

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

**Saltney Wood Memorial Community Primary School
Boundary Lane
Saltney
CH4 8SE**

School Number: 6642040

Date of Inspection: 20/11/06

by

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12572**

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

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- * 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.

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Saltney Wood Memorial C.P. 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 Wood Memorial C.P. School took place between 20/11/06 and 22/11/06. An independent team of inspectors, led by Robert Stuart Wormleighton 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 nursery schools, 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

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Context

The nature of the provider

1. Saltney Wood Memorial School is a Community Primary School situated on the border between Wales and England on the outskirts of the City of Chester. There are currently 208 pupils on role including 13 nursery children. Children are admitted on a half-day basis in the year they attain their fourth birthday. The number of pupils attending the school is slightly lower than at the last inspection in October 2000. There are 8 full-time and 5 part time teachers at the school.
2. Most pupils come from the housing estates and properties close to the school, 25% of which are in the County of Cheshire. Nearly all pupils are from homes where English is the first language. Very few speak English as an additional language and no pupils speak Welsh as their first language.
3. The pupils are drawn from a wide range of backgrounds varying from advantaged to disadvantaged. However the school, with around 22% of pupils entitled to free school meals, which is above the all Wales average, has been awarded a RAISE grant by The Welsh Assembly Government designed to raise achievement in schools with children living in disadvantaged circumstances. There are currently 33 (17%) pupils on the school's register of special educational needs.
4. The school has been awarded the Basic Skills Quality Mark 4, the Investors in People Award and Bronze and Silver Awards in the ECO Schools initiative. It is also part of the Health Promoting Schools project.

The school's priorities and targets

5. The school's mission statement is:
 - To include, value and celebrate each individual child and promote a lifelong love of learning.
6. It hopes to achieve this by:
 - Providing a happy, safe environment, which encourages openness, honesty, mutual respect and tolerance;
 - Providing stimulating and challenging teaching and learning experiences and promoting active learning;
 - Enabling children to take responsibility for their own learning and developing their independence skills;
 - Having high expectations of all pupils and enabling them to reach their potential in all aspects of learning;
 - Enabling the continuous professional development of all staff;

- Encouraging parents and governors to participate in the life and growth of the school;

and have fun learning.

7. The school's main curriculum priorities and targets are to continue with:

- the review of English;
- the review of mathematics;
- the development of the new format for assessment;
- the further development of the foundation phase;
- the audit of Welsh as a second language;
- to complete the review of the foundation subjects; and
- to implement the areas for development identified in the school's self evaluation report.

Summary

8. Saltney Wood Memorial School provides a welcoming, happy, safe, secure, and caring environment for pupils to learn and play. Parents consider pupils are happy in school, and they are satisfied with the help and guidance provided for their children. The school has improved in the majority of areas since its last inspection.
9. The overall quality of provision for the under-fives is an outstanding feature of the school.

Table of grades awarded

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?	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

Areas of Learning for Under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

Grades for standards in subjects inspected

Subject	Key Stage 1	Key stage 2
English	Grade 3	Grade 3
Welsh second language	Grade 2	Grade 3
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2

10. During the inspection, standards in the 25 lessons observed were as follows:

Grade 2	Grade 1	Grade 3	Grade 4	Grade 5
48%	20%	32%	0%	0%

11. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets, requiring that by 2007, 98% of standards should be grade 3 or better and that 65% should be grade 2 or better.
12. Baseline data indicate that children generally score below the local education authority and national averages. However, the overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
13. Most pupils make good progress as they move through key stage (KS) 1 and KS 2. Pupils with additional learning needs and those with special educational needs (SEN) achieve well and make good progress. However sometimes opportunities are missed to provide challenges for the most able.
14. Overall pupils' achievement in key skills is good, with some outstanding features. The school has recently been awarded the Basic Skills Agencies award for the fourth time. Their creative skills are good and their bilingual competence and problem-solving skills are developing well. However their communication, numeracy and information technology skills are underdeveloped.
15. Although there has been improvement in the standards of achievement throughout the school since the previous inspection, the results of statutory assessment, in the core subjects, at the end of each key stage, remain well below the national and LEA averages in KS1 and generally just below the average in KS2.
16. At KS1 in the 2006 teacher assessments, the percentage of pupils achieving level 2 or above was 67% in English, 74% in mathematics and 81% in science. At the end of KS2 the percentage achieving level 4 and above was 71% in English, 83% in mathematics and 75% in science.
17. The introduction of the Foundation Phase in KS1 is developing pupils' overall personal, social and learning skills and, where similar good practice is evident in KS 2, standards are good. Pupils have a good attitude to learning and show enthusiasm, interest and good levels of concentration during their lessons. Pupils' behaviour is good. Levels of pupils' self discipline and independence are developing well. Overall the school prepares all its learners well for the next stage of learning.
18. The average level of attendance has reduced since the previous school inspection and is currently averaging just above 90%. This is significantly below the authority's average and the national average. Unauthorised absence

is consistently above 2%. A considerable number of parents take their children on holiday during term time.

19. Pupils' progress in their personal, moral and social development is good. The school's successes in a range of nationally recognised projects and awards, such as Health Promoting Schools and the Eco Schools Awards, together with arrangements for collective worship, links with the parish church and charities, have had a positive effect on the standards achieved. However their understanding of other beliefs, traditions and cultural diversity is less developed.
20. Pupils have a good historical understanding of their locality, and the community in which they live and although their knowledge of the world of work in the area today is less evident, the school is beginning to lay solid foundations for lifelong learning. It ensures that pupils have a developing understanding of the needs of their community.

The quality of education and training

21. During the inspection the quality of teaching in the 29 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	48%	24%	0%	0%

22. Teaching was judged to be grade 1 in 28% of lessons and grade 2 or above in 76% of lessons. In comparison the national picture, reported by Her Majesty's Chief Inspector in her annual report 2004-2005, is that nationally the quality of teaching is good in 79% of lessons, with 18% of lessons having outstanding features.
23. Most teachers generally present their pupils with work that is stimulating and challenging, there is an appropriate pace and rigour to the majority of activities. Pupils are usually well supported through a variety of strategies to suit their learning needs and styles.
24. Teachers in all classes establish and maintain good working relationships. Good behaviour based on the pupils' self discipline and the expectations of the class teacher ensures that interruptions to lessons and the pupils' learning due to inappropriate behaviour are infrequent.
25. Teachers show good subject knowledge across the curriculum. They have added to their knowledge and expertise and use a range of teaching methods, activities and resources. They plan effectively; lesson objectives are generally shared with the pupils and are reinforced at the end of lessons. Lessons are well structured, sequential, and respond well to the changing needs of the pupils, but some are less productive when introductions are too long. The use of support staff and other assistants is a good and, at times, an outstanding feature of the school. Teachers' knowledge and expertise is acknowledged and used to good effect.

26. Although the needs of most individuals, particularly those with SEN, are suitably provided for within all classes, arrangements for gifted and talented pupils are less evident and extension work to cater for these is overlooked.
27. The quality of assessment, recording and reporting, meets all statutory requirements and provision is good for all SEN pupils and for all pupils in KS1 and KS2. The arrangements for the under- fives is an outstanding feature of the school which allows for the detailed collation of information and a comprehensive reporting system ensuring parents are well informed about their children's progress. The assessment policy was reviewed, revised and implemented during the last academic year. It has clear aims, values and objectives and although all aspects are not fully established it is allowing staff to be more aware of pupil progress and standards. However pupils are not sufficiently aware of their own progress and what they need to do to improve. School reports are sent home at the end of each year and meet statutory requirements.
28. The curriculum provided for the under-fives is outstanding. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. It is firmly based on providing children with active learning experiences that ensure that they progress very well during their time in the early years.
29. The curriculum provided for pupils in both KS1 and KS2 complies with legal requirements and is broad, balanced and relevant. At KS1 the school is working successfully with the Local Education Authority to develop a more active-learning based approach. Pupils work interactively, indoors and outdoors, investigating and experimenting. In both key stages educational visits, and the expertise of members of the local community, make a positive contribution to pupils' learning in many curriculum areas. A range of after-school clubs for musical and sporting activities further enhances provision.
30. The school has established successful partnerships with further and higher education institutions. The school's partnerships with other providers and interested parties are good overall and there are good transfer links with the local high school.
31. The school's commitment to work-related education has good features that outweigh shortcomings. Pupils have benefited from projects and visits to retail outlets for example and learning experiences have a positive influence on developing pupils' entrepreneurial skills. However, there are no formal links with employers or the local Education and Business Partnership.
32. Throughout the school, pupils are helped to develop a good awareness of the culture and heritage of Wales. *Y Cwricwlwm Cymreig* is planned for carefully. Pupils have positive attitudes to bilingualism and a thorough policy ensures that sufficient attention is given to developing pupils' bilingual skills progressively throughout the school.

33. Relationships between pupils, staff, parents and the local community are good and friendly but parental involvement in school is underdeveloped. The school operates an 'open door' policy; parents are invited to attend two meetings each year. They are well attended; the family learning courses, run after school have been successful and a small number of parents help with day-to-day school activities. However the home-school agreement is only signed by 20 – 25% of parents, there is currently no parent/teacher association and opportunities to canvass the views of parents are overlooked.
34. Pupils are well cared for, guided and supported, the positive ethos, family atmosphere, the established and the very effective induction and buddy systems, help pupils settle into school life quickly and happily. The school council and particularly the Eco-committee involve pupils in some aspects of decision-making within the school.
35. The school buildings provide a safe and secure environment for pupils to learn and play. The school gives a high priority to pupils' health, welfare, safety and security. Pupils have an appropriate awareness of health and safety. Four members of the school staff are trained in emergency first aid. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school. A comprehensive Child Protection Policy is in place and members of staff have received relevant training and update briefings.
36. The quality of provision for pupils with SEN is good with no important shortcomings. There are good procedures in place for the early identification of pupils' needs, enabling teachers to take action without delay. The quality of support provided for pupils by all staff is good. The school has a positive approach to inclusion. Staff provide good support to pupils to ensure they access the curriculum and progress.
37. The school promotes pupils' spiritual, moral, social and cultural development well. Acts of collective worship of a broadly Christian nature, take place daily. They foster a sense of community and help promote sound moral values. Pupils are given sufficient time for prayer and quiet reflection and develop a genuine empathy for the world in which they live.
38. The school has effective equality policies and pupils' multi-cultural education is developing. The very small numbers of pupils from minority ethnic groups are fully integrated. The school considers equal opportunity a priority with all pupils afforded the same rights. Gender and racial equality are promoted; prejudice and stereotyping are challenged, through respect and tolerance.
39. Behaviour and anti-bullying policies are firmly established and consistently applied by most staff throughout the school. Bullying is considered a serious matter and is not tolerated. The school recognises, respects and celebrates diversity through many areas of the curriculum and during collective worship.

Leadership and management

40. The headteacher gives clear direction to the school's values, aims, objectives and targets. Standards within the school are monitored by the headteacher through classroom observation and reports presented to her by the subject coordinators.
41. The work of the subject coordinators has been effective in most subjects, and especially within aspects of planning and assessment. However, although standards are monitored, classroom observation and the setting of targets to raise standards are currently restricted to the process of Performance Management.
42. Members of the Senior Management Team (SMT) have clear and comprehensive job descriptions and designated roles for the future development of the school and the team is already beginning to make an impact on school improvement issues.
43. The school has responded well to WAG and LEA priorities, piloting the Foundation Phase, and promoting bilingualism, education for sustainability, healthy lifestyles and basic skills.
44. Although links with parents are good in the nursery, reception and KS1 and there are a number of voluntary parental helpers, there is no formal parent teacher association and overall parental involvement is underdeveloped.
45. Some governors are frequent visitors to the school; they are involved in school life, and are extremely supportive. They show interest in the self-evaluation process and are regularly presented with reports on how the school is progressing. However, they are not yet fully involved in contributing towards setting the strategic direction of the school, or directly monitoring the standards pupils achieve. The headteacher has a good overview of the school's performance. Together with members of staff, she carefully monitors pupils' progress and curriculum coordinators evaluate standards in their subjects. The self-evaluation processes effectively identify relevant areas for development, although there is currently no clear procedure for deciding which areas become key issues in the school's improvement plan.
46. The school's self-evaluation report is comprehensive and generally accurate in its assessment of the school's strengths and areas for development. It matches the grades awarded by the inspection team in five out of the seven key questions and issues identified by the school as requiring further attention are similar to those identified by the inspection team.
47. Most priorities set in previous school improvement plans have been met. Overall, the school has made good progress since the last inspection, especially in design and technology, information technology, bilingualism and in improving pupils' behaviour. Generally, standards of achievement and the

quality of teaching are significantly better than they were at that time. However, standards in the core subjects have not improved proportionately.

48. Accommodation and resources are good overall and current staffing levels are very good. The deployment of the staff is good; teachers show appropriate or good subject knowledge, are suitably qualified and experienced.
49. There are good arrangements in place to provide appropriate levels of planning, preparation and assessment (PPA) time for all teaching staff. Pupils and teachers are well supported by a number of suitably qualified teaching and care assistants.
50. The school is appropriately resourced to deliver all areas and subjects of the National Curriculum. It has a suitable range of information technology equipment, including recently purchased interactive white boards. However carefully planned and imaginative timetabling is needed to ensure that all pupils have appropriate and equitable access to this resource.
51. The quality, use and availability of resources are monitored and linked to the priorities of the school development plan. The school generally ensures value for money and has prudently increased resources with useful grants from local commerce, industry and businesses.
52. Pupils benefit from the spacious, secure grassed and hard surface playing areas. The garden and wild areas are well used and enhance the external learning facilities. Classroom accommodation, overall, is plentiful and provides a suitable setting for good teaching. However, the toilets are old and the condition of some are in need of priority attention.
53. The school administrative and caretaking staff make a valued and positive contribution to the school. The school buildings and grounds are well maintained and cared for and are impressively free of litter and debris.

Recommendations

- R1 Develop further pupils' involvement in assessment and target setting and their awareness of what they need to improve.
- R2 Continue to raise standards of attainment in the core subjects and also in Welsh as a second language.
- R3 Consolidate and develop further the good practice of the newly formed Senior Management Team.
- R4 Improve parental links and their involvement in the school.

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

54. The findings of the inspection team match the judgement made by the school in its self evaluation report on this key question.
55. During the inspection, standards in the 25 lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	48%	32%	0%	0%

56. Standards of achievement in the lessons observed are above WAG all-Wales targets, requiring that by 2007, 98% of standards should be grade 3 or better and that 65% should be grade 2 or better.
57. The standards of achievement for the under-fives are as follows.

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

58. The overall quality of provision for the under-fives is an outstanding feature of the school. Baseline data indicates that children generally score below the LEA and national averages. However, they make good progress within all areas of learning and their experiences are providing them with a very good preparation for the Foundation Phase of learning.
59. Although there has been improvement in standards of achievement within the school since the previous inspection, the end of KS1 statutory assessment results for pupils' attainment, in the core subjects of English, mathematics and science, remain well below the national and LEA averages.
60. When compared with similar schools the standards of attainment by the pupils place the school in the lower quartile (the bottom 25% of schools) for English and mathematics and just below the median (the top 50%) for science. The school is placed in the lower quartile for the number of pupils who attain the Core Subject Indicator of at least level 2 in English, mathematics and science. Girls generally do better than boys.
61. The end of KS2 results for the core subjects have been within the lower quartile when compared with attainment in similar schools and just below the national and LEA averages for, English, mathematics and science, and for the

number of pupils attaining the core subject indicator of level 4 and above in each subject. Generally boys perform better in tests and assessments than girls.

62. Pupils with additional learning needs and those with SEN achieve well relative to their age and ability. The challenging targets set for them, within their Individual Education Plans, are met by the majority of pupils and the pupils respond well to the work set, particularly when they are withdrawn from their classes.
63. Overall pupils' achievement in key skills is good, with some outstanding features. The school has recently been awarded the Basic Skills Agencies award for the fourth time. Their creative skills are good and their bilingual competence and problem-solving skills are developing well. However some aspects of their communication skills, such as reading, writing, and their numeracy and ICT skills are underdeveloped.
64. Statutory targets are set for all pupils for their predicted attainment at the end of KS2 and these are agreed with the LEA. Targets for improvements are set in some classes for some subjects. However, the practice is not consistent, throughout the school, nor fully embedded in all core subjects or across other curriculum areas.
65. Even though there are some shortcomings most pupils make good progress; they acquire new knowledge, understanding and skills, both within their individual lessons and over time throughout each term and year. However sometimes high expectations are inconsistently maintained and opportunities are missed to provide challenges for the most able and so progress is variable.
66. Although some pupils are involved in evaluating their work and progress, few are fully aware of the progress they are making and what they need to do to improve their learning. However, overall the school prepares all its learners, of all abilities, well for the next stage of learning.
67. The development of pupils' personal, social and learning skills is good, pupils have a good attitude to learning and show interest in their work. Most show good levels of concentration during their lessons. They show enthusiasm for school and their work and willingly respond to questions. They join in well with what the school has to offer not only in their lessons but also through the range of extra activities they are provided with.
68. There has been good improvement since the last inspection. Pupils' behaviour is good, both within lessons and during the less structured times of the day. They are involved in agreeing the code of behaviour for the school and so know and understand, what is expected of them. They behave responsibly and are considerate and courteous to each other and to the adults, both staff and visitors, within the school. Levels of pupils' self discipline and independence are developing well.
69. The level of attendance has reduced since the previous school inspection and is currently averaging just above 90%. This is significantly below the

authority's average, the national average and the average for similar schools (based on free school meals entitlement). Unauthorised absence is consistently above 2%.

70. A considerable number of parents take their children on holiday during term time, causing pupils to miss valuable learning time. Although the school does not condone this practice it is a significant cause of pupil absence. There are no significant, unexplained variations in attendance levels across the school.
71. With a small number of exceptions, punctuality is good at the start of, and throughout, the school day allowing lessons to start promptly without delay or disruption.
72. Pupils' ability to work with increasing independence is improving throughout the school. The introduction of the Foundation Phase in KS1 is developing pupils' skills in problem-solving, decision-making and overall study skills. Where similar good practice, based on investigative work, pupil involvement and independent learning is evident in KS2, standards are good but with some shortcomings in their consistency.
73. Pupils' progress in their personal, moral and social development is good. The school's successes in a range of nationally recognised projects, such as Health Promoting Schools and the Eco Schools Awards, together with arrangements for collective worship and links with the parish church, have had a positive effect on the standards achieved. However their understanding of other beliefs, traditions and cultural diversity is less developed.
74. Pupils have a good historical understanding of their locality, and the community in which they live and although their knowledge of the world of work, in the area today, is less evident, the school is beginning to lay solid foundations for lifelong learning. It ensures that pupils have a developing understanding of the needs of their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report on this key question.
76. During the inspection the quality of teaching in the 29 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	48%	24%	0%	0%

77. Teaching was judged to be grade 1 in 28% of lessons and grade 2 or above in 76% of lessons. In comparison the national picture, reported by Her Majesty's Chief Inspector in her annual report 2004-2005, is that the quality of teaching is good in 79% of lessons, with 18% of lessons having outstanding features.
78. Most teachers generally present their pupils with stimulating and challenging work. There is appropriate pace and rigour in the majority of activities. Pupils are set time targets, appropriate to their abilities and progress well in their understanding of the concepts and skills being taught.
79. Pupils are usually well supported through a variety of strategies to suit their learning needs and styles. The majority of teachers are developing the correct balance between intervention and allowing pupils to develop a greater independence to learning.
80. Most are given the time and opportunity to answer, join in and express themselves. Very occasionally however, individual pupils or groups are allowed to dominate at the expense of more passive individuals or groups within the class.
81. Teachers in all classes establish and maintain good working relationships. Their expectation of good behaviour and the pupils' self-discipline, ensures that interruptions to lessons, due to inappropriate behaviour, are infrequent.
82. The positive attitude and ethos within classes is enhanced further by the quality of relationships between pupils and staff members. All learners are valued and treated with respect, regardless of gender, race or ability.
83. Teachers show good subject knowledge across the curriculum, even in those areas not originally within their specialities. They have added to their

knowledge and expertise, in various curriculum areas and approaches, from the introduction of the Foundation Phase, to the teaching of design and technology, bilingualism and the use of interactive whiteboards.

84. Teachers divide into relevant groupings through the school and work together effectively. Lessons are well planned and are linked to the school's schemes of work. Lesson objectives are generally shared with the pupils and are revisited at the end of lessons, to reinforce learning.
85. Lessons are well structured and sequential and teachers respond well to the changing needs of their pupils and circumstances. However, on a very few occasions, lesson introductions are sometimes too long and time for pupils' activities are shortened.
86. The use of support staff and other assistants is a good and, at times, outstanding feature of the school. They are well informed about the activities taking place and respond well to the needs of the individual pupils or groups they support. Their knowledge and expertise is acknowledged by the school and is used to good effect in different areas of the school and the curriculum.
87. Where lessons are most successful teachers use a range of teaching methods and activities that reflect, not only the subject being taught, but also the interest and aptitude of the pupils. Lessons are nearly always well supported by a range of appropriate materials, artefacts and equipment to engage the pupils. In a very few lessons opportunities are missed to enhance activities and extra resources are sometimes not available.
88. Pupils are encouraged to make use of resources outside school. Homework is set for research and to reinforce learning for most pupils in KS2, although its use is not always consistently applied.
89. All the staff within the school are actively engaged in developing their own and their pupils' bilingual skills. Use is not confined to the daily 'Incidental Welsh' lessons but is promoted by staff throughout the day across the curriculum and in most activities.
90. The needs of most individuals, particularly those with SEN, are acknowledged and suitably provided for within planning documents, and appropriate provision is evident within all classes. However, arrangements for gifted and talented pupils are less evident.
91. The quality of assessment, recording and reporting, meets all statutory requirements and provision is good with no important shortcomings for all SEN pupils and for all pupils in KS1 and KS2. The arrangement for the under-fives is an outstanding feature of the school. The detailed collection and collating of information informs future planning and the comprehensive reporting system ensures parents are involved and well informed about the progress their children are making.

92. The assessment policy was reviewed, revised and implemented during the last academic year. It has clear aims, values and objectives and, although all aspects are not yet fully implemented throughout the school, the policy and practices are allowing staff to be more aware of pupil progress and its implication on learning and standards.
93. The school has a marking policy, generally the policy is followed and comments are constructive and give direction to the pupils on how to improve and achieve their targets. However, implementation is, at times, uneven and pupils' involvement is variable.
94. School reports are sent home at the end of each year and meet statutory requirements. They vary in their presentation; some are hand written whilst others are word processed. They contain pupil and parents' comments and parents are invited in at the end of the year to discuss them. However the school's open door policy offers parents the opportunity to meet with the staff at any time during the year 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 with no important shortcomings

95. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum provided for the under-fives is outstanding. The school is working towards the principles of the WAG forthcoming Foundation Phase. It is firmly based on providing children with active learning experiences that ensure that they progress very well during their time in the early years.
96. The curriculum provided for pupils in both KS1 and KS2 complies with legal requirements. It takes due account of all National Curriculum subjects, the locally agreed syllabus for religious education and the promotion of pupils' spiritual, moral, social and cultural development. The curriculum provided is broad, balanced and relevant.
97. At KS1, the school is working successfully with the local authority to develop a more active-learning based approach to delivering the National Curriculum in preparation for the Foundation Phase. Pupils work interactively, both indoors and outdoors, investigating and experimenting. Their experiences are subsequently enhanced through focussed activities and discussions with adults.
98. There are suitable policies and schemes of work for all subjects. These are reviewed and updated on a regular cycle to ensure pupils' continued progress as they move through the school.
99. In the early years, the school makes very good provision to ensure that children's key and basic skills are developed well. In KS1 and KS2,

opportunities to develop these skills are clearly identified in schemes of work and in teachers' planning.

100. Educational visits, and the expertise of members of the local community, make a good contribution to pupils' learning in many curriculum areas. Pupils enjoy a wide range of experiences in school, including poetry workshops, theatre and musical performances. Frequent visits by professional artists are a very positive feature of the school's provision. A range of after-school clubs for musical and sporting activities enhances standards in these areas.
101. The school promotes pupils' spiritual, moral, social and cultural development well. Whole school assemblies, of a broadly Christian nature, take place daily and meet the statutory requirements for an act of collective worship. They foster a sense of community and help promote sound moral values. Pupils are given sufficient time for prayer and quiet reflection and develop a genuine empathy for the world in which they live.
102. The ethos of the school encourages and promotes positive values and attitudes. Honesty, fair play, kindness and consideration for others are fostered successfully. Adults work diligently to ensure pupils have a clear understanding of right and wrong. Pupils are sensitive to the needs of others. Effective use is made of 'Personna Dolls', large puppets, to enhance the delivery of personal, social and health education.
103. Appropriate arrangements are in place to develop pupils' awareness of health and sex education and substance misuse. The programme follows national recommendations and external visitors make a positive contribution to pupils' understanding in these areas.
104. There are good features that outweigh shortcomings in the promotion of cultural diversity. Members of staff recognise that the school is at an earlier stage of development in promoting multi-cultural issues.
105. The school's partnerships with other providers and interested parties are good overall. There are successful links with neighbouring schools including the local high school. Recently the school has worked closely with the LEA to enhance provision in the early years and KS1 classes.
106. The school has established successful partnerships with further and higher education institutions and regularly welcomes student teachers and students undertaking childcare and vocational qualifications.
107. The school's commitment to work-related education has good features that outweigh shortcomings. Pupils have benefited from some local visits to supermarkets and other retail outlets for example. Older pupils have been involved with a design and technology challenge arranged in conjunction with a major local manufacturer. Through role-play, younger pupils develop some understanding of working in offices or shops. However, there are no formal links with employers or the local Education and Business Partnership to help develop this aspect of vocational education.

108. Throughout the school, pupils are helped to develop a good awareness of the culture and heritage of Wales. Schemes of work in subjects such as art, geography and history ensure that *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, is planned for carefully.
109. A thorough policy ensures that sufficient attention is given to developing pupils' bilingual skills progressively throughout the school. There are clear bilingual signs and labels in all areas. Adults strive to ensure that Welsh is heard regularly throughout each school day and, as a result, pupils have positive attitudes to bilingualism.
110. The school successfully tackles social disadvantage and challenges gender stereotyping particularly in the early years class. Equality of opportunity and access for all pupils is assured. All pupils are given opportunities to integrate fully in all curricular and extra-curricular activities.
111. The standards in, and provision for, education for sustainable development is good. The school has already attained the Eco-Schools Bronze and Silver awards and is working towards the Green Flag award. All those involved with the school make positive efforts to act in a sustainable way. The very proactive Eco-committee, that has only been in existence since the beginning of the academic year has a detailed plan of action. The school has established links with a school in Gambia and pupils' understanding of global citizenship is developing. However the commitment of the school to celebrating cultural diversity and promoting racial equality, although evident is less developed.
112. Learning experiences have a positive influence on developing pupils' entrepreneurial skills. Some pupils are given opportunities to develop their economic awareness as they plan and make items for a school fair. The school council and particularly the Eco-committee involve pupils in some aspects of decision-making within the school.
113. The school is beginning to lay solid foundations for lifelong learning. It ensures that pupils have a developing understanding of the needs of their community.

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

Grade 2: Good with no important shortcomings

114. This grade is one lower than the schools' self evaluation grade. This is because the inspection team considered the features the school regarded as outstanding to be good.
115. The school provides a welcoming, happy, safe, secure, and caring environment for pupils to learn and play. Pupils are well cared for, guided and supported. Parents consider pupils are happy in school, and they are satisfied with the help and guidance provided for their children.

116. Teachers identify and react constructively to each individual pupil's needs and the deployment of available support staff and external services is organised effectively to meet these needs and requirements.
117. Relationships between pupils, staff, parents and the local community are good and friendly. However there is no Parent Teacher Association or 'Friends' organisation currently in place.
118. The school operates an 'open door' policy and each year parents are invited to attend two parents' meetings to discuss their child's targets, progress and other matters related to their education. These meetings are well attended.
119. The school received a relatively low response to the pre-inspection questionnaires issued to parents and the home-school agreement is only signed by 20 – 25% of parents. Pupils' views, opinions and suggestions are obtained through the fairly recently established school council.
120. A very small number of parents help with day-to-day school activities, for example reading and operating the compact library. However the family learning courses run after school have been successful and attended by up to 20 parents.
121. The positive ethos, the family atmosphere and the established and very effective induction arrangements for pupils helps them settle into school life and routines quickly and happily. The 'buddy' system – Friendly Faces - helps the shy and more reserved pupils to settle into school. The good links with the high school and the transfer arrangements for pupils moving from Year 6 to the high school are effective, although pupils have not undertaken any curriculum link assignments.
122. The school makes good use of specialist services, when necessary. Topics related to health education are contained within the school's Personal and Social Education programme and are reinforced, during the designated health education weeks, promoting health related issues.
123. Although attendance is below average pupils and parents are often advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is robust and generally effective.
124. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. Most staff consistently implements the behaviour and anti-bullying policies. Pupils understand and closely adhere to the class rules they have developed and adopted. The schools' range of systems for recognising and rewarding good standards of behaviour and achievement are understood and appreciated by pupils and are effective.
125. The school buildings provide a safe and secure environment for pupils to learn and play. Risk assessments, are undertaken regularly and are fully

documented. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.

126. The headteacher is the designated Child Protection Co-ordinator and a nominated governor has been established. A comprehensive Child Protection Policy is in place and staff has received relevant training and update briefings.
127. The quality of provision for pupils with SEN is good with no important shortcomings. The curriculum support teacher has taken up her role at the start of this term; she is also the Special Educational Needs co-ordinator (SENCo). Additional support is provided by a classroom assistant, who is also the designated governor; she withdraws pupils for '*Catch-Up*' and '*Maths Recovery*'. The educational psychologist and other external teachers and agencies work closely with staff to support pupils effectively.
128. There are good procedures in place for the early identification of pupils' additional learning needs, enabling teachers to take action without delay. They assess pupils' needs thoroughly and accurately. The quality of support provided for pupils by all staff and the liaison between staff are good. The SENCo and teachers ensure that the good quality Individual Education Plans are challenging and achievable. Termly reviews of IEPs are held, with bi-annual reviews for pupils with statements of SEN.
129. The school has a positive approach to inclusion. Staff provide good support to pupils within lessons to ensure they access the curriculum and progress steadily towards their IEP targets.
130. Pupils enjoy the targeted withdrawal sessions provided; they are happy, secure and able to sustain their concentration due to the variety of approaches used. They make good progress in these sessions that are often linked to their mainstream class activities and are able to recall their learning back in their own classroom.
131. There is good support for the few pupils whose behaviour may impede their own or other pupils' progress; Individual Behaviour Plans (IBPs) are written, with pupils being managed sensitively, consistently and effectively.
132. The school has effective gender and racial equality policies and pupils' multi-cultural education is developing. The very small number of pupils from minority ethnic groups who attend school are fully integrated and accepted without question.
133. The school recognises respects and celebrates diversity. The school provides a range of activities, including links with a school in Gambia, through which pupils are just beginning to develop a greater understanding of the diversity of beliefs and cultures.
134. An accessibility plan has been completed and the recommendations require substantial funding to enable the school to be able to fully conform to the requirements of the Disability Discrimination Act (DDA). The present accommodation arrangements do not allow ready access for wheelchairs to all

parts of the school and there are no designated toilets for disabled pupils and visitors. However the very few disabled pupils attending school are integrated effectively.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

135. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report on this key question. There are shortcomings in the school's leadership and management.
136. The headteacher gives clear direction of the school's values, aims, objectives and targets throughout the school. These are generally understood and acted upon by pupils and by most of those involved in providing education within the school.
137. Standards within the school are monitored by the headteacher through classroom observation and through reports presented to her by the subject coordinators based on their monitoring of work and planning documents. The work of the subject coordinators has been effective in most subjects, especially within aspects of planning and assessment. However, although standards are monitored, classroom observation is limited. The setting of and use of targets to raise standards is currently restricted to staff appraisal within the process of Performance Management.
138. The appraisal system and performance management procedures meet statutory requirements. They identify individual teachers' continuous professional development needs and are currently being extended to include teaching and support assistants.
139. Members of the SMT have clear and comprehensive job descriptions and designated roles for the future development of the school. Though only recently appointed the team is beginning to impact on school improvement issues particularly in KS1 with the implementation of the Foundation Phase.
140. The school has responded well to WAG and LEA priorities, piloting the Foundation Phase, promoting bilingualism, education for sustainability, health promoting schools and basic skills. It has also been working towards the Investors in People Award for the third time.
141. Although links with parents are good in the nursery, reception and KS1 and there are a very few voluntary parental helpers who support activities during the school day, there is no formal parent/teacher association and parental involvement in the school, overall, is underdeveloped.
142. The headteacher is generally responsible for setting the school's strategic direction and presents reports to the governors for discussion and approval.

143. Some governors are frequent visitors to the school; they are involved in school life, visit lessons, liaise with staff and are extremely supportive. However they are not yet effectively involved in monitoring and evaluating the quality of provision and the standards pupils achieve.
144. The governing body meets most of its statutory requirements although some elements of the annual report to parents were omitted.

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

Grade 3: Good features outweigh shortcomings

145. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
146. The headteacher has a good overview of how the school's results compare with other schools in the LEA and Wales as a whole. Along with members of staff, she carefully monitors pupils' progress during their time in school.
147. Curriculum coordinators evaluate standards in their subjects, focussing on how well pupils achieve. They have an appropriate overview of planning and resources in their particular areas of responsibility. They also have an understanding of standards through the regular monitoring of pupils' work.
148. Self-evaluation processes effectively identify relevant areas for development, such as the need to improve standards in writing in English. However, all curriculum coordinators do not monitor how teaching and pupils' learning skills impact on standards. Staff in the early years have a very good overview of how well under-fives are progressing.
149. Governors show interest in the self-evaluation process and are regularly presented with reports, in their meetings, on how the school is progressing. Officers of the LEA support the school in its self-evaluation process by visiting the school to monitor provision and providing support for the analysis of data.
150. All teachers are fully and actively involved in the self-evaluation process. Other members of staff have less opportunity to become aware of current priorities but they all say that if they should have any suggestions, they would be welcome to present them to the headteacher.
151. Currently, neither the school council nor the recently established Eco-committee has had a significant input into how the school develops. Some pupils also have the opportunity to express their views about aspects of school life during class 'circle times'. There is no formal method however of ascertaining parents' views about the school or obtaining any suggestions they may have.

152. As an outcome of their monitoring, coordinators produce evaluation reports that identify strengths and areas for development. Currently, there is no clear procedure for deciding which areas for development become key issues in the school's improvement plan.
153. The plan for the current year is thorough and describes much of the work of the school for the coming academic year. There is no clear focus on what are key priorities for bringing about an improvement in standards. However, actions over recent years have seen improvement in important areas such as early years and the provision for information and communications technology, design and technology and bilingualism.
154. The headteacher and governors ensure that all identified priorities are well resourced. For example, in order to help to bring about an improvement in the standards of English, additional staffing has been provided to give extra support for pupils.
155. The self-evaluation report produced for the inspection is comprehensive. It is detailed and generally accurate in its assessment of the school's strengths and areas for development. It matches the grades made by the inspection team in five out of the seven key questions. Where there are differences in grading, there is only a difference of one grade. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
156. Most priorities set in previous school improvement plans have been met. Overall, the school has made good progress since the last inspection, especially in design and technology, information technology, bilingualism and pupils' behaviour. Generally, standards of achievement and the quality of teaching are significantly better than they were at that time. However, standards in the core subjects have not improved proportionately.

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

Grade 2: Good features and no important shortcomings

157. The findings of the inspection team match the judgement made by the school in its self-evaluation report on this key question.
158. Currently staffing levels are very good. The deployment of the staff, overall, is good. Class sizes are generally small, with the pupil: teacher ratio being below the national average. Pupils are well supported throughout the school by teachers who are suitably qualified and experienced.
159. Teachers generally show appropriate or good subject knowledge. They work well as a team. The good practice and specialisms of some class teachers are utilised effectively in other classes and as subject leaders they liaise with colleagues, passing on their specialist knowledge to raise standards.
160. There are effective procedures for reducing teachers' workload and good arrangements in place to provide appropriate levels of PPA time for all

teaching staff. Generally pupils are provided with appropriate, well planned activities. There is good liaison between class teachers and their replacements so links between activities can be utilised across curriculum areas.

161. Pupils and teachers are well supported by a number of suitably qualified teaching and care assistant. As part of the school's Continuing Professional Development (CPD) support staff are involved in training that leads to additional qualifications. Many display good knowledge of their roles, support their pupils well and are deployed efficiently and appropriately.
162. The school administrative and caretaking staff make a valued and positive contribution to the school and daily routines are carried out efficiently; pupils are well supervised at lunch time and the school building is kept clean and tidy.
163. The school is appropriately resourced to deliver all areas and subjects of the National Curriculum. It has a suitable range of Information Technology equipment, including recently purchased interactive white boards. About half the classrooms have these facilities and they are being used successfully and positively to enhance teaching and pupils' learning in the areas where they are located. However, carefully planned and imaginative timetabling is needed to ensure that all pupils, particularly those within the same age ranges, have appropriate and equitable access to this resource.
164. Pupils benefit from the spacious, secure grassed and hard surface playing areas. The garden and wild areas are well used and enhance the external learning facilities.
165. Classroom accommodation, overall, is plentiful for the number of pupils on roll and provides a suitable setting for good teaching. The toilets are old and the condition of some such as KS1 boys' is in need of priority attention. Pupils have no changing rooms and they have to change into their physical education kit in the classrooms.
166. The attractive display of pupils' work around the inside of the school celebrates their achievements and creates a stimulating learning environment. Storage facilities are generally inadequate. Although the library is very small, located in a dark area at the end of a corridor and only has a small range of books it is well used by pupils - mainly for research.
167. The school buildings and grounds are well maintained and cared for and are impressively free of litter and debris. The secure play area outside the nursery provides stimulating activities and colour and is very well used.
168. The quality, use and availability of resources are monitored and linked to the priorities of the school development plan. The school generally ensures value for money and has prudently increased resources with useful grants from local commerce, industry and businesses.

Standards achieved in subjects and areas of learning

Under 5s

Grade 1: Good with outstanding features

Language, literacy and communication

Grade 2: Good features and no important shortcomings in nursery and reception classes

Good features

169. In both the nursery and reception year groups, children listen attentively to each other and adults. They pay careful attention to what is said and follow adults' instructions properly. Adults ensure they have children's full attention and children react positively to them when they speak in both Welsh and English.
170. Children's speaking skills develop well; they speak thoughtfully and clearly. They chat with adults confidently. In role-play areas, nursery children readily engage in speaking activities using language that is appropriate to the various scenarios such as the home area and the office. In the reception year, children quickly improve their speaking skills and use a developing range of vocabulary correctly in the very stimulating environment in which they work and play. On occasions, children naturally include Welsh words and phrases in their talk.
171. Nursery children quickly begin to appreciate the difference between print and pictures. They correctly point out words and letters that can be found in the classrooms. Reception children develop a good awareness of the sounds that different letters make and they use these skills effectively when engaged in their writing activities such as when they register themselves at the beginning of morning and afternoon sessions.
172. Children in the under-fives classes are confident when undertaking independent writing skills. Nursery children naturally engage in writing activities in their role-play. They write messages and notes to each other, sometimes including recognisable letters. The majority of reception children write their names correctly. They make good attempts at spelling unfamiliar words. The meaning of their writing is generally clear.

Shortcomings

173. Children's interest in books is under-developed in both nursery and reception classes.

Personal and social development

Grade 1: Good with outstanding features in both nursery and reception classes.

Outstanding features

174. Children in nursery and reception year groups establish very positive relationships with each other and with adults and visitors to their class. They readily engage in their activities whether they are playing indoors or outdoors; they involve all those around them in what they are doing, sharing equipment fairly. Very careful intervention by adults ensures that children are extremely confident in their environment and their activities. They are very patient and have a good understanding of the need to take turns.
175. Nursery children very quickly adapt to the school routine. Reception children are very proud of their achievements. They proudly show visitors a record of what they have achieved either on the computer or in their personal folders.
176. In both year groups, children show very high levels of independence in their work and play. They move easily from the indoor classroom to the outdoors without fuss, choosing the right clothing for the various activities. They show high levels of independence using technological equipment such as computers, CD-players and interactive whiteboards.
177. Children in both year groups are very keen to help with responsibilities such as tidying up at various times. They have a very good understanding of the need for personal hygiene as they independently prepare their own snacks and wash up afterwards.

Good features

178. Reception children are very aware of the needs of those around them, particularly the younger nursery children as they work along side them.

Shortcomings

179. There are no significant shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings in both nursery and reception classes.

Good features

180. All children quickly identify different primary colours and common two-dimensional shapes. They sort and match objects correctly using various criteria and identify exceptions that do not fit into given sets.
181. Nursery children sequence objects correctly and begin to appreciate differences in size. They experiment with groups of objects and place them logically in sets. Children recognise repeating patterns and continue one that has been started by adults.
182. Reception children count up to ten objects correctly. They recognise written numerals to five and the more able recognise numbers to 10. They also know the symbols for 'add' and 'take away'. Using objects and materials, they add

and take away correctly. During their role-play activities, all children develop a good understanding of money.

Shortcomings

183. Few children record their mathematics either during role-play or more focussed adult-directed activities.

Knowledge and understanding of the world

Grade 1: Good with outstanding features in both nursery and reception classes.

Outstanding features

184. In the under-fives classes, children develop a very good knowledge of the world around them. Adults very carefully plan the learning environment and experiences to ensure that the children make very good progress in understanding how things develop and work. For instance, they are very competent using technological equipment.

185. Both nursery and reception children fully understand that certain parts of the world are cold and others are hot through their activities in role-play areas. They know some of the creatures that live in the jungle and those that live in Arctic regions. Through activities such as blowing bubbles, they are aware that the wind changes direction. While working in the garden, they understand that vegetables grow in the ground and have to be harvested before they can be eaten.

Good features

186. During their role-play activities, children in both nursery and reception year groups develop an appropriate understanding of the different jobs people have and different life-styles. They develop a good understanding of the purpose of money.

Shortcomings

187. There are no significant shortcomings.

Physical development

Grade 1: Good with outstanding features in both nursery and reception classes.

Outstanding features

188. From the time they start school, children quickly come to recognise the importance of health and hygiene; they show due awareness of safety issues, particularly when they are playing in the outdoor environment. They quickly develop the skills to manipulate equipment effectively such as when they use the computer mouse, hammers, scissors or crayons and pencils.

Good features

189. Pupils use the imaginative outdoor area very well to refine and improve their skills of running, jumping, climbing and pedalling. By the reception year, children are aware of the space around them and show good levels of control when changing direction and speed.

Shortcomings

190. There are no significant shortcomings.

Creative development

Grade 1: Good with outstanding features in both nursery and reception classes.

Outstanding features

191. Children in both year groups make outstanding progress in their creative skills. They enthusiastically and independently join in singing familiar songs and move creatively in time to music. They make very effective use of their imagination to make musical instruments in the craft area and then 'play' them in time with the music they have selected. Children show really good skills at maintaining a steady beat as they play along with recorded music.

Good features

192. All under-fives enjoy their artistic work. They confidently colour and paint realistic images using different techniques and resources. Their ability to take on the role of various characters is very well developed in role-play.

Shortcomings

193. There are no significant shortcomings.

English

Key stage 1 –Grade 3: Good features outweigh shortcomings

Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

194. KS1 pupils listen well to their teachers and to their fellow pupils. They speak in a variety of contexts with increasing confidence, and make good progress in speaking to different audiences, and for different purposes such as when they explain what they are doing in the different activity areas. More able pupils express themselves articulately. They discuss their work together clearly, using appropriate vocabulary. For example, pupils express opinions about the best way of creating attractive Christmas cards.

195. Both year 1 and year 2 pupils mostly read confidently, and are beginning to use an appropriate range of methods to gain understanding. Pupils use sensible strategies to read unfamiliar words. Their phonic knowledge is good, and they are beginning to use their awareness of sounds to help them with their reading.

Year 2 pupils recognise full stops and capital letters in text. Year 1 readers display a positive attitude towards books. Year 2 pupils read aloud clearly and fairly accurately and the more able start to include appropriate expression in their voices. They appreciate the difference between fiction and non-fiction books and know the meaning of terms such as author, title and illustrator.

196. Year 1 pupils make appropriate progress in their writing skills. They confidently use different ways to develop their writing, including creating their own independent work. They display a good awareness of spelling patterns in three-letter words. Year 2 pupils write in various forms, such as reports, lists and letters. Generally, year 2 work shows accurate spelling of frequently used words and pupils are beginning to use correct punctuation. Pupils' awareness of some of the conventions of grammar, for example, making plurals develops appropriately.
197. KS2 pupils generally listen attentively and speak confidently. By this stage, pupils express opinions clearly and succinctly. Throughout the key stage, pupils collaborate well in discussions about class work. They discuss ideas and issues sensibly with each other and adults.
198. Overall, KS2 pupils interpret text correctly and read with understanding. The majority read aloud with fluency and sometimes with suitable intonation and lively characterisation. More able pupils at the upper end of the school have good advanced reading skills. They discuss books in an informed manner and predict what might happen towards the end of the book. Pupils talk about their favourite authors competently and are aware of other books these authors have written. KS2 pupils enjoy being 'Reading Buddies' when they read along with KS1 pupils; this strategy has a positive impact on attitudes to books and reading at both key stages.
199. KS2 pupils write for a range of purposes using language that is appropriate to the context. On the whole, their knowledge of language is good. They use appropriate methods to make their writing more interesting, such as evocative adjectives when writing poetry or short, 'snappy' sentences when they write reports. The most able older pupils display correct use of paragraphs and include accurate spelling and punctuation in their work. They produce writing that engages the reader. A small number of pupils in each class produce extended pieces of writing that display maturity and sensitivity. The quality of poetry writing throughout KS2 is effective.
200. When given the opportunity, KS2 pupils use aspects of ICT effectively in English and word-processing often enhances the presentation of work. Pupils with additional learning needs including those learning English as an additional language make good progress in all aspects of literacy.

Shortcomings

201. In both key stages, even though they have a good phonic awareness, pupils lack confidence using suitable strategies reading unfamiliar words. They rely heavily on adults to help them.

202. The quality of presentation of written work in both key stages is variable. For example, KS1 pupils mix upper and lower case letters and KS2 pupils do not develop a consistent approach to cursive writing.
203. In KS1 and in a few classes in KS2, many pupils rely heavily on writing frames or support from adults. They produce short sentences that often lack variety in construction. As a result the quality of extended writing is underdeveloped.

Welsh second language

Key stage 1 –Grade 2: Good features and no important shortcomings

Key stage 2 – Grade 3: Good features outweigh shortcomings

Good features

204. Pupils in KS1 listen well and speak confidently when using simple greetings and phrases. Year 1 pupils readily engage in role-play activities in Welsh and respond well to questions using simple sentence patterns effectively. KS1 pupils enunciate well as they talk with their teacher and each other. Both year 1 and year 2 pupils ask and answer questions correctly. Throughout the key stage, pupils gradually increase their Welsh vocabulary and are familiar with numbers, colours and toys for example. They use Welsh words and phrases frequently and naturally throughout the school day.
205. KS1 pupils' reading skills progress well with pupils reading words on the whiteboard correctly. They show an appropriate understanding of the text in bilingual signs around the school.
206. In KS1, pupils develop appropriate writing skills. Both year 1 and 2 pupils label items correctly. With adult help, they write simple phrases about familiar experiences.
207. KS2 pupils use Welsh appropriately to answer simple questions. They listen well to their teachers and to fellow pupils, and follow instructions correctly. Their pronunciation is usually clear when they speak in pairs or in small groups. They persevere to produce fairly long dialogues. They respond positively to Welsh when they hear it being used as part of the daily routines.
208. Younger KS2 pupils read words and phrases correctly. By the end of KS2, pupils read worksheets and dialogues accurately with a good measure of understanding.
209. In KS2, pupils write in Welsh for a variety of different purposes. They use ICT effectively when creating graphs for example. Years 3 and 4 pupils complete sentences accurately. By years 5 and 6 pupils complete simple descriptions or dialogues and subsequently act them enthusiastically using a number of question and answer patterns.

Shortcomings

210. KS2 pupils show insufficient progress in their oral language patterns. They tend to use short phrases and sentences similar to pupils in KS1.
211. In KS2, pupils rely heavily on writing frameworks. They lack the confidence to adapt scripts and dialogues to suit their own situations.

Science

Key stage 1-Grade 2: good features and no important shortcomings

Key stage 2-Grade 3: good features outweigh shortcomings

Good features

212. An approach based on scientific enquiry is developing well throughout both key stages. Pupils carry out a range of investigations asking questions and formulating hypotheses about living things, materials and physical processes.
213. In KS1 pupils remember the scientific activities and information from field trips to Technquest and the local park. There is good use of the local environment that reinforces their understanding of the concepts of forces being taught.
214. They carry out a range of activities and experiments, some teacher led, others where the pupils are developing skills of independent learning. Good levels of pupil involvement are evident, both inside and outside the classroom, such as when pupils explore ways in which air can be used to propel boats. Some provide good answers to scientific questions and can report back to the class in meaningful way identifying items in the class that illustrate pulling or pushing forces.
215. Through relevant links with other curriculum areas, such as mathematics, they can sort and classify these examples and link them to real life situations.
216. Throughout KS2 the pupils have a good recall of work, facts and projects from previous years and an understanding of the concepts and processes involved. They make good use of numeracy and literacy skills within their investigations, for example to record and interpret data on line graphs and bar charts to explain the process of evaporation or the elements that make up a balanced diet.
217. Their scientific and problem-solving skills and use of scientific terms are developing well through a range of good practical activities. A majority can predict and put forward hypotheses when, for instance, they investigate solids and liquids and are showing increasing levels of independence.

218. In KS2 pupils understand that their scientific knowledge and investigative skills can be utilised in other subjects and activities such as designing musical instruments and pneumatic models.

Shortcomings

219. In the majority of classes, in KS2, pupils' ability to work independently, to predict the outcomes of investigations and to work with increasing independence is underdeveloped.

Design and technology

Key stage 1-Grade 2: good features and no important shortcomings

Key stage 2-Grade 2: good features outweigh shortcomings

Good features

220. There has been very good progress since the last inspection and design and technology is now a good feature of the school. Pupils' standards of achievement are good in both key stages.
221. There are good examples of a wide range of activities and experiences to develop all aspects of the subject. All pupils are making good progress in their acquisition of knowledge and skills within their lessons and modules and as they move through the school.
222. Pupils are confident, they show good levels of involvement and a sound knowledge of design and technology terminology, which they use appropriately.
223. In KS1, pupils identify and understand the significance and workings of pulleys and axles and can program and manipulate control equipment. They answer questions, showing an understanding of winding mechanisms and use relevant vocabulary well, labelling and annotating drawings of cranes. Their work is linked to other curriculum areas as they begin to design and make winding equipment to pull Santa Claus from the chimney.
224. Throughout KS2, pupils show a good knowledge and understanding of the processes of design and technology. They research, generate ideas, sketch, and select materials and test, discuss and evaluate their finished articles, from pneumatic models and musical instruments, to purses and slippers. Pupils for example are able to describe the process they have gone through and present their ideas to others, showing good evaluation skills as to how their instrument can be improved to make a better sound. Relevant links to other subjects such as English, science and music are utilised well.

Shortcomings

225. There are no major shortcomings.

History

Key stage 1-Grade 2: good features and no important shortcomings

Key stage 2-Grade 2: good features and no important shortcomings

226. Only one lesson was observed during the inspection because of time-tabling restrictions. Judgements are also based on scrutiny of pupils' work, display work and discussions with pupils.
227. In KS1, pupils show a developing enthusiasm for history in the work they do about the Victorians. In their role play they go back through *The Magic Time Machine* to the Victorian era where they show good understanding of the types of houses different people lived in.
228. They are able to use words relating to the passing of time and can answer questions about the past. They can retell and relate their experiences about visits to historic places, such as Erddig Hall.
229. In KS2, pupils make good use of books and the internet to research information about the history of Wales and local people and areas, such as The Celts in Wales and The Romans in Chester. Some pupils are able to do this independently.
230. In KS2, pupils demonstrate a good sense of chronology; they know things change considerably over time and are able to use a timeline to locate different periods in history.
231. In their study of Tudor times, year 3 pupils 'hot-seat' and take on the role of characters from the past, with their peers asking pertinent and challenging questions. The characters respond with accurate comments from their own knowledge, understanding and learning. Pupils can share their thoughts clearly and express different opinions with confidence.
232. Year 3 pupils are very enthusiastic when discussing what they know about Tudor times. They can recall the various kings and queens of the period and their most significant features. Pupils can also reason about events and discuss some of the artefacts of the period. They make very good progress.
233. In their local history studies pupils show a progressively detailed knowledge of their own area. They are very aware of the proximity of the school to the Welsh and English border. Year 6 pupils could explain the impact Henry Wood had on the local area; for example in employing people at his anchor and chain factory. Close links with the local history society and the work of a local artist have resulted in a mural in the school foyer. This depicts many aspects of local

history which the pupils share, explain and describe with confidence, enthusiasm and genuine passion.

Shortcomings

234. There are no major shortcomings.

School's response to the inspection

235. The inspection findings recognise that, in the majority of areas, we have improved since our last inspection, with design and technology, information technology, and bilingualism showing significant improvement.
236. We are pleased that the inspection team found that Wood Memorial provides a happy, safe, secure and caring environment for pupils to learn and play. This is an aspect of our school of which we are very proud, and reflects the positive relationships between staff and pupils, which were also noted by the inspectors. Parents are assured that their children are happy at school and show a positive attitude to learning, which we believe impacts on standards of teaching and learning, as well as on the improvement in pupil behaviour, noted since our last inspection.
237. We are pleased that the inspection team found that the achievement of our pupils has improved and is good, although the attainment at the end of the key stages is lower than the national average.
238. It was noted, in the report, that the provision for Early Years is an outstanding feature of the school. We are confident that our commitment to the development of the Foundation Phase in KS1 will ensure that the outstanding features of the Early Years' provision will progress through the school, to further raise standards of achievement and attainment, and enhance the independence and skills development of our pupils.
239. We have much confidence in our staff and pupils and were pleased to find that standards in the lessons observed were 100% grade 3 or better, surpassing the WAG target of 98%. We are also pleased that the provision for SEN was recognised as being good and feel that it reflects the school's belief that every child matters.
240. An action plan will now be produced and implemented to address the recommendations in the report. Staff and Governors will work together to enable pupils to be more actively involved in their own target setting and we will implement strategies to raise standards in the core subjects and in Welsh as a second language. The newly formed Senior Management Team is enthusiastic to improve the direction of the school. We have already begun to address how we can improve parental links, starting with a recently formed PTA and intend to build on this.
241. Overall, we are pleased that the inspection team recognised so many positive aspects of our school, which we witness daily. We now look forward to working on the improvements noted.
242. A copy of the school's action plan in response to the inspection report's recommendations will be sent to all parents. The governors' annual report will inform parents of the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Saltney Wood Memorial C.P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Off Boundary Lane,
Postcode	CH4 8SE
Telephone number	01244 671807

Headteacher	Mrs. Audrey Desborough
Date of appointment	1 st September 2000
Chair of governors/ Appropriate authority	Mrs. Karen Smale
Registered inspector	Mr. Stuart Wormleighton
Dates of inspection	20 th - 22 nd November 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	6.5	19	24	26	28	41	29	28	201.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	5	10.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:19
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.3
Teacher (fte): class ratio	10.7:8

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	86.4	93.1	92.3
Spring 2006	83.9	84.6	87.1
Summer 2006	82.9	90.2	92.1
Percentage of pupils entitled to free school meals			22%
Number of pupils excluded during 12 months prior to inspection			0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		27		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School		15	18	48	19
		National		4	12	64	20
En: reading	Teacher assessment	School		15	15	44	26
		National		4	14	56	26
En: writing	Teacher assessment	School		26	19	44	11
		National		5	14	69	12
En: speaking and listening	Teacher assessment	School		11	22	44	22
		National		4	14	55	27
Mathematics	Teacher assessment	School		11	15	67	7
		National		2	10	63	24
Science	Teacher assessment	School		0	19	70	11
		National		2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	59	In Wales	81

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006_			Number of pupils in Y6					24				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School						4	25	42	29	
		National	1	0	0	0	1	5	16	46	32	
Mathematics	Teacher assessment	School						4	17	58	21	
		National					1	3	17	46	31	
Science	Teacher assessment	School						0	25	58	17	
		National						1	11	50	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English			
by Teacher Assessment		by Test	
In the school	71	In the school	
In Wales	72	In Wales	

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

Appendix 4

Evidence base of the inspection

A team of four inspectors spent a total of 9 inspector days in the school. A peer assessor also formed part of the inspection team in school and the headteacher acted as nominee and provided additional information as required.

A team meeting was held prior to the inspection.

Inspectors visited and observed:

- 29 lessons
- all classes
- acts of collective worship
- lunch times and break times
- extra-curricular activities

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began;
- senior managers, teachers, support and administrative staff, the school council, the Eco Schools Committee and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- 17 responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team also held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton (Registered Inspector)	Overall responsibility, Context of the school, Summary, Recommendations and Appendices. Key Question 1 Key Question 2 Key Question 5 Key Question 7 Science Design and Technology
Margaret Morgan (Team Inspector)	Key Question 3 Key Question 6 English Under 5's Welsh Second Language
Ian Kelly (Team Inspector)	Contribution to Key Questions 3 and 4 History
Kerry Jones (Lay Inspector)	Key Question 4 Contributions to Key Questions 1 and 7
Julia Whitby (Peer Assessor)	Contribution to judgements for all key questions.
Audrey Desborough Nominee	Contribution to team meetings

The contractor was;

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Acknowledgement

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