities in some lessons.
149. Staff are aware of the diversity in the pupils' social and cultural backgrounds. They act appropriately on their knowledge and where teaching is good they use this effectively to plan appropriately to meet the needs of all pupils. Supportive reading and mathematics programmes are effective in helping individual pupils who need nurturing in their reading and number skills to improve their skills.
150. The school has effective measures for dealing with bullying. Bullying is not seen as a problem by either parents or pupils. They have confidence that, should instances arise, they will be dealt with fairly and swiftly. The 'friendly faces' and peer mentoring support system is effective in ensuring that incidents

of oppressive behaviour and bullying are kept to a minimum. The school provides training for the older pupils to support and befriend younger pupils during break times.

151. The school is well equipped to meet the needs of disabled pupils. There are further plans to adapt or amend aspects of the school building to ensure full access to all. Each pupil participates in all school activities, including out-of-school visits and extra-curricular activities.
152. The school ensures that pupils become aware of diversity within society through the inclusion of aspects of different cultures and lifestyles in a range of lessons. There are good examples of pupils' work in dance and music which reflect the expressive arts and cultures of Africa, Russia and Brazil, and of geographical studies of life in Botswana (Africa). A number of pupils have undertaken research into the culture and life in countries which compete in worldwide sporting events.
153. The school ensures that pupils learn about and respect different faiths and religions such as Hinduism and Islam. Wall displays show good work by pupils expressing the various celebrations and festivals of worldwide cultures.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

154. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. A number of shortcomings were identified although these were outweighed by the good features.
155. The school's mission statement and vision have recently been reviewed by all staff and governors. These provide the basis for the clear values, aims, and objectives which are promoted well across the school. These successfully support equality of opportunity and a respect for all which is evident in the life of the school.
156. As the senior management team, the headteacher and deputy headteacher show great commitment to the school. They provide a clear direction within the school although this is insufficiently focused on raising the quality of teaching and learning.
157. All staff within the school, both teaching and non-teaching staff, work closely as a team and support each other well. Subject co-ordinators work closely with colleagues to update policies and produce detailed schemes of work. The majority provide good leadership for their subjects. However, not all staff have sufficiently high enough expectations of pupils' attainment and behaviour.

158. The school takes good account of national priorities. It has achieved a number of national awards which support the development of basic skills, promote the importance of healthy lifestyles and develop pupils' knowledge of sustainable development. The school is currently involved in the 'Read a Million Words' project.
159. The school works closely with other providers of education, including the local high school, the consortium of local primary schools and colleges of further education. A close working relationship exists with the local infant school. Transition plans to support pupils as they move between the schools are well-established and effective. Joint projects have been undertaken to develop curriculum provision.
160. Work undertaken as part of the consortium of neighbouring schools has included a number of initiatives to support the transition of pupils to the local high school. For example, common tasks in each of the core subjects, Welsh and physical education have been developed. These effectively support continuity in the curriculum.
161. The process of performance management is well-established and targets are set for all teaching staff on an annual basis. Targets are frequently based on whole school areas for development, for example the introduction of the Assessment for Learning initiative. Staff have appropriate support and training to meet their targets. Although targets have a positive impact on some aspects of provision throughout the school, they are not clearly focused on improving the quality of teaching.
162. Whole school targets for the percentage of pupils anticipated to reach level 4 and above in the core subjects at the end of the current year are significantly lower than those set for 2007 and provide insufficient challenge for the school.
163. Challenging targets are not set in relation to improving the standard of teaching. This is an important shortcoming. The use of formal classroom observations with specific feedback to staff is limited. The scope of classroom monitoring by the senior management team is insufficient to ensure they are fully informed concerning standards. This limits their effectiveness in setting challenging targets for improvement.
164. All support staff have clear areas of responsibility outlined in detailed job descriptions. Arrangements are in place to monitor their performance and provide feedback. They undertake appropriate training and are well supported by the management of the school. The impact of their training is particularly evident in the support provided for pupils with SEN and systems in place to develop the reading skills of all pupils.
165. Good arrangements are in place to support the professional development of newly qualified teachers.
166. Governors are very supportive of the school and meet regularly. The minutes of the governing body meetings do not fully detail the proceedings and are not appropriately signed and dated.

167. The headteacher encourages governors to become more involved in the school's operations and progress. For each meeting they are provided with a report giving relevant information and details. However, governors are insufficiently informed on the quality of teaching and how the school is seeking to improve it.
168. Governors have relatively recently adopted curricular interests for all subject areas and are developing their role in this aspect. Through curriculum committee meetings they are developing their knowledge about aspects of school life and good progress is being made in those areas where governors have 'link' responsibilities. The range of policies and documents adopted and implemented meet statutory requirements. However, very few are signed and dated.
169. The governors have a very good oversight of the financial budget and monitor expenditure very well. However, although improving, they are not sufficiently involved in setting the strategic direction of the school.
170. The governing body meets the majority of its regulatory and legal requirements. However, their Annual Report does not fully meet statutory requirements and the prospectus does not meet current requirements.

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

**Grade 3: Good features outweigh shortcomings**

171. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. A number of shortcomings were identified although these were outweighed by the good features.
172. Leaders and managers use a variety of approaches in order to inform themselves of performance in a range of areas, including the monitoring of individual pupil performance through the analysis of assessment data; the monitoring of the effectiveness of support programmes, for example 'Catch Up' and 'Maths Recovery'; and the use of end-of-key stage National Curriculum results to monitor whole school performance. Effective use is made of the information obtained in order to assess the impact of recently introduced initiatives.
173. Curriculum co-ordinators are knowledgeable about their areas of responsibility and the majority assess standards across the school accurately. They evaluate the quality and standard of work through scrutiny of pupils' work, the monitoring of planning and working closely with colleagues. Good use is made of the information obtained through monitoring to audit subjects annually and produce detailed subject reports. Co-ordinators produce detailed self-evaluation plans for their designated subjects.

174. The process of self-evaluation has recently been developed within the school and all staff and governors are now fully involved in the process.
175. As part of the self-review process, the views of parents have been sought through the use of questionnaires and through the formation of a feedback discussion group. The views of pupils are sought through discussion with the school council, house captains and playground buddies; and the views of the community voiced through the governing body. The views of all parties are carefully considered and used to inform future development within the school.
176. The current self-evaluation report is comprehensive and identifies strengths and some of the areas where improvements are needed. It draws on a range of evidence including judgements based on performance data and trends over time. However, the report is insufficiently based on information obtained through direct monitoring of teaching and learning. Therefore important areas where improvements are needed, for example raising the quality of teaching, are not identified.
177. The inspection team agreed with the school's self-evaluation in two of the seven key questions. In the remaining five key questions a lower grade was awarded.
178. The School Development Plan is a three-year strategic document based on the outcomes of self-evaluation. The plan for the current year identifies actions, responsibilities, time schedules and costs for each of the main areas for development. Success criteria are also specified but these lack reference to performance-related data.
179. Progress in achieving targets is reviewed each term and reported to the governing body. Appropriate resources are allocated to ensure that targets are achievable. Targets within the main development plan cover a number of whole school areas for development but do not contain curriculum priorities.
180. Curriculum Co-ordinators annually produce individual plans for each subject area. The most detailed plans for the current year include action points, personnel involved, time scales and costs. The level of detail in subject plans is variable and insufficient use is made of success criteria or quantifiable data to ensure that targets are achieved. Overall, strategic planning is insufficiently focused on raising standards of teaching and learning.
181. Actions taken as a result of work planned within the School Development Plan have had a positive effect. For example, the involvement of pupils in the 'friendly faces' buddy scheme; the development of pupils' involvement in their own learning through the Assessment for Learning project; and the strengthening of links with parents through the information available on the school's blog site.
182. The progress made by the school since the last inspection has good features, with shortcomings in important areas. Standards in information technology and geography have been raised significantly; assessment procedures are

now good overall and the role of curriculum co-ordinators has been developed. However, standards in Welsh second language remain at a low level; within other subjects progress has been variable and the quality of teaching has not risen significantly.

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

#### **Grade 2: Good features and no important shortcomings.**

183. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
184. The school is staffed with appropriately qualified and experienced teachers to deliver a broad curriculum to pupils of all abilities. There are twelve teachers, including the headteacher, five of whom work part-time.
185. There are five learning support assistants, all of whom make a valuable contribution to many aspects of school life and understand their roles well. Many have qualifications in supporting pupils with SEN. Other members of the non-teaching staff make valuable and efficient contributions to the running of the school. Their work follows the aims of the school.
186. Resources are sufficient to deliver all areas of the curriculum effectively. There is a good range of books and library facilities are generous. The good number of computers provides pupils with regular access to ICT. The school uses visitors from, and visits to, the community well to enhance the experiences of the pupils.
187. The school building and grounds are well maintained. More imaginative ideas for the outdoor area have been thwarted by persistent vandalism at night and weekends. Although there are enough classrooms for the number of pupils, there is a discrepancy in the amount of space each allows for practical activities. Storage space is also at a premium.
188. All staff responsibilities correspond to teacher's expertise and each has an agreed job description. Members of staff are deployed and managed well. Teacher's planning and preparation time is efficiently organised, although the effect of this on raising standards has not been monitored closely.
189. An established system is in place to ensure that all staff undertake regular training. Teachers and support staff have access to training relevant to their own professional development and to the areas for development within the school. However, training has been insufficiently focused on addressing issues related to the quality of teaching identified in the previous inspection.
190. The chair of governors and school managers control the financial resources well and work within their budget to spend in accordance with the priorities set by the school.
191. The school overall, provides value for money.

## Standards achieved in subjects and areas of learning

### English

#### Key stage 2: Grade 3 - Good features outweigh shortcomings

##### Good features

192. Throughout the key stage pupils have very positive attitudes to reading and make good progress in developing their reading skills. As they move through the key stage, pupils read with increasing fluency, accuracy and understanding. Year 4 pupils discuss in detailed a wide range of books which they have read, both fiction and non-fiction, and have developed clear opinions on their likes and dislikes.
193. Year 6 pupils use very effective strategies to predict and evaluate the texts they read. They accurately present a clear synopsis of a story and a few pupils pose relevant questions to a character in the 'hot seat'. They successfully explore the feelings of the character through the use of inference and deduction.
194. Across the school pupils write for a wide range of purposes, including writing instructions, play-writing, recounts and story-writing. Within their work, the majority of younger pupils successfully match the style of their writing to the purpose and make good use of imaginative vocabulary. Pupils at the end of the key stage show good evidence of ideas which are sustained and developed in interesting ways. Vocabulary choices are imaginative and words are used precisely.
195. Nearly all pupils speak confidently and convey their opinions clearly when discussing their work on an individual basis with their peers and their teacher. In discussion, the majority listen carefully and ask questions which are responsive to the ideas of others and take account of their views.
196. A few pupils make good progress in developing their presentation skills. They develop handwriting which is clear, joined and fluent, making good use of punctuation which is usually accurate.

##### Shortcomings

197. The standards pupils achieve within their written work varies significantly between year groups. A minority of pupils do not produce writing which is varied and interesting.
198. Many pupils make insufficient progress in developing their presentation skills, particularly their handwriting skills. Although pupils spend a significant amount of time involved in the formal learning of spelling, a minority make insufficient use of this knowledge within their written work.

199. When involved in speaking on a formal basis, for example when addressing the whole class, pupils frequently fail to vary their expression and vocabulary. A minority of pupils do not listen carefully enough to the views of others.

## Welsh second language

### **Key stage 2: Grade 4 – Some good features, but shortcomings in important areas**

#### **Good features**

200. Throughout the school most pupils who take on the role of “Helpwr Heddiw” speak or read very familiar words and phrases with assurance.
201. Year 3 pupils listen attentively to questions which repeat known sentence patterns. They can introduce someone using the third person accurately and using the correct gender.
202. Pupils with SEN make equal progress as their peers.
203. Most pupils have a satisfactory recall of a range of songs and hymns.
204. A majority of pupils spell basic words of classroom items correctly and can predict a word when given only the first three letters.
205. Pupils participate willingly in role-play activities to practise their use of the language and improve their understanding.
206. They can echo rhyming patterns in a Welsh verse and attempt to repeat it in their own work.
207. A minority of pupils can use the negative and positive forms when answering simple questions.
208. The majority of pupils generally pronounce words accurately.

#### **Shortcomings**

209. Although pupils in year 3 make good progress initially and have good recall of previous learning, there is a decline in the standards achieved as pupils move through the school.
210. Older pupils do not extend their oral work sufficiently to reach the standard expected of year 6 pupils. They use a small range of everyday vocabulary and limited sentence patterns to pose and answer questions on topics such as food, hobbies and personal details.
211. Year 6 pupils have poor recall of basic vocabulary previously learnt and in response to questions they reply at a very basic level, answering with one word or very short phrases. Pupils lack confidence in using Welsh by the end of KS2.

- 212. A minority of pupils do not pronounce words accurately.
- 213. Pupils' ability to write in Welsh is underdeveloped.

## **Mathematics**

### **Key stage 2: Grade 3 - Good features outweigh shortcomings**

#### **Good features**

- 214. Most younger pupils show a secure understanding of counting and ordering numbers. They correctly add and subtract numbers up to 10, 20 and 30.
- 215. Many pupils recognise and name several two- and three-dimensional shapes and identify simple features of three-dimensional shapes. A few pupils show a good understanding of symmetry through identifying lines which cut particular shapes into two identical shapes.
- 216. Pupils use standard measures for length and measure accurately a number of items in the classroom in centimetres and millimetres. A number of pupils express correctly a given length in centimetres in meters and centimetres.
- 217. Most pupils make the highest possible score from a set of given four numbers, and also discover the smallest possible score with the same numbers. The more able pupils are confident when using appropriate strategies to identify the median, mode and mean of a given set of numbers.
- 218. Pupils use specific data to create simple line graphs, for example, to indicate how many people are in their family.
- 219. Pupils accurately classify the properties of regular and irregular two- and three-dimensional shapes, making use of the correct mathematical terms. Older pupils correctly identify and record the difference between types of triangles.
- 220. A majority of year 3 pupils match given analogue times on a clock to their equivalent in digital form.
- 221. Pupils use correct strategies to discover the fractions of a given number. They also draw a table to illustrate equivalent fractions. Older pupils order fractions correctly and recognise equivalent fractions.
- 222. Pupils at the end of the key stage show good understanding of number. They are confident when doubling numbers; adding and subtracting decimal numbers; multiplying decimal numbers by 10 and 100; and in applying these to money calculations.

#### **Shortcomings**

- 223. A few younger pupils show uncertainty when ordering a set of numbers from the smallest to the largest.

- 224. A majority of year 3 pupils are unable to work out the difference between two given times on an analogue clock. A minority fail to distinguish between the minute and the hour hand on a clock.
- 225. Most year 4 pupils show insufficient knowledge of specific vocabulary relating to two dimensional shapes such as parallel lines, lines of symmetry; and three-dimensional shapes and their properties. They also confuse two- and three-dimensional shapes, such as a pyramid and triangle, or cube and cuboid.
- 226. A few older pupils do not use appropriate strategies to identify the median, mode and mean numbers from a given set

<b>Science</b>
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### **Key stage 2: Grade 2 - Good features and no important shortcomings**

#### **Good features**

- 227. In their study of humans and other animals, younger pupils demonstrate a good awareness of dental care. They understand that different foods affect the condition of teeth; that healthy foods such as fruit and vegetables help to keep teeth healthy; and that sugar in foods can cause decay. They correctly name different types of teeth and describe clearly how the teeth break up food into smaller pieces.
- 228. Pupils have a good knowledge of how sounds can be classified. They understand that pitch and loudness of sound, produced by a range of percussion instruments, can be changed. During their investigations, they accurately predict the outcome of the test; show a well-developed awareness of fair testing; and understand how to vary one factor while keeping others the same.
- 229. Year 6 pupils successfully identify a range of forces, including friction and air resistance. They understand the difference between a balanced and an unbalanced force. Pupils draw accurate diagrams representing the forces by arrows correctly positioned within their work.
- 230. In discussion, pupils clearly explain their well-developed understanding of electricity. They understand that a complete circuit is needed for current to flow and correctly describe how switches can be used to control electrical devices. They accurately represent simple circuits through drawings and diagrams. Their work is well-presented and demonstrates a good understand of the topic.
- 231. Pupils' investigative skills develop well across the key stage. Younger pupils produce a good range of independent work and make very effective use of their ICT skills when recording their work. Older pupils use a wide range of recording methods, including detailed diagrams, graphs, tables and charts which effectively record their work on light sources and keeping healthy.

## Shortcomings

232. There are no important shortcomings.

### Information technology

#### Key stage 2: Grade 2 - Good features and no important shortcomings

##### Good features

233. All pupils understand how to access work on the common server and they do so very efficiently. They open and close programmes confidently and older pupils use short cuts correctly. They successfully save their work in their designated folders.
234. Pupils develop very good word processing skills as they progress through the key stage. When younger pupils change the font size, style and colour of the text, in order to annotate their work appropriately, they do so quickly and accurately. Older pupils use a wide range of techniques to present their work, incorporating graphics and pictures. They show a sensitivity to the needs of their audience.
235. Pupils confidently use a wide range of ICT equipment, including the interactive whiteboard. The ability of pupils to use the internet is well-developed. They describe accurately how to conduct effective searches and have a sound understanding of how to use an email system.
236. Year 5 pupils use a data handling programme confidently to enter information related to the cost of a range of items. They use correct terminology to identify individual cells. They enter data quickly and accurately.

##### Shortcomings

237. There are no important shortcomings.

### Design technology

#### Key stage 2: Grade 3 - Good features outweigh shortcomings

##### Good features

238. Year 3 pupils achieve good standards in their finished products when they design and make shadow puppets. They make good use of ICT to research their ideas and successfully incorporate a variety of joints within their puppets to create movement.
239. Within their work to design their own cake and packaging, pupils accurately measure, mark out, cut and shape their basic net to create a box. A majority of

pupils successfully use a range of methods for creating a fold, including the use of a ruler and accurate scoring with scissors. Pupils apply appropriate finishes to their cakes and packaging.

240. Year 6 pupils make good use of ICT to research their ideas based on their design brief to construct a strong shelter. They produce suitably detailed two-dimensional plans on which to base their models. They understand how to develop the structure by inserting internal beams. Many pupils use saws accurately to cut wooden beams and handle glue guns skilfully in order to fix the beams into the shelters.

### **Shortcomings**

241. Pupils make insufficient use of their initial design ideas to formulate their final design.
242. A minority of pupils do not make sufficient progress in learning to handle a range of tools.
243. Pupils' ability to evaluate their work with reference to their design idea is underdeveloped.

## **History**

### **Key stage 2: Grade 2 - Good features and no important shortcomings**

#### **Good features**

244. All pupils make effective use of primary and secondary sources to discover and measure the effect of historical issues on people's lives throughout various events in history.
245. Nearly all pupils show a good understanding of the chronological order of events and of incidents associated with specific people's lives. Older pupils provide a diagram outlining chronologically the events leading up to World War II. They draw up a time line with appropriate phrases, illustrating Hitler's rise to power in Germany.
246. A number of more able pupils have undertaken personal research into the effect of air raids on Flintshire. They provide detailed information on incidents and casualties inflicted by bombings locally during the war.
247. Most year 6 pupils write a series of pertinent questions to ask two former evacuees about their experiences of moving to new homes during the Second World War. They make detailed notes on the information given and use these to present their findings on the changes that affected the lives of evacuees. Some of the more able pupils give well-researched answers as to why North Wales was a suitable area to house the evacuees.

248. Pupils use a good range of sources to gather information on important events and successfully present their findings in various forms. A number of pupils write factual 'newspaper' reports on the events of the Kristalnacht Crisis and of its effect on Jewish people in Germany.
249. Most pupils show an understanding of life and work in Victorian times. Many pupils identify the dangers caused by dirty water in the nineteenth century. They provide good well-researched reasons for these health problems.
250. Many pupils gather evidence from given texts, and through effective use of specific and appropriate web sites. Pupils write an independent account of the development of various means of transport in Victorian times. They recognise and record in detail the type of work undertaken by various people at the time, such as a Music Hall entertainer, teacher, scullery maid and a nurse.
251. Most pupils identify the work of great Victorian engineers such as Robert Stephenson and Isambard Kingdom Brunel. They state their achievements and accurately note similarities and differences between the two men.
252. Younger pupils describe the life led by various people during the Tudor period. They identify specific roles within a community, such as a farmer and a monk. They state what they think these people might think of the actions of Henry VIII. Less able pupils provide short phrases, which describe the work of these people, to accompany their pictures.
253. Many pupils effectively use research evidence to create a series of questions and answers on the Tudor period for a computerised quiz board of their own design.

### **Shortcomings**

254. There are no important shortcomings. However, a small number of pupils rely too heavily on printed work sheets to discover their findings.

<b>Geography</b>
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### **Key stage 2: Grade 2 - Good features and no important shortcomings**

#### **Good features**

255. Pupils accurately recognise similarities and differences in natural and human features within their environment. Most pupils confidently locate these features on a simple map of the surrounding area. The less able pupils accurately match a simple sentence to a given feature within a locality.
256. Pupils confidently use appropriate vocabulary to establish a specific direction from a given location. Younger pupils distinguish correctly between places which are near to the school and those which are further away. They relate this to the positioning of locations on a simple map.

257. Older pupils demonstrate a good knowledge of the features of their local village and surroundings. They show a good understanding of the purpose of maps and use a key to identify buildings and places of interest. They label features such as shops, houses and bus stops on a map of the local area. Pupils show a good understanding of the origins of some place names, and relate these to why such localities have been established as settlements.
258. Pupils further their knowledge of Wales through their study of the National Botanic Garden of Wales. They correctly identify Llanarthne on an Ordnance Survey map, and on an aerial photograph map. They compare and contrast how the countryside has changed since the gardens have been built and offer good reasons as to how the coming of the gardens has changed the area. They use good geographical skills to measure distances from Llanarthne to other localities; and use grid references accurately to indicate features in the area.
259. Pupils identify various problems associated with traffic within their village and offer suggestions as to how some of these problems may be alleviated.
260. Older pupils identify the various usage of water in the home and successfully compare this to the use of water in India.
261. Pupils locate Botswana on a world map accurately and have a detailed knowledge of village life in Gweta. They describe features of the climate and make good comparisons with the climate of Wales. They draw on their developing enquiry skills to investigate features of Gweta, accurately using a range of sources including ICT. They compare Botswana with Wales and correctly identify a variety of similarities and differences.

### **Shortcomings**

262. There are no important shortcomings.

<b>Art</b>
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### **Key stage 2: Grade 3 - Good features outweigh shortcomings**

#### **Good features**

263. Younger pupils demonstrate confidence and good control when handling a range of equipment, producing differing effects based on their understanding of the techniques used by Cezanne in his still-life work.
264. Older pupils observe facial details closely in Holbein's portraits and emulate certain methods to draw faces and make sculptured heads with papier mache. When talking about artists, or explaining their own work, pupils use correct vocabulary confidently.

265. Pupils produce examples of good observational and imaginative work in class, in work done for the Urdd eisteddfod and in the school's art club. They experiment successfully with line, texture, tone and colour in their still life, self-portraits and story boxes. They demonstrate good use of mixed media.
266. Year 6 pupils explore various techniques to develop their personal style. Many demonstrate good sketching and three-dimensional skills, with sufficient details to depict emotion, destruction and movement in their work based on World War 2.

### **Shortcomings**

267. Older pupils do not demonstrate sufficient pride in improving and presenting their work.
268. Many pupils make little progress in developing their creative, ICT and hand-eye co-ordination skills through their art work.

## **Music**

### **Key stage 2: Grade 2 - Good features and no important shortcomings**

#### **Good features**

269. Pupils sing a wide range of songs in Welsh and English, in unison and in two parts.
270. They compose and perform sensitive accompaniment to poetry and stories, demonstrating good rhythm and team work. They use tuned and un-tuned instruments correctly to produce a variety of sounds.
271. Pupils who receive instrumental tuition make a valuable contribution to the quality of the work produced.
272. Pupils listen carefully to each other and to recordings of their own work. They evaluate the work sensibly and confidently.
273. All pupils are fully involved and display confidence and musicality in performances such as "Oliver" and "Mary Poppins".

#### **Shortcomings**

274. There are no important shortcomings.

## **Physical education**

### **Key stage 2: Grade 2 - Good features and no important shortcomings**

## **Good features**

275. Pupils understand the importance of warming up before undertaking activity and realise that physical exercise can affect changes to their bodies. All pupils choose the most appropriate clothing for their activities, and most show good self-discipline in their activities.
276. Pupils make good progress in their dance and gymnastics skills. They show good body balances using various parts of the body. They work well with partners or within small groups to demonstrate a series of well considered sequences of movements, incorporating balancing activities.
277. Year 3 pupils respond well through appropriate pace and body movements to the beat of music and percussion instruments. They show creativity when executing a variety of movements, with a partner. They use appropriate vocabulary when evaluating each other's performances and suggest various ways of improving.
278. Year 6 pupils show good technique when throwing and catching a ball at varying height, pace and distances. They take up good body positioning to receive the ball and show good hand technique to catch comfortably.
279. Many older pupils set out appropriate challenges to each other, such as bouncing a ball in a hoop within a given time. They show improvement in technique and good application of their skills in a competitive environment.
280. Pupils keep a record of their achievements and attainment through a physical education log journal. They evaluate their performances and offer suggestions on how to improve. Some pupils write reports on the school football team's matches. These are of good quality and help to extend pupils expressive and report writing skills.
281. During football games, pupils demonstrate accurate passing and good control of the ball. They maintain appropriate distances when challenging opposing players and show good positional sense when defending.
282. Older pupils follow an orienteering course and use appropriate strategies to find given signs around the school. They use a map effectively to follow identified tracks within the school grounds.
283. A number of pupils, including those with SEN, have gained certificates for swimming various distances and achieve good standards.

## **Shortcomings**

284. There are no important shortcomings. However, a small number of pupils become preoccupied with winning small-sided games at the expense of developing their skills and techniques.

## **School's response to the inspection**

The inspection findings recognise that Rector Drew School provides a happy, safe and welcoming learning environment for pupils. Recognition is also given to the good support and guidance given to pupils. Since the last inspection, standards have risen significantly in information technology and geography. We are pleased with the progress made in assessment procedures, which are now good overall. Recognition has been given to the work of the curriculum co-ordinators, and how their role has developed since the last inspection.

We are pleased that induction procedures for pupils entering Rector Drew have been acknowledged as an outstanding feature. All pupils have access to the good quality programme of personal and social education, which is carefully followed and structured, through the school. The report acknowledges the clear values and aims which are promoted well across the school, supporting equality of opportunity and a respect for all, which is evident in the life of the school.

An action plan will be put into place to address the recommendations in the report and to further raise standards in teaching and learning where shortcomings have been identified. Staff and governors will address the recommendations in the report within the next twelve months.

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

## Appendix 1

### Basic information about the school

Name of school	Rector Drew Church in Wales V. A. Junior School
School type	Voluntary Aided
Age-range of pupils	7 – 11 years
Address of school	Cross Tree Lane Hawarden Deeside
Postcode	CH5 3PY
Telephone number	01244 532091

Headteacher	Mrs E. Andrews
Date of appointment	1 <sup>st</sup> September 2001
Chair of governors/ Appropriate authority	Mr. P. Young
Registered inspector	Mrs. L. J. Williams
Dates of inspection	26 – 29 November 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	49	58	60	60	227

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	10.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
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	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	N/A	N/A	96
Spring 2007	N/A	N/A	92
Summer 2007	N/A	N/A	95

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	3

## Appendix 3

### National Curriculum Assessment Results

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		45			
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	46	41	0
		National	0	0	0	0	1	4	16	48	30	0
Welsh	Teacher Assessment	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	1	3	16	49	31	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	9	52	39	0
		National	0	0	0	0	0	3	14	47	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	2	61	37	0
		National	0	0	0	0	0	2	11	52	34	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	83
In Wales	74

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

## Appendix 4

Four inspectors spent a total of 11 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 36 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers, support staff and groups of pupils; and
- Pupil groups, including the school council, Eco council, 'friendly faces' and peer mediators.

The team also considered:

- The school's self-evaluation report;
- 103 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Held discussion with pupils about their work;
- Listened to pupils reading; and
- Observed pupils' behaviour throughout the day.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 4, 5 and 6. English Science Design and technology Information Technology
Mr Glyn Griffiths Team Inspector	Contributions to Key Questions 2, 3 and 4 Mathematics Geography History Physical education
Mrs Meiriol Meredith Jones Team Inspector	Contributions to Key Question 1, 2, 3 and 7 Welsh Second Language Art Music
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Nominee Mrs Elizabeth Andrews	Contribution to team meetings and provision of documentation

### Acknowledgement

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

**Contractor:**  
Lincolnshire Inspection Team  
37 Park Drive  
Grimsby  
N. E. Lincolnshire  
DN32 0EG