

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Rhosymedre Junior School
Parc Road
Rhosymedre
Wrexham
LL14 3EG**

School Number: 6652201

Date of Inspection: 12/06/06

by

**Glyn William Gaskill
5539**

Date of Publication: 14/08/2006

Under Estyn contract number: 1119505

The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

© Crown Copyright 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Rhosymedre Junior 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 Rhosymedre Junior took place between 12/06/06 and 14/06/06. An independent team of inspectors, led by Glyn William Gaskill 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Contents	Page
Context	1
Summary	3
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
Standards achieved in subjects and areas of learning	23
English	23
Welsh second language	24
Mathematics	25
Information technology	26
Design technology	27
Religious education	28
School's response to the inspection	30
Appendices	
1 Basic information about the school	31
2 School data and indicators	32
3 National Curriculum assessments results	33
4 Evidence base of the inspection	34
5 Composition and responsibilities of the inspection team	35

Context

The nature of the provider

1. The school is situated on the housing estate of Plas Madoc, which is a few miles to the south of Wrexham. In addition to providing for the estate, the school also caters for pupils from across Wrexham County Borough who have moderate learning difficulties. The school also takes in pupils who either refuse to go to their local school or have great problems when they do attend. The school provides for pupils aged 7 to 11 years. The number of pupils on roll has been going down in recent years and is currently 81. Two-thirds of the pupils are boys, which is an unusually high proportion.
2. The socio-economic background of the area is described as disadvantaged and is a designated *Communities First* area. Forty-six per cent of the pupils have free school meals entitlement which is very high in comparison with the all-Wales average of 19 per cent and the 13 per cent average for the local education authority. There is an uncommonly high portion of pupils, over half, which makes use of the daily breakfast provided in school. There is an exceptionally high movement of pupils joining or leaving school during the year.
3. There is an extremely high proportion of pupils, some 50 per cent [41 pupils], on the special educational needs register. Eighteen of these pupils have a statement for their special educational needs, which are mainly for moderate learning difficulties. In addition, the school provides for pupils who have had severe problems coping with life in other local authority schools. There are three mainstream classes and a resourced provision class, which caters for pupils with moderate learning difficulties from across the local education authority. The home language of nearly all pupils is English. A small number of pupils have support in their use of English as an additional language. Two pupils have Welsh as their mother tongue.
4. The school was last inspected in 2000. The present head teacher and deputy were in post at the time of the last inspection. Since the last inspection the school has moved from a joint governing body with the adjacent infant school to two separate governing bodies. In November 2005 the local education authority announced its intention to amalgamate the school with the infant school by September 2007.
5. The school is successfully pursuing a *Healthy School Award* and has received the *Basic Skills Quality Mark*.

The school's priorities and targets

6. The school aims to provide the best opportunities for all to succeed at work and play in a safe, caring environment.
7. The school's main priorities for improvement are to:
 - Raise standards in English and the key skills, particularly information and communications technology.
 - Maximise the use of assessment procedures to inform future planning and raise standards in the foundation subjects.
 - Further develop transition arrangements to the secondary school for the most vulnerable pupils.
 - More fully incorporate sustainable development and global citizenship into the curriculum.

Summary

8. This is a good school with many outstanding features. It is a model of inclusion. The leadership of the head teacher is outstanding. The care provided for pupils and the progress pupils make in their personal development are great strengths. All pupils achieve well but their attainment in National Curriculum assessments is very low. Good progress has been made since the last inspection.

Table of grades awarded

9. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
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?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

Standards

10. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

11. Standards of achievement in the subjects inspected are:

Subject	Key Stage 2	Resourced Provision
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

12. Overall, pupils of all abilities and backgrounds make good progress in all their learning. Very good progress has been made in recent times in Welsh second language, English and particularly in mathematics. The way pupils succeed, regardless of their background, is outstanding.

13. Pupils achieve standards, which have good features outweighing shortcomings in the use of English, mathematics, problem solving and creativity to help their learning in other subjects. Across the school, pupils make good use of information and communications technology to promote their learning in other subjects.
14. Considering nearly all pupils do not have a Welsh speaking background, their bilingual competence in English and Welsh is good. Their understanding of the culture of Wales and other countries is good.
15. In 2005, the year 6 National Curriculum assessment [SAT] results were very low in all comparisons. The SAT results include all pupils who were in the school at the end of year 6. In 2005, a very high proportion of these pupils had special educational needs. Many had joined the school during the key stage, several of them in year 6.
16. About one-fifth of the year 6 pupils had been in school for the whole four years and did not have particular learning or emotional difficulties. All these pupils attained SAT results at the expected level 4 or better.
17. Pupils of all abilities and backgrounds are fulfilling their potential. Pupils with special educational needs make good progress towards the realistic targets set for them. Pupils with poor language skills are benefiting from the *Catch Up* project. Older pupils of average and above average ability are improving their mathematics and English with the *Boost* project.
18. All pupils know what they need to do to improve in their personal development and have a reasonable idea of how to improve in their subjects. They are very good at pointing out the key skills they will be developing in a lesson.
19. Overall, pupils work hard at their lessons. Many pupils work well on their own without needing too much help. They enjoy coming to the school, where they feel secure, supported and safe.
20. Pupils' show outstanding progress in their personal development. They develop strong relationships and talk openly and honestly. Pupils are very good at listening to each other's contributions to a lesson. They show very good respect for each other and adults.
21. They have a good idea of how to be a good citizen through their work in the school council and involvement in the community. Pupils are very well aware of the diversity in society and their moral and spiritual development is very good.
22. Behaviour is good because pupils know what is expected of them and understand the need for rules. There are several pupils who sometimes find great difficulty controlling their behaviour. Because of what the school does for these pupils, they rarely misbehave in school. Pupils work and play well together.

23. Pupils and parents do not see bullying as an issue. Pupils confirm that instances of bullying are rare and have confidence that the school will sort matters out if needed.
24. Attendance is below the Wales and local average. Punctuality is good.

The quality of education and training

25. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	17%	5%	0%

26. Throughout the school the relationships between adults and pupils are outstanding. The way in which pupils of all ages and abilities are fully included in learning is also outstanding. Learning support assistants are effective in their work and capably use their initiative. Teachers and learning support assistants use the school's behaviour policy well and this makes pupils' behaviour good and helps them to learn.
27. Teachers plan their lessons well but do not sufficiently focus on specific development of key skills. They successfully take into account the needs and abilities of all pupils. Lessons start promptly and pupils are told clearly what they have to do. In general, good use is made of interactive whiteboards in lessons. In all classes there is regular use of everyday Welsh, which successfully promotes pupils' bilingualism.
28. Teachers nearly always start a lesson by telling pupils what they are expected to learn in the lesson. Lessons often end by the teacher and pupils, considering how successful the lesson has been. This helps progress but it is not as effective as it could be. Pupils' work is regularly marked but does not always tell them how they can improve.
29. Shortcomings in teaching happen when responses to pupils who speak out of turn are not consistently dealt with. In a very few lessons, the learning resources are not there when needed or can't be seen by the whole class.
30. The school's arrangements for assessing the progress of pupils, and the affect on raising standards has good features which outweigh shortcomings. The school's assessment system is not easy to use effectively, as it has too much paperwork and is difficult to keep up to date.
31. Teachers' own assessment of year 6 pupils is accurate in the SAT subjects. The school uses many ways to assess how well pupils are progressing. This is having a very good effect on standards in English and mathematics but less so in other subjects.
32. The school is good at telling parents and carers about their children's progress. It also gives them the chance to get involved in their children's

learning. This is particularly the case for those pupils with special educational needs.

33. The school's curriculum is broad and balanced. It meets all the legal requirements but the teaching of key skills is not sufficiently planned for. Provision for pupils spiritual, moral, social and cultural development is outstanding. There is an excellent range of after-school clubs, educational visits and visitors. The way in which the school includes all pupils in everything it does is outstanding.
34. The quality of care, support and guidance for pupils is outstanding. The provision for pupils with special educational needs is good with no shortcomings.

Leadership and management

35. The head teacher provides outstanding leadership. The deputy head teacher plays a crucial role in the school's leadership. Subject leaders play an important part in improving provision and raising standards.
36. All staff have a clear understanding of their duties and benefit from in-service training. The governing body is well organised and active in steering the development and well-being of the school.
37. The school takes good account of national priorities. Provision for inclusion is outstanding. The school is effective in its provision for healthy lifestyles, sustainable development, citizenship and environmental projects.
38. The systems the school has for monitoring and evaluating its own performance are effective. Governors, staff, pupils and parents have the chance to state what they would like to see improved. These ideas are carefully prioritised.
39. The school development plan makes good use of the identified priorities. It has a clear layout and is linked well to the budget. It tends to try to do too much and does not sufficiently consider measurable outcomes.
40. The school is staffed by a sufficient number of suitably qualified teachers and learning support assistants. In addition the school uses visiting specialists for the particular needs of pupils.
41. All office, supervisory, catering and cleaning staff make a very valuable contribution to daily routines and pupils well being.
42. The management and quality of accommodation and learning resources is outstanding. The school is most successful in obtaining additional funding and other support for its work.
43. The school has made good progress since the last inspection. The school provides good value for money.

Recommendations

In order to improve the school needs to:

- R1* Raise standards in the shortcomings for subjects identified in the report, particularly in English and design and technology.
- R2* Improve the management and impact on standards of assessment systems.
- R3* Plan more rigorously for teaching and learning in key skills to raise standards.

* The school has made significant improvements in the all the above areas and has identified them for further development.

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

44. The inspection team did not agree with the school's overall grade given to this key question. It was agreed that pupils' progress and their development of personal, social and learning skills were grade 2. When it came to considering National Curriculum assessment results, the team gave low grades. The weighting, which has to be put on these latter aspects, drove the team's overall grade decision.

45. Pupils' standards of achievement in lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	60%	40%	0%	0%

46. Standards of achievement in the subjects inspected are:

Subject	Key Stage 2	
	Mainstream	Resourced Provision
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Design technology	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

47. Overall, pupils of all abilities and backgrounds make good progress in all their learning. Very good progress has been made in recent times in Welsh second language, English and particularly in mathematics. Across the school, pupils' achievement in the key skills of English and mathematics has good features, which outweigh shortcomings. Pupils' speaking and listening are good with older pupils confident in standing and clearly talking to their school mates. They respond quickly and correctly to instructions. Pupils use written work to support their learning in many subjects. Their confidence in writing at length and their use of spelling, punctuation and handwriting is not secure. The oldest pupils make careful decisions on the best way to present their ideas. They are very competent in the use of tables or grids to organise their work, for example when comparing different religions. Measurements are carefully carried out in design technology. The presentation of data is restricted to mainly bar charts.

48. Across the school, pupils make good use of information and communications technology to promote their learning in other subjects. Pupils are confident in the safe use of the internet to find relevant information. They have good skills to produce and edit word-processed work, which they suitably enhance with

images, for example in geography. Considering nearly all pupils come from homes and communities where Welsh is not the first language, their bilingual competence in English and Welsh is good. Pupils respond well to instructions in Welsh. Pupils use Welsh naturally in greetings and increasingly in other responses. Pupils' problem solving and creative skills have good features, which outweigh shortcomings. Good progress is being made in these two areas, particularly for pupils in the *Boost* group and those working with visiting artists. In general, pupils lack a breadth of experiences and their confidence in their own ability is not always secure.

49. In 2005, the year 6 National Curriculum assessment results were, very low in all comparisons. This has been the case in recent years. These results match the predictions made by the school's assessment systems. The school sets statutory targets but, because of the high turnover of year 6 pupils, the targets soon become invalid. There has been a steady downward trend in the results in recent years, most notably in English. There is no significant difference in the performance of boys and girls or of pupils from different ethnic groups and none was seen during the inspection.
50. The National Curriculum assessment results include all pupils who were in the school at the end of year 6. In 2005, 40 per cent of these pupils had a statement of special educational needs. Just under half the pupils who took the tests joined the school during the key stage. A significant, and increasing, number of pupils started in school in year 6. Without exception, all these pupils had substantial educational, social and emotional difficulties. Many of the pupils, who had been in this school for the whole of the key stage, had similar difficulties.
51. The small number of pupils, less than 20 per cent, who had been in this school for the whole of the key stage and did not have particular difficulties attained well. All gained at least the expected level 4 with the majority attaining at least one higher level 5.
52. The school's assessment records show that pupils of all abilities and backgrounds are fulfilling their potential. Pupils with special educational needs make good progress towards the realistic targets set for them. Indications are that pupils with poor language skills are making improved progress through the additional support of the *Catch Up* project. Older pupils of average and above average ability are benefiting in their knowledge and skills in mathematics and English from the *Boost* project. Pupils who use English as an additional language make steady progress in their use of English and generally make good progress in their lessons.
53. Throughout the school, pupils of all abilities and backgrounds have a very secure and long established knowledge of what they need to do to improve in their personal development. Good features outweigh shortcomings in pupils' understanding of their academic development. Pupils are very skilled at pointing out the key skills they will be developing in a lesson. Whilst they identify subject areas for development, their knowledge of what they need to do to improve is limited.

54. Overall, pupils of all learning needs enjoy coming to the school, where they feel secure, supported and safe. They have a very positive attitude to learning and concentrate well on their lessons when either working independently or in groups. Pupils show enthusiasm to learn through active participation in the lessons and are eager to answer questions orally. Many pupils have acquired the skills to develop as independent learners.
55. Pupils' show outstanding progress in their personal, social and moral development. They develop strong relationships and express their views openly and honestly. A particular strength of the school is the manner in which pupils listen to and value each other's contributions to lesson. They show respect for each other and adults at all times. Pupils play well together.
56. Pupils' understanding of their place in the community and of the working world is good with no important shortcomings. Pupils successfully develop the skills to work as a member of a team and wider community, for example through their contributions to collective worship, their work in the school council and the care and pride they take in the school garden. Pupils are courteous to each other, staff and visitors to the school. Pupils have a good awareness of issues of equality and diversity. They show high levels of respect towards pupils of different faiths and cultures.
57. Behaviour is good with no important shortcomings, both in lessons and when pupils are outside at play. Pupils know what is expected of them and understand the need for rules and the consequences if they are broken. There are several pupils who sometimes find great difficulty controlling their behaviour. However, because the schools arrangements to help and manage these pupils are extremely effective, they only rarely misbehave when at school. There were 6 temporary exclusions in the year prior to the inspection. Pupils confirm that instances of bullying are rare and have confidence that the school will sort matters out should the need arise. Parents do not see bullying as an issue. Pupils play and socialise well together whatever their social or cultural background.
58. Attendance for the last reporting year was slightly over 90 per cent. This is below the Wales and local average. Attendance rates fluctuate considerably from term to term. This is because of the high numbers of pupils who move in and out of the school, including those on managed transfers within the education authority. Several pupils who move to the school have had great difficulty with their attendance in their previous school, often having not attended for very long periods. Many pupils also have difficult home circumstances, which sometimes prevent them from attending school. The school is very aware of these difficulties and works very closely with families regarding the attendance of their children. The school's arrangements to encourage poor attenders to attend regularly are very effective and contribute to the fluctuation each term. Punctuality is good with no shortcomings. The school fully complies with the Welsh Assembly Government's circular on pupils support and social inclusion.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

60. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	17%	5%	0%

61. Throughout the school the relationships between adults and pupils are outstanding. This results in pupils making good progress and having positive attitudes to learning. Pupils of all ages and abilities are fully included in learning. These features are outstanding, considering the social and emotional problems that most pupils have and that a significant number have been very poor attenders at their previous schools. Learning support assistants are effective in their work and capably use their initiative. There are times when their work is not as fully directed as it might be, particularly when the teacher is talking to the whole class. Teachers and learning support assistants use the school's behaviour policy consistently and this promotes pupils' good behaviour and positive attitudes to learning.

62. Teachers have a secure subject knowledge and methodically plan their lessons. They successfully take into account the needs and abilities of all pupils. A very high profile is given to the awareness of key skills in planning and in lessons but there is a lack of specific content planning for teaching the key skills. Lessons start promptly and pupils are given a clear indication of the time they have to do specific tasks. This effectively stimulates pupils' attitudes to learning. In general, good use is made of interactive whiteboards to stimulate pupils' interest and improve their information and communications technology skills. In all classes there is regular use of incidental Welsh in instructions and questions, which promotes pupils' bilingualism effectively.

63. Teachers invariably introduce a lesson by making clear the main points that pupils are expected to learn in the lesson (these points are known as learning objectives or intentions). Lessons end with a consideration by the class of how well these learning objectives have been met. Teachers make good use of the summary aspect to suitably modify future lesson plans. Pupils' self-knowledge and attitudes to learning are enhanced by these aspects. The format for these introductory and final summary aspects lacks consistency. Pupils' work is regularly marked often with encouraging comments. At times, comments clearly state what pupils have attained in their work. These aspects positively encourage pupils' learning but insufficiently indicate what they have to do to improve.

64. The main shortcomings observed in teaching were: inconsistent responses to pupils' when they speak out of turn; not having the learning resources to hand at the start of a lesson and not making the resources sufficiently visible to all the class.
65. The school's arrangements for assessing the progress of pupils, and the impact on raising standards has good features which outweigh shortcomings.
66. For the 2005 National Curriculum assessments, the school used externally set and externally marked test papers. The teacher assessment closely agreed with these results. This shows a good consistency of teachers' interpretation of National Curriculum levels of attainment in the core subjects of English, mathematics and science.
67. For the last few years, a range of standardised tests has been used for each year group in English and mathematics. The statistical data has been used as a guide for the school's effectiveness, but with limited effect on standards. More recently the school has used detailed information from these tests to identify strengths and weaknesses in standards. This analysis, followed by relevant modifications to teaching, is having a very positive effect on raising standards.
68. In all classes there is regular and frequent assessment of all National Curriculum subjects and religious education. These arrangements are clearly based on National Curriculum and other levels of attainment and cover the majority of attainment targets across the curriculum. The system gives a good picture of the attainment and progress of individuals and groups of pupils. This collection of data is not used as effectively as it might but the school is well placed for it to have a greater impact on raising standards. The overall assessment system is hard work to use as it is over-demanding on administration time and too fragmented for speedy interpretation.
69. For a few years, pupils have been actively involved in setting their own targets for improvement and evaluating the progress they make. This has a very positive effect on pupils' personal development. Because pupils are not made sufficiently aware of specific learning objectives for improvement in subjects, the effect on their academic standards is insufficient. There is a good example of pupils' involvement in self assessment, planning and target setting in year 6 information technology. Across the school, pupils have a very good understanding of what key skills are.
70. The school effectively reports to parents and carers on their children's progress. Written reports are very good. The school goes out of its way to provide parents with access to teachers to formally discuss their children's progress. Parents and carers of pupils with special educational needs are well informed and have complete access to consultations and reviews. The school fully complies with the statutory requirements for recording assessments and reporting its outcomes.

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

71. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. The inspection team agrees with the school that aspects of personal and social provision are outstanding and that these areas are the fundamental priorities for its pupils. Consideration of all the aspects of this key question led the team to a grade 2 decision, particularly as key skills are insufficiently developed.
72. The school responds well to all pupils' needs, including those with additional learning needs and also those who use English as an additional language. The school does much to effectively promote pupils' view of their own worth and abilities. The curriculum provided in both mainstream classes and resourced provision meets statutory and local requirements, is balanced, broad and equally accessible to all pupils.
73. There are appropriate schemes of work for all subjects, which are effectively used to provide relative learning activities. As the age profile of pupils constantly changes, great care is taken to ensure that pupils do not repeat or miss out activities. Frequent reference is given to the inclusion of key skills, but these are not sufficiently detailed to effectively raise standards.
74. The curriculum is greatly enriched by many varied and very relevant activities outside normal classroom lessons. This aspect is a great strength of the school, particularly in the way it broadens their social and cultural experiences. A large number of pupils are enthusiastically involved in a wide variety of after-school clubs and activities. There is a wide range of educational visits and visitors which are linked well to the curriculum. These activities bring particular relevance to subjects studied in class. The school is effective in lifting pupils' horizons through their involvement in activities such as the celebrations to mark the 200th anniversary of the nearby Pontcysyllte aqueduct, shared activities with other schools and regular use of the local library and leisure centre.
75. Provision for pupils personal development, including their spiritual, moral, social and cultural development, and the way it tackles social disadvantage is outstanding. A great contribution to this development is the very high worth the school places on individuals of all ages and the basic needs of humankind. This emphasis is reflected well in pupil's response to life in school. Acts of collective worship are extremely well structured to effectively develop all aspects of pupils' personal development, particularly their spiritual and moral development. Curriculum areas such as religious education and a very well thought out personal and social education scheme of work are exceptionally effective.

76. The school's planned involvement with individuals and organisations, such as clergy, community police, emergency services and the school nurse, have a very positive effect on pupils' personal development and the tackling of social disadvantage. Pupils' visits, for example to local homes for the elderly and meeting the Wrexham Borough Mayor in his parlour, have enhanced their understanding of citizenship well.
77. The school develops a sense of responsibility in the pupils very well. For example, all pupils take the work of the school council and the 'Buddy' very seriously. These initiatives also successfully develop pupils' understanding of how to contribute to community well being. Sex education follows the school's policy. Pupils awareness of substance abuse is well promoted through many aspects of the curriculum and initiatives such as the Student Assistance Programme (SAP).
78. The school successfully makes pupils aware of their own and other cultures. This is done through subjects, such as religious education and geography. Additionally, this aspect is significantly enhanced through artists who work with classes in school and visits by pupils to local theatres, museums and to the International Eisteddfod at Llangollen. This provision successfully promotes pupils' respect for diversity of opinion, beliefs and background.
79. There is good planning to effectively promote *Y Cwricwlwm Cymreig*. The curriculum includes good references to various Welsh artists, important aspects of Welsh history and comparisons of the locality and more distant places in Wales. Pupils are also involved in residential events, which further promote these aspects. The school successfully promotes pupils' bilingual needs in English and Welsh. The awarding of *tocynsau* or credits for pupils' use of spoken Welsh is effective in encouraging pupils to use phrases in Welsh. Adults provide a good model in their frequent use of incidental Welsh. There is a good range of bilingual signs and posters in all areas of the school. Suitable Welsh-English dictionaries are available and used.
80. The quality of partnership with parents and the community is good. The head teacher is instrumental in forging strong relationships with parents. Her open and honest approach to addressing any concerns that arise is well respected by parents. Information parents receive is regular and of good quality.
81. Links with the local places of worship are good. The representatives from local churches encourage pupils and parents to meet socially with them, by serving, in the school grounds, juice and biscuits each week after school has finished. There are good links with initial teacher training institutions, colleges and with the local secondary school. The school regularly accepts students on work placements.
82. Partnerships with other local primary schools is an outstanding feature. The cluster of schools works extremely closely together and has been very successful in gaining grants so that joint projects have been developed. These have had a significant impact on helping to raise pupil's confidence and

self esteem in all the schools as well as making a very positive contribution to teachers' professional development.

83. Provision to develop pupils' understanding of the working world, enterprise and their entrepreneurial skills is good with no important shortcomings. Amongst other initiatives, the schools hosts an annual *World of Work* day that gives pupils a good opportunity to learn about different occupations. This helps to raise pupil's aspirations and expectations. The school council makes a valuable contribution in helping bring about changes in the school.
84. Sustainable development and global citizenship are promoted well. Good cross-curricular planning ensures that pupils awareness of these aspects is effectively raised, as a range of themes are covered well in a number of subjects. Pupils also help to look after an environmental garden that was established from funds received from a multinational business. The school has improved the grounds by planting a great number of trees. It regularly recycles waste paper.
85. Good attention is given to ensuring pupils develop the skills for life-long learning. The school's extremely strong emphasis on pupil's social and emotional development helps to prepare them well for life beyond school. There are very good arrangements to support pupils when they move to the next stage of education at the end of Year 6. This reflects well the Welsh Assembly Government's recent national focus. There are close links with the Dee Valley Partnership that are committed to seeking ways to promote community regeneration.
86. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access are an outstanding feature of its work and underpin everything that the school does. From the first time a pupil enters the school every effort is made to raise their aspirations for their future life. No goal is viewed as too hard to achieve and education is given a 'top' priority. There is an enormous emphasis on encouraging pupils to try their best, no matter what. The school works very closely and effectively with an extensive range of other agencies to support pupils and their family's social and emotional well being. The *Communities First* team and the school work in very close partnership to address local disadvantage and improve the immediate community.

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

Grade 1: Good with outstanding features

87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The care that pupils receive in this extremely friendly school is outstanding. Every pupil is valued and nurtured as a unique individual and very close account is taken of his or her needs. In discussion, pupils confirm this and

state they feel very safe and very well supported by all adults who work in the school.

89. Pupils emotional and social well being is given extremely high priority. When required, the school is very quick to seek additional help and guidance from a wide range of external agencies. It also ensures that parents and carers are fully involved in discussions about the care provided for their children. This makes sure that all pupils have full access to everything the school offers.
90. Induction programmes are good with no shortcomings. There is good liaison with the infant school associated secondary schools. This ensures that transition arrangements for pupils starting in year 3 and those moving to year 7 are effective. Procedures at the end of each school year for pupils to transfer to their new class are also good. There are equally good arrangements to help those pupils who join the school at different times of the year to settle in and make new friends.
91. The day-to-day care, support and guidance pupils receive is excellent. Pupils are very well known to adults within the school, this helps to ensure very secure and friendly relationships throughout. It is these very secure relationships that successfully underpin the school's work and give pupils the confidence to seek help if they should need it. Throughout the school day, guidance is discreet but extremely effective. As a result, pupils grow in confidence and self-esteem. This in turn helps pupils to achieve well. Very good attention is given to healthy lifestyles and exercise.
92. Systems to monitor and address any concerns related to pupils' behaviour are outstanding. These result in a consistent approach being taken by all staff to effectively manage any inappropriate behaviour. Support for pupils who may have been excluded from another school, or who may be at risk of exclusion, are excellent. As a result, the school frequently retains pupils in education where other schools have failed. Arrangements to monitor and promote attendance and punctuality are extremely effective. The expertise of the Education Support Worker is used very well where there are concerns.
93. Pupil's performance is carefully tracked throughout the school. Their achievement is monitored very well in lessons. Adults provide very good support and guidance, which enables pupils to understand their work. Pupils confirm that their teachers help them and they are happy to ask for help. Pupils who use English as an additional language receive good support and show steady progress in their use of English.
94. There are excellent policies and procedures to ensure everyone's health, safety and welfare. Welfare routines are very well established should any pupils hurt themselves or become unwell whilst at school. Suitable risk assessments are regularly carried out, monitored and follow up actions carefully noted. Pupils' healthy development is also given significant emphasis. The extremely well attended breakfast club provides pupils with a nourishing start to the day and also promotes good punctuality. Healthy eating and lifestyles are also strongly encouraged throughout the school.

95. Procedures for child protection procedures are exemplary. They are extremely well documented and known to every adult that works in the school. The policy very clearly reflects current recommended practice. All adults are fully aware of the procedures to follow if they have any concerns and there is an ongoing programme of training for everyone. The arrangements ensure that pupils, especially the most vulnerable, are discreetly and sensitively monitored and supported. There are very good arrangements in place to cater for the needs of any looked after pupils.
96. The school has an extremely clear policy to promote equal opportunity, diversity and racial equality. Provision for inclusion is outstanding, and underpins every aspect of the school's work. No pupil, whatever the background or culture, is prevented from taking part in school life. There are excellent arrangements to eliminate bullying and any form of harassment. Consequently the school is happy and harmonious. Pupils have firm confidence in the school's systems. The school makes good arrangements to ensure the building is accessible for disabled pupils and adults. Measures are in place to ensure no one is disadvantaged because of their disability. There is a suitable accessibility plan in place. The requirements of the Disability Rights Act are appropriately met.
97. The quality of provision for pupils with additional learning needs is good with no significant shortcomings. The administration of special educational needs provision is efficiently shared between the head teacher and the school's special educational needs co-ordinator. This arrangement is because the school has a large number of pupils with statements in addition to pupils on the special educational needs register. All pupils in the resourced provision class have statements for their moderate learning difficulties.
98. In both mainstream classes and the resourced provision class, pupils are assessed thoroughly and accurately. Relevant and challenging work is planned in mainstream classes for all pupils who have additional or special educational needs, including those with statements, and also the resourced provision class. In mainstream classes these plans are effectively carried out but this is not always the case in the resourced provision class. There is a carefully timetabled interchange of pupils between mainstream classes and the resourced provision class for specific activities and lessons. These arrangements particularly enhance pupils' self-confidence and social skills.
99. Overall, the management of all pupils whose behaviour may impede their progress is outstanding. The school provides an extremely supportive environment and effective provision for a significant, and growing, number of pupils who have been transferred to the school by the local education authority on a managed transfer basis. In their previous schools, these pupils have either not been attending for very long periods or have had severe behaviour problems. These pupils show remarkable improvement and their progress is monitored and assessed carefully by the head teacher.
100. Across the school, where pupils have specific or other complex learning difficulties, effective use is made of local education authority support and

specialist staff. This ensures that these pupils receive the correct level and quality of support. The school ensures that programmes of work offered by specialist teachers are reinforced appropriately. The recently introduced *Catch Up* reading programme improves targeted pupils' reading standards.

101. The school holds appropriate annual reviews of pupils with statements of special educational needs. The head teacher oversees all assessments and gathers relevant information. Parents are as fully involved as possible in discussing their children's progress and contributing towards these reviews. The requirements of pupils' statements are being fulfilled. Parents are also involved in contributing towards, and discussing the termly review of their children's individual education plans, which are reviewed each term.
102. Pupils' individual education plans are well written by the class teachers and include challenging targets, which are clear and specific. In addition, they identify learning resources and activities to help pupils attain the targets. The special educational needs co-ordinator has designated time to liaise with class teachers. This ensures the effectiveness of the learning programmes identified in the individual education plans. The procedures for assessing, recording and reporting on pupils with special educational needs fully meet statutory requirements.

Leadership and management

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

Grade 1: Good with outstanding features

103. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The quality of leadership and strategic management provided by the head teacher is outstanding and a great strength of the school. The school is highly successful in raising pupils personal and social skills which is their greatest and fundamental need. Pupils of all abilities and backgrounds achieve well although their overall attainment in National Curriculum assessments is low. These factors go towards explaining the mismatch between the grades for key questions 1 and 5.
104. There are clear aims, high values and practical policies, which give a strong, common purpose driving the school to do the best for all pupils and the community. This leads to the provision of exemplary care and inclusion, which meets the urgent needs of pupils.
105. The head teacher provides resolute and highly principled leadership, which ensures a clear and successful direction for the work of the school. Through her unswerving dedication and skill, the school has systematically improved provision for the basic needs of pupils, which for most has been healthy nutrition, emotional security and a stability to daily life. This has dramatically hauled up pupils' personal development to high standards. The head teacher is now leading an ever improving and successful stimulus for pupils' intellectual achievement. The deputy head teacher plays a crucial role in the leadership of the school. She has been active in all the positive changes made in the school. Her recent national top award of 'teacher of the year' provides a good role model for all.
106. All staff work together as an effective team and, with governors, are highly committed to meeting the needs of pupils and the community. Together, they most successfully strive to provide a recognised haven and a positive turning point for many pupils who have great difficulties coping with their lives. All staff have a clear understanding of their duties. Subject leaders play an important part in promoting improved educational provision and higher standards. For example, relatively recent action to improve standards in English and mathematics has had a very significant effect on raising standards across the school.
107. There are well established performance management systems which directly influence the continuing professional development of all teaching and support staff. In virtually all instances, staff respond very positively and this has had a positive effect on educational provision and standards. Both the professional development of individuals and the priorities in the school development plan are affected. Provision for newly qualified teachers is well matched to their

needs and fully meets requirements. Development targets for individual pupils are met well.

108. The school takes good account of national priorities. Its promotion of inclusion and tackling social disadvantage is exemplary. It is successfully working towards a *Healthy School* award. Sustainable development and environmental projects are developing well. Against a challenging background, the school successfully promotes the way pupils work together and their positive response to citizenship and personal responsibility.
109. The governors know the needs of the pupils and the community very well. They are ably led by a knowledgeable chairperson and vice chairperson. The governing body is well organised with well structured meetings and individual governors taking particular responsibilities. The head teacher keeps the governors very well informed through termly reports. Other staff also keep the governors up to date on particular developments.
110. Early in her appointment to the school, the head teacher set up a formal system for governors to visit the school. This system is very successful in familiarising governors with standards and developments in their area of responsibility. Because of this understanding, governors have a positive influence on strategic planning. Governors are well aware of planned developments and the time scales involved and regularly question progress against these targets. The governing body fully meets its statutory responsibilities.

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

Grade 2: Good features and no important shortcomings
--

111. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
112. The school produced a full self-evaluation report, which gave an honest and clear view of its strengths and weaknesses. There are a few differences between the overall judgement on key questions made by the school and the team. The school made its judgements for key questions 1 and 3 higher than the team. This school was, understandably, swayed by the significant social and emotional problems, which most pupils have. The school was too modest in its judgement for key question 5.
113. There is a good culture of effective self-evaluation in the school, which formally involves the views of staff, parents, pupils and governors. Information from these sources is carefully considered and systematically prioritised into a school development plan. The school development plan is methodically laid out and sensibly based on Estyn's seven key questions. In places the plan is over-ambitious and lacks a quantitative aspect.

114. The roles of staff with leadership responsibilities appropriately includes the monitoring of the quality of educational provision and pupils' standards of achievement. Subject leaders in mathematics and English receive most useful information on pupils' performance from standardised tests. There routine analysis by all leaders of teachers' lesson planning. In addition they lead whole staff sessions to evaluate standards in pupils' written work. Teaching and learning are also evaluated by direct classroom observation. The head teacher and deputy have been particularly active in this area. The outcomes of all these monitoring aspects are used very constructively to promote higher standards, particularly in English and mathematics. Development planning and well structured continuing professional development are effectively used to make improvements to identified areas.
115. Learning support assistants have a very perceptive understanding of their work and readily attend, and benefit from, relevant training activities. Pupils are very familiar with evaluating their standards in their personal and academic development. The effect on their personal development is very good.
116. The school has made good progress since the last inspection particularly in raising pupils' achievement, improving overall management and maintaining a very high level of care.

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

Grade 1: Good with outstanding features

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The school is well staffed. There is a sufficient number of suitably qualified teachers. There is an adequate number of learning support assistants who are well qualified for the work they do. The school makes good use of visiting specialist teachers for music, pupils who have English as an additional language and also pupils with particular special educational needs. There is regular, frequent and effective support and guidance provided by a health visitor, educational psychiatrist, welfare organisations, such as the NSPCC, and social services support. Taken together, staff provide a wide range of relevant expertise and bring enthusiasm and energy to their work. Teachers and learning support assistants work closely together to the benefit of pupils' personal and academic development. Learning support assistants are well briefed for their work and, at times, take on significant responsibilities, which they carry out well. The school has effective arrangements for the professional development of all its staff.
119. The school secretary and clerk contribute effectively to daily routines and secure financial control. Mid-day staff make a very valuable contribution to pupils' welfare. Catering staff provide much appreciated food at breakfast, break and dinner times. The school and grounds are kept clean and tidy.

120. Learning resources are managed extremely well. They are reviewed each half-term and checked against school priorities. This results in each classroom being well stocked with appropriate and sufficient resources. Computers are managed well giving all pupils good access during lessons and at other times. Good use is made of interactive-whiteboards, which are in every class. The organisation of the school library is outstanding. It is located in spacious room with décor and furniture, which effectively stimulate study and reading. There is a good stock of books and a sophisticated computer-based system for the issue of books. Pupils make regular use of the library and are very familiar with the way books are organised and issued.
121. The school makes full use of its very good accommodation. Classrooms and circulation areas are spacious and have attractive displays of pupils' work, which enhance the learning environment. There are first class grassed areas. These are well used for sporting activities such as orienteering and hosting sporting events with other schools. A large number of trees, planted by the school, provide a good study area for environmental work. An attractive, formal garden in the centre of the school building very effectively promotes pupils' respect, responsibility and pride. The schools' policy of open access for the community outside of school hours has effectively reduced vandalism.
122. The school makes outstanding use of funds and resources from external sources. For example, it has located a charity, which supports young people in the locality and been most successful in obtaining sponsorships and other donations from industry. For several years, a rolling programme of decorating the school has been carried out by a community volunteer. These arrangements significantly enhance budgetary provision, and enable the school to enrich the social and academic experiences of pupils.
123. The organisation of teachers' planning, preparation and assessment is very well managed. The amount of time given to each teacher meets requirements. Teachers use this time productively to ensure that all lesson plans are in place and assessments of pupils are brought up to date. This is having a positive effect on standards.
124. The school's budget is managed very well. The main priority is to provide a sufficient number of staff to provide for the needs of pupils. This is crucial because of the high numbers of statemented and special needs pupils in the school. The head teacher and governors ensure that funding the school's priorities for development, are also given close consideration when setting the budget. The budget spend is checked carefully throughout the year. The school appreciates the support it receives from the local education authority in this and other areas.
125. The school provides good value for money.

Standards achieved in subjects and areas of learning

126. *In all mainstream classes, pupils have a very wide range of ability. The school's assessment data shows there is a high proportion of pupils whose ability is below and often well below average. This is particularly the case in years 3 and 6. All pupils follow the same curriculum but the work they do is appropriately matched to their ability. In grading the following judgements, inspectors have considered how well pupils have achieved their potential.*
127. *In the resourced provision class, where all pupils have a statement for moderate learning difficulties, judgements of pupils' achievement are also based on pupils' age and ability.*

English

Mainstream - Grade 3: Good features outweigh shortcomings.

Resourced provision - Grade 3: Good features outweigh shortcomings.

Good features: Mainstream

128. Throughout the school, pupils demonstrate good listening skills. They respond well to questions and the more able pupils use appropriate vocabulary to express themselves in a variety of contexts.
129. Younger pupils correctly identify specific sounds and blends of letters within words and use appropriate adjectives and phrases to describe people's characteristics. They set out correspondence using appropriate layouts and expressions.
130. Most older pupils use a dictionary effectively to define the meaning of words and use reference skills confidently to find a book on a specific topic, using the classification system in the school library. They distinguish correctly between a biography and an autobiography.
131. Many pupils use a variety of writing forms in an appropriate context to write an imaginative, creative article, a narrative piece of writing, or to create a short story.
132. Most pupils use their reading skills to extract relevant information and proceed to provide an informative report on a topic, showing good comprehension of the text.
133. Older pupils have a good understanding on how to set out arguments for and against an issue. They identify the key points clearly and express their viewpoints effectively and sequentially in their writing. They use persuasive writing to attempt to influence a reader's judgement.
134. In their reading, the more able, older readers use appropriate reading strategies to identify and subsequently correct their own errors. Their

knowledge of grammar enables them to identify examples of Greek based prefixes within English words.

Good features: Resourced provision

135. Younger pupils correctly use adjectives when writing simple sentences. Most pupils use their reading skills to find specific information from a simple text. All pupils listen well and recall the main points from a story.
136. Pupils construct a short sentence reporting events they took part in. Most pupils show that they have understood small, extracts of reading materials through correctly answering basic comprehension questions correctly. All pupils show good phonic knowledge of letter sounds.

Shortcomings: Mainstream

137. Younger pupils' reading strategies are limited to phonic identification of single letters, and they do not possess enough knowledge of alternative strategies.
138. Many pupils, across the school do not make effective use of punctuation in their written work and their handwriting skills are underdeveloped.
139. Many pupils do not possess a wide enough vocabulary to express themselves confidently in front of others.

Shortcomings: Resourced provision

140. A few pupils confuse between b and d when reading and writing. About half the pupils do not form their letters clearly. A small number of pupils leave out some words when writing sentences.

Welsh second language

Mainstream - Grade 2: Good features and no important shortcomings.

Resourced provision - Grade 2: Good features and no important shortcomings

Good features: Mainstream

141. Most pupils show enthusiasm when using Welsh in formal and informal situations. They use appropriate phrases to greet each other and adults. They respond appropriately to requests indicating good and effective comprehension of basic oral Welsh.
142. Younger pupils correctly identify targeted words within a simple text, and create effective ID cards using appropriate words and phrases to describe themselves. In explaining what's on television, they state times correctly, to the whole hour. They work independently identifying given words within a word search puzzle.

143. Most older pupils choose a variety of sentence patterns to complete a given start to a sentence. They also insert appropriate words into sentences.
144. Many pupils use effective adjectives to describe people and characters and read their work in an appropriate manner using good intonation and pronunciation. They also use effective questioning techniques to find out characteristics of other people and to describe their own preferred activities. The more able pupils express preferences for favourite activities using appropriate phrases, and provide reasons for choosing this activity
145. Several older pupils are skilled in using correct phrases to direct the reader to specific locations within their locality. The more able pupils produce a variety of sentences, appropriately describing people's specific characters

Good features: Resourced provision

146. Pupils correctly write and read a simple description of a person. They recognise directions given in a variety of contexts. Pupils know the words and actions for songs in Welsh. Pupils use basic sentence patterns appropriately.

Shortcomings: Mainstream

147. A few pupils have difficulties pronouncing vowels sounds accurately

Mathematics

Mainstream - Grade 2: Good features and no important shortcomings.

Resourced provision - Grade 2: Good features and no important shortcomings.

Good features: Mainstream

148. Pupils' number work progresses well as they move through the school. Most of the youngest pupils work confidently in ten and units. Several have a good knowledge of the place value of three digit numbers. Year 4 pupils are familiar with the use of inverse operations of the four rules of number and many correctly choose the correct rule to solve problems. In year 5, pupils successfully identify patterns in number sequences and carry out division involving remainders. By year 6, several pupils have a secure understanding of appropriate algebraic operations and equivalent numbers as decimals, fractions and percentages.
149. The youngest pupils have a secure knowledge of the properties and names of two dimensional shape. For example, many correctly explain the difference between a square and a rectangle and understand the term quadrilateral. Several pupils systematically name polygons up to decahedrons. The youngest pupils are familiar with units of measure, such as cm and mm. Pupils in year 5 know which instruments are needed for different measuring tasks. In year 6, pupils appreciate metric and Imperial units of measure and have a good knowledge of angles.

150. In year 4, pupils apply their knowledge of Venn diagrams in different contexts and are familiar with Carroll diagrams. They collect data using their tally charts, which they construct themselves and present in correctly labelled bar charts. By year 6, pupils correctly construct and interpret line graphs, translate shapes in four quadrants and accurately use terminology associated with probability.
151. Pupils' problem solving skills have developed well recently. The youngest pupils make effective use of prose to explain their work. Pupils in year 4 deal with simple and complex permutations of numbers of people and possible handshakes. In year 5 pupils explore cutting and folding paper and the effect on shape. Year 6 study the effect of multiplying consecutive numbers.

Good features: Resourced provision

152. Most pupils accurately work out half a given number up to the value of ten. Many pupils accurately count correctly in twos.

Shortcomings: Mainstream

153. There are no significant shortcomings.

Shortcomings: Resourced provision

154. A few pupils reverse digits when they write them, for example 7 for 7 and 9 for 9. A few pupils have difficulties in identifying which numbers come between two given numbers between 1-10.

Information technology

Mainstream - Grade 2: Good features and no important shortcomings.

Resourced provision - Grade 2: Good features and no important shortcomings

Good features: Mainstream

155. Across the school, pupils are confident and competent in the use of computers. A particularly good feature is the positive way they log on to their previous work and methodically save new work. They make safe and focussed use of internet to retrieve relevant information. For example, pupils in year 6 locate relevant web pages and cut and paste the specific aspects they are looking for. These oldest pupils are familiar with the concept of networked computers and know that electronic information can also be transferred using discs.
156. From year 3 onwards, pupils are familiar with setting up fields in data bases and making correct use of the information. For example, the youngest pupils produce bar graphs regarding the characteristics of popular pets. The oldest pupils use spreadsheets to produce relevant graphs.

157. Pupils word processing skills are well developed. They often successfully combine text and images. In years 3 and 4 use word art and formal text for imaginative work in describing a dragon's lair. In year 5, pupils use clip art, text and templates to make greetings cards. Pupils in year 6 are skilled in basic editing such as shifting blocks of text, changing fonts and efficiently correcting errors.
158. Pupils of all ages send emails to each other. Art and drawing programs are successfully used when pupils in year 5 produce repeating patterns and pupils in year 6 clearly set out map directions. Pupils in year 6 make very good use of video editing programs when they speedily resize and reorder sound and animation. These oldest pupils are very familiar with changing variables when they write instructions to control on-screen actions.

Good features: Resourced provision

159. All pupils use a mouse confidently to indicate specific items on the screen. Most pupils input text appropriately from a keyboard.

Shortcomings: Mainstream

160. Pupils have yet make the planned for use of the school's sensors for temperature and also the use of spreadsheets for calculations.

Shortcomings: Resourced provision

161. There are no significant shortcomings.

Design technology

Mainstream - Grade 3: Good features outweigh shortcomings.

Resourced provision - Grade 3: Good features outweigh shortcomings.

Good features: Mainstream

162. Across the school, pupils carry out the design and make process in a broad range of contexts, including the preparation of food and use of textiles. The quality of finish of the products made is good. Finished products also show a good range different ideas but all meeting the relevant design brief.
163. Younger pupils explore different materials and how they are joined together when they survey playground equipment. When they construct simple structures from cardboard strips and split pins, they appreciate the importance of triangles in producing a stable and strong structure. They apply their knowledge of safe electrical circuits when they make working torches from batteries, bulbs and recycled materials.
164. Pupils in year 5 make ramps to use when they investigate friction in their science lessons. They very carefully measure length and angles when they

mark out strips of wood. The wood is carefully sawn and strong joints made with glue guns and reinforcing card triangles.

165. The different ways in which movement can be produced are well known from year 3 onwards. The youngest pupils design 'moving monsters', which are operated by a simple pneumatic system. The oldest pupils produce sophisticated drop cam systems to make moving toys. In year 6, pupils carry out and record the design, make and evaluate process very well.

Good features: Resourced provision

166. Most pupils distinguish clearly between the style and presentation of packaging presented to them, on two chocolate bars. Many pupils give reasons why they would amend or change design of their own creation.

Shortcomings: Mainstream

167. In the majority of classes, pupils do not sufficiently and systematically record what they do. This does not help their understanding of the common aspects of the overall process of design technology, particularly the evaluation aspect.
168. At times, pupils' produce art, craft and design work, for example when they make Welsh love spoons and incorrectly consider this to be design technology.

Shortcomings: Resourced provision

169. A few pupils have difficulties identifying and recording correct sequences in designing and planning.

Religious education

Mainstream - Grade 2: Good features and no important shortcomings.

Resourced provision - Grade 2: Good features and no important shortcomings.

Good features: Mainstream

170. Across the school, a great strength of pupils' knowledge and understanding is in the similarities and differences of different world religions. Pupils reinforce this aspect when they take a keen interest in the experiences of their classmates' different religions or forms of Christianity. They successfully compare rituals and symbolism such as the use of water in Christianity and Hinduism.
171. Pupils increasingly recognise that several religions have a fundamental belief in a supreme being or beings. They also appreciate that, potentially, religions provide an order to community living. Pupils suitably link this to their own situation including the need for rules in school and rites of passage.

172. The youngest pupils have a good understanding of the Easter story including the relevance of the last supper. They show good understanding of the feelings of individuals, such as when they write a letter as if they were Pontius Pilate. This empathy is extended when pupils in year 4 consider the contrasting views which people held of Jesus when he was alive, such as by one of his disciples and a rabbi.
173. As they move through the school pupils gain a good experience, often first-hand, of different places of worship for Christian and other religions. By year 6, pupils have a broadening knowledge of the structure and symbolism in churches, synagogues and Hindu Mandirs. They are familiar with several New Testament Bible stories and are developing an understanding of how metaphors are used in religious texts.

Good features: Resourced provision

174. Most pupils correctly name places of worship in the locality. Many pupils correctly match religions to their symbols. Most pupils correctly identify basic symbols related to Christianity.

Shortcomings: Mainstream

175. There are no significant shortcomings.

Shortcomings: Resourced provision

176. Many pupils have a limited knowledge of specific vocabulary related to the subject.

School's response to the inspection

As a school we welcome the findings of the inspection team and agree with them that Ysgol Rhosymedre is a good school with many outstanding features.

We are delighted that the inspection report reflects the good improvements in all aspects of the school since the last inspection. The inspection team has recognised the tremendous contribution that all involved in the life of the school make and the good progress pupils make in all their learning.

The report highlights the positive attitude the pupils have to their learning and that the school has made great strides in improving standards in several areas of the curriculum. Especially encouraging are the comments made about the improvements made in information technology, mathematics and pupils bilingual competence. The report also confirms the good arrangements for the provision of pupils with special educational needs and the excellent model of inclusion provided.

The staff appreciate the professional manner in which the inspection was conducted. The recommendations made by the inspectors match the issues identified by the school and will help us improve further.

Following receipt of this report the governors will put in place an action plan to address all recommendations in the report. In particular the plan will include strategies to manage assessment throughout the school more effectively, thus ensuring it has more impact on raising standards. To plan more rigorously for teaching and learning in key skills to raise standards and to raise standards in the shortcomings for subjects identified in the report, particularly in English and design technology.

The current school development plan 2005 -7 will be amended. A copy of the action plan will be sent to all parents and to the Chief Learning and Achievement Officer. The governor's annual report to parents will report on the progress made in addressing the recommendations in the inspection report.

Appendix 1

Basic information about the school

Name of school	Rhosymedre Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Parc Road, Rhosymedre, Wrexham
Postcode	LL14 3EG
Telephone number	01978 823040

Head teacher	Mrs Rosalind Harrison
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mrs Rhona Roberts
Registered inspector	Mr Glyn Gaskill
Dates of inspection	12 – 14 June 2006

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	N/A	N/A	N/A	N/A	18	23	18	22	81

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.5

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	N/A	N/A	89.1%
Autumn 2005	N/A	N/A	94.2%
Spring 2006	N/A	N/A	89.1%

Percentage of pupils entitled to free school meals	46%
Number of pupils excluded during 12 months prior to inspection	6

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

WHOLE SCHOOL*:

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6					18
Percentage of pupils at each level											
		D	A	F	W	1	2	3	4	5	6
English	School	0	0	0	0	0	28	39	22	11	0
	National	0	0	0	0	1	6	16	45	31	0
Mathematics	School	0	0	0	0	0	22	22	50	6	0
	National	0	0	0	0	0	4	19	46	30	0
Science	School	0	0	0	0	0	0	39	61	0	0
	National	0	0	0	0	0	2	13	49	35	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	28	In Wales:	79
----------------	----	-----------	----

*NOTE:

The above figures are for the whole of year 6 and are discussed in paragraphs 50 and 51.

Because there a significant number of pupils joining the school during the key stage, paragraph 52 discusses the results from pupils who have been in school since the start of year 3.

- 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

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector-days in school.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and a parent.
- Fifteen questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Eighteen lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Questions 5 and 6 Contributions to: Key Questions 1 and 2 Mathematics, information technology, design technology and religious education
Mrs Denise Shields Lay Inspector	Contributions to: Key Questions 1, 3 and 4
Mr Glyn Griffiths Team Inspector	Key Question 7 Contributions to: Key Questions 1, 2, 3 and 4 English and Welsh second language

Mrs Rosalind Harrison was the school's nominee.
There was no peer assessor.

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.