

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

A Report on the Quality of Education in

**Sealand Community Primary School
Farm Road
Garden City
Deeside
Flintshire
CH5 2HH**

School Number: 6642041

Date of Inspection: 12-14 March 2007

by

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Sealand Community Primary 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 Sealand Community Primary School took place between 12/03/07 and 14/03/07. An independent team of inspectors, led by Glyn 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 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. The school serves the community of Sealand, providing for boys and girls from the age of three to eleven. The number of pupils on roll is 203 which includes 28 part-time children in the nursery class. The total number on roll has declined over recent years. Children are admitted to the nursery in the September after their third birthday. The attainment of children on entry to the nursery is below the local education authority average.
2. The overall socio-economic background is described as below average. Twenty-eight per cent of pupils are entitled to free school meals. This is above the all-Wales average of 20 per cent and well above the local education authority average of 14 per cent. The school feels there are a significant number of pupils who are eligible but are not registered for their entitlement to free school meals. Some 20 per cent of pupils have special educational needs. There are no statements for special educational needs.
3. Most pupils are of white English or Welsh ethnic backgrounds together with a mainly Asian ethnic minority. The home language of nearly all pupils is English. No pupils have Welsh as a mother tongue. A very small number of pupils have support in their use of English as an additional language.
4. The school was last inspected in March 2001. The present head teacher has been in post since September 2002. The school has recently had extensive remodelling to the buildings.
5. The school has received the *Basic Skills Quality Mark*, the *Investors in People Award* and is working towards becoming an *Eco School*.

The school's priorities and targets

6. The school aims to provide a happy, secure environment in which children enjoy learning, use their own initiative and think for themselves.
7. Priorities for improvement include the continuation of:
 - Improvements to the curriculum and assessment
 - Further improvement to accommodation
 - Improving attendance and punctuality
 - Promoting healthy eating.

Summary

8. Sealand Primary School enables pupils to make good progress in their personal and academic development, particularly in their first few years in school. There is a strong, common purpose to provide the best for pupils. The school provides very good care for its pupils. Overall, good progress has been made since the last inspection. The inspection team agreed with all the judgements made by the school in its self-evaluation.

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?	2
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?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Grades for standards in subjects inspected

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

11. Pupils' overall standards of achievement in these lessons compares favourably with the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn grade 1 and 2).
12. The overall quality of 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. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	key stage 1	key stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 3
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

14. Overall, pupils of all ages and backgrounds make good progress in their learning. From a low baseline, the under-fives make good progress and achieve well in their use of all the key skills of communication, numeracy and information and communications technology.
15. In key stages 1 and 2, there are several good features to pupils' communication skills but a minority do not sufficiently use their reading skills. Writing skills are underdeveloped in key stage 1. In both key stages, pupils numeracy skills are good. In key stage 1, standards are good in the use of information and communications technology but there are shortcomings at key stage 2.
16. Considering that all pupils come from backgrounds where Welsh is not the first language, they make good progress in their bilingual skills. Across the school, pupils' appreciation and knowledge of the culture and heritage of Wales is good.
17. The problem solving skills of children under-five and pupils in key stage 1 are very well developed. In key stage 2 there are shortcomings in pupils' problem solving skills, particularly in mathematics. Across the school, pupils creative skills are developed well, particularly in design technology and art.
18. At the end of key stage 1, in 2006, pupils' overall attainment at the expected level 2 in all the National Curriculum assessments was above average in comparison with both local and national schools having the same free school meals entitlement. The only exception was in science, which was below average. In comparison with all schools nationally, overall performance at the expected level 2 is slightly below average but for science is well below. Pupils' attainment at the higher level 3 is well below the national average. Teacher assessment at key stage 1 is rigorous and shows elements of level 3 performance. In recent years, results have been variable but improved significantly in 2006.
19. At the end of key stage 2, in 2006, pupils' attainment in the National Curriculum assessments for English and science at the expected level 4 and above was above average in comparison with schools having the same free school meals entitlement, both locally and nationally. In the same comparison, mathematics was a shade below average. In comparison with all schools, both locally and nationally, results in English and science were

slightly above average but mathematics was below average. At the higher level 5, results in all three core subjects compare very favourably with national averages. The school exceeded the statutory targets agreed with the local education authority for science but the targets in other areas were too ambitious. Over recent years, there has been an overall, steady upward trend in the number of pupils gaining level 4 and above in all the core subjects.

20. In both key stages, there is no significant pattern in the difference in the performance of boys and girls and also those pupils of different ethnic or social background. Pupils who use English as an additional language make good progress in their use of English. Pupils with special educational needs make good progress towards the targets set for them.
21. Pupils make good progress in their personal, social and learning skills. They have good attitudes to their class-work and carry out their responsibilities well.
22. Overall, pupils' behaviour is good. Parents and pupils have confidence that the school deals effectively with any reported incidents of bullying. There are isolated, individual examples where, in spite of all that the school does, poor behaviour led to the temporary exclusion of one pupil.
23. Pupils have a good understanding of what they need to do to improve in their English and mathematics. This is because they have personal targets for improvement and they respond positively to the guidance which teachers give when their work is marked.
24. Pupils make good progress in developing their spiritual, moral, social and cultural skills. They respect the views of others and show a good awareness of the diversity of beliefs, religions and cultures present in today's society. Through the active school council, pupils develop a good understanding of the democratic process. Pupils have a good knowledge of community life but their understanding of the workplace is underdeveloped.
25. The level of attendance has improved over the last three years and is currently just below 93 per cent. This is better than the national average for similar schools, based upon free school meals entitlement, but below national and local averages for all schools.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	68%	27%	0%	0%

27. The overall quality of teaching across the school compares reasonably well with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good or better in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

28. Teachers and learning support assistants work very closely together and know the pupils well. This promotes positive learning by pupils. Throughout the school, planning for teaching is thorough and takes into account the needs of all pupils. There are several good examples of precise learning objectives being used in planning and in lessons but this is not consistent. In most situations pupils are challenged through good questioning and given time and encouragement to give thoughtful answers.
29. Teachers successfully get pupils to think about what they need to do to make progress through the use of personal targets and several first class examples of marking. Pupils are not given sufficient guidance on how they can make their own decisions about next steps in attainment, relative to the National Curriculum.
30. Teachers consistently apply the school's strategies to effectively get the attention of pupils in lessons. There are very isolated examples where an individual pupil does not sufficiently respond and this involves a disproportionate amount of the teacher's time at the expense of the rest of the class.
31. Visiting teachers contribute significantly to several areas of provision. Teachers positively promote pupils' bilingualism in English and Welsh.
32. Overall, there are effective, common assessment procedures to promote good achievement for the under-fives and in the core subjects of English, mathematics and science. In other subjects, a common structure is used but the detail within it is left to individual class teachers. Parents are well informed about their children's progress.
33. The school provides a broad and balanced curriculum that meets statutory requirements. The curriculum is particularly enriched by educational visits and school clubs. All pupils have full access to everything the school has to offer.
34. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
35. Overall, planning for the development of pupils' basic and key skills has good features which outweigh shortcomings. The plans to incorporate information and communications technology at key stage 2 are at an early stage of use and have not had a sufficient impact on standards. The promotion of pupils' spiritual, moral, social and cultural development is good. Particular emphasis is placed on respect for others. Homework is well planned and parents feel it helps their children make progress.
36. There are positive links with parents, the community and other schools but no links with institutes of higher education. There are no effective partnerships with local industry and businesses. Work related education is underdeveloped.

37. The overall quality of care, support and guidance, which the school provides is very good. The school effectively provides a happy, safe and secure environment for pupils to work and play. The quality of provision for pupils with special educational needs is good. Provision for pupils using English as an additional language is good.

Leadership and management

38. The school has clear aims and values, including a commitment to equality of opportunity for all, and a very good team spirit amongst all school staff. Overall, there is an effective commonality in approaches to teaching, assessment and the promotion of positive behaviour. This has a positive effect on standards.
39. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully takes on significant whole-school management responsibilities. The work of subject leaders is particularly well organised and effective in improving provision.
40. The school is taking a growing account of national priorities. Strategies to promote lifelong learning in pupils are having a positive effect. Provision for healthy living and community involvement is effective. The school promotes bilingualism well. Aspects of sustainable development are established. Local and global citizenship are adequately covered.
41. The continuing professional development of all staff, including newly qualified teachers, is good and well matched to their individual needs and those of the school development plan. All staff have a clear understanding of their roles. Organisation of teachers' planning preparation and assessment time is good and positively improves provision.
42. The governing body is well organised and keen to do its best for the school. A particularly effective agent for improvement is the change management group. The governing body fulfils its statutory responsibilities.
43. The school has a healthy self-critical ethos and a climate for continual improvement. When planning for improvement, the school formally considers the views of staff, governors and pupils and informally those of parents. Areas for development are prioritised in a clearly laid out school development plan. Very good use is made of the school development plan to guide the development work of staff and give governors the means to gauge progress.
44. The schools' self-evaluation report produced for the inspection is open and honest and, for the most part, makes use of the criteria for Estyn's seven key questions. Without exception, the key question judgements made by the school match those of the inspection team.
45. The school is well staffed with appropriately qualified teachers and learning support assistants to teach all aspects of the curriculum. All administrative,

cleaning, maintenance, mid-day and supervisory staff make significant contributions to pupils' well being and school life.

46. The school manages its learning resources well. There is a range of materials to meet the varying needs of pupils across all abilities and age ranges. The school makes good use of learning resources from outside sources to enhance pupils learning.
47. The library is well stocked with a range of suitable reference and research material, although space is limited for a full class. Outdoor accommodation is spacious and provides ample opportunities for the development of sport but a small part of the field is in a poor state resulting from the recent building work.
48. The school's budget is well managed. The school's parents' association provides significant funds to enhance the budget. The school makes good use of grants and donations from local business and uses specific grants to effectively raise standards.
49. The school has made good progress since the last inspection and addressed the key issues well. Overall the school provides good value for money.

Recommendations

In order to further improve the school needs to:

- R1 Improve standards in English at key stage 1 and mathematics at key stage 2.
- R2 * Improve standards in the key skills of communication in key stages 1 and 2 and information and communications technology in key stage 2.
- R3 * Continue to develop manageable and consistent procedures for assessment so that they promote the progress of individual pupils across the curriculum.
- R4 *#Continue to apply strategies to improve attendance.
- R5 Develop provision for work related education.

* The school has identified these areas for development

The report acknowledges that the school has improved attendance in recent years by the strategies it is already using.

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 2: Good features and no important shortcomings

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

Grades for standards in subjects inspected

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	71%	29%	0%	0%

52. Pupils' overall standards of achievement in these lessons compares favourably with the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn grade 1 and 2).
53. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
54. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	key stage 1	key stage 2
English	Grade 3	Grade 2
Mathematics	Grade 2	Grade 3
Design technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

55. Overall, pupils of all ages and backgrounds make good progress in their learning. From a low baseline, the under-fives make good progress and achieve well in their use of all the key skills. Their listening skills develop very well and their speaking skills are good. They chat sensibly to adults. Under-fives use their mathematical skills frequently, for example when they count and measure as they work with construction materials. They are confident users of computers, interactive whiteboards and programmable toys.

56. Overall, in key stages 1 and 2, pupils make good progress in their communication skills. Pupils speaking and listening skills are good, they are attentive in their lessons and respond appropriately to requests and when working together in small groups. Although many pupils develop good reading skills in both key stages, a minority do not use their reading skills enough to retrieve and selectively present information across the curriculum. Pupils use written work to support their learning in many subjects and achievement is good in key stage 2. Several pupils in key stage 1 are insecure in their spelling and the handwriting skills of many pupils are underdeveloped.
57. In both key stages, pupils apply their numeracy skills well to support their learning. From year 1 onwards, pupils are familiar with completing data tables, the use of graphs and measurement. These aspects are seen particularly in science and design technology. In key stage 2, the concept of symmetry is applied well in the study of Tudor gardens.
58. Pupils in key stage 1 are skilled in the use of information and communications technology to support their learning in other subjects. While a minority of pupils use information and communications technology as a means to find out information, many pupils in key stage 2 do not use the Internet effectively to discover specific information, for example in their history studies. The knowledge of many older pupils on how to use a word processor is underdeveloped and the range of work they do is limited.
59. Considering that all pupils come from backgrounds where Welsh is not the first language, they make good progress in their bilingual skills. Across the school, pupils respond appropriately to instructions and requests in Welsh. They use appropriate vocabulary when greeting others and when responding orally, such as during morning registration. Across the school, pupils' appreciation and knowledge of the culture and heritage of Wales is good.
60. The problem solving skills of children under-five and pupils in key stage 1 are very well developed. In key stage 2 there are shortcomings in pupils' problem solving skills, particularly in mathematics. Across the school, pupils creative skills are developed well, particularly in design technology and art.
61. At the end of key stage 1, in 2006, pupils' overall attainment at the expected level 2 in all the National Curriculum assessments was above average in comparison with both local and national schools having the same free school meals entitlement. The only exception was in science, which was below average. In comparison with all schools nationally, overall performance at the expected level 2 is slightly below average but for science is well below. Pupils' attainment at the higher level 3 is well below the national average. Teacher assessment at key stage 1 is rigorous and shows elements of level 3 performance. In recent years, results have been variable but improved significantly in 2006.
62. At the end of key stage 2, in 2006, pupils' attainment in the National Curriculum assessments for English and science at the expected level 4 and above was above average in comparison with schools having the same free

school meals entitlement, both locally and nationally. In the same comparison, mathematics was a shade below average. In comparison with all schools, both locally and nationally, results in English and science were average but mathematics was below average. At the higher level 5, results in all three core subjects compare very favourably with national averages. The school exceeded the statutory targets agreed with the local education authority for science but the targets in other areas were too ambitious. Over recent years, there has been an overall, steady upward trend in the number of pupils gaining level 4 and above in all the core subjects.

63. In both key stages, inspection evidence indicates that, across the school, there is no significant difference in the performance of boys and girls and also those pupils of different ethnic or social background. Pupils who use English as an additional language make good progress in their use of English. Pupils with special educational needs make good progress towards the targets set for them.
64. Pupils make good progress in their personal, social and learning skills. Pupils take a positive interest in their lessons and have good attitudes to the work and the responsibilities they are given.
65. Overall, pupils' behaviour is good. Pupils are polite and courteous to adults and each other. Pupils work and play well together. They know what is expected of their behaviour and are familiar with the associated sanctions and rewards. Parents and pupils have confidence that the school deals effectively with any reported incidents of bullying. Where there are examples of less acceptable behaviour, pupils usually respond quickly to the consistently applied behaviour policy. There are isolated, individual examples where this does not work and this has led to the temporary exclusion of one pupil.
66. Overall, in all classes, pupils apply themselves to their work well. From the youngest children onwards, they concentrate well in lessons for extended periods of time. Pupils' have a good understanding of what they need to do to improve in their English and mathematics. This is because they have personal targets for improvement and they respond positively to the guidance which teachers give when their work is marked. These aspects set a good base for pupils' lifelong learning.
67. Pupils make good progress in developing their spiritual, moral, social and cultural skills. The very good relationship between pupils and adults helps pupils to become secure and confident in their learning. Through the active school council, pupils develop a good understanding of the democratic process and how to improve the school community. They respect the views of others and accept that people from all groups have equal rights. Pupils enthusiastically support a number of local and international charities. They are sensitive to the needs of others and the need to care for those that are less fortunate. Taken together, these involvements promote pupils' positive attitudes to local and world citizenship.

68. Nearly all pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society. During discussion, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. Pupils show fair play and consideration for others and have good moral values.
69. The initial development of pupils' knowledge and understanding of the workplace and the local community is helped by occasional visits to the school by police liaison officers. However, pupils' understanding of the workplace is underdeveloped. Pupils serve the community by supporting a range of initiatives, including Harvest festival and Christmas church services. Pupils' visits to places of interest in the locality enhance their learning and increase their understanding of the community.
70. The level of attendance has improved over the last three years and is currently averaging just below 93 per cent. This is better than the national average for similar schools (based upon free school meals entitlement) but below national and local averages for all schools.
71. There are no significant or unexplained variations in attendance levels across the school or throughout the year. The two main causes of pupil absence are sickness and holidays being taken during term time – a practice which the school discourages. Punctuality is good at the start of the day allowing sessions to start promptly without interruption.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	68%	27%	0%	0%

74. The overall quality of teaching across the school compares reasonably well with the findings of the 2004 -2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good or better in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.*

75. Teaching and learning support assistants work very closely together and know the pupils well. This promotes positive relationships at all levels and a secure learning environment. There is a good understanding of recent developments in approaches to teaching and learning in subjects and areas of learning. These aspects effectively promote pupils' learning and positive attitudes to their work.

76. The under-fives classes, particularly the nursery, provide a stimulating environment where children quickly settle into school and confidently engage in a wide range of activities both indoors and out. Throughout the school, planning for teaching is thorough and takes into account the needs of all pupils. There are several good examples of precise learning objectives being used in planning and in lessons but this is not consistent. At times there are too many learning objectives and they describe what the pupils are to do in the lesson rather than what they are expected to learn. Good account is taken to include key skills in teaching and learning.

77. In most situations pupils are challenged through good questioning and given time and encouragement to give thoughtful answers. At times, pupils have insufficient opportunity to give their views or reasoning.

78. Teachers successfully get pupils to think about what they need to do to make progress. This is done through the use of personal targets in English and mathematics. In addition, in appropriate subjects, pupils state what they would like to find out and then how well they have done this. There are several first class examples of teachers' marking which successfully gets the pupils involved in their own learning. The system of target setting does not

offer pupils guidance on how they can make their own decisions about next steps in attainment, relative to National Curriculum requirements.

79. Teachers consistently apply the school's strategies to effectively gain and maintain the attention of pupils' in lessons. There are isolated examples where an individual pupil does not sufficiently respond and this involves a disproportionate amount of the teacher's time at the expense of the rest of the class.
80. Teachers positively encourage the Welsh language and use a variety of appropriate incidental Welsh phrases when addressing the pupils. They make effective use of registration periods to promote Welsh. They use the language informally through praise, greetings or simple requests in classrooms and during various activities throughout the school. All classes have Welsh phrases, appropriate for everyday use, on display to support the pupils in its usage.
81. Overall, there is effective formal and informal assessment of pupils in the early years and in the core subjects of English, mathematics and science. This is used well to promote the progress of individuals and groups of pupils. For example, lesson planning is modified where there is a need and information is passed on to the receiving class teacher at the end of the school year. There is a good understanding of the level of pupils' attainment in National Curriculum subjects. This is successfully achieved by teachers looking at samples of pupils' work, in all subjects, and agreeing the level against National Curriculum criteria. These assessment procedures are applied systematically across the school in the core subjects of English, mathematics and science. In other subjects, a common structure is used but the detail within it is left to individual class teachers.
82. The school offers parents the opportunity to meet with their child's class teacher once a term. In addition the school provides an 'open door' policy should there be a need at other times. Parents are pleased with these arrangements and find teachers to be approachable and ready to help their children. There is an annual report to parents on their children's progress. These reports give a clear picture of pupils' attainment in their academic and personal development. They do not always consistently and clearly indicate the next steps for a pupil to progress. Arrangement for the parents of pupils with special educational needs meet requirements.

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

Grade 3: Good features and outweigh shortcomings

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

84. All pupils have equal access to a broad and balanced curriculum that meets statutory requirements. Throughout the early years and in both key stages 1 and 2, pupils enjoy a good range of experiences and learning opportunities that are well matched to their stage of development and learning needs.
85. The overall quality of 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 for children under-five is well planned, coherent and provides a very wide range of relevant and stimulating learning experiences both indoors and outdoors. The school is well aware of the provision required for the forthcoming Foundation Phase and is making good progress towards its full implementation.
86. The curriculum for pupils in key stages 1 and 2 meets the needs and interests of all pupils. There are thorough policies and schemes of work for all National Curriculum subjects and religious education. These are reviewed regularly and provide good guidance for the work of the school. The curriculum is well planned and ensures that pupils' learning is progressively developed as they move from the early years to key stages 1 and 2.
87. Overall, planning for the development of pupils' basic and key skills has good features which outweigh shortcomings. There is a good structure in place for the development of skills in a progressive manner. The plans to incorporate information and communications technology at key stage 2 are at an early stage of use and have not had a sufficient impact on standards.
88. Many staff freely give of their time to provide a wide range of good quality extra-curricular activities mainly for key stage 2 pupils. These activities promote social interaction and encourage a sense of inclusion outside the classroom; they enhance pupils' skills, knowledge and understanding in a variety of areas.
89. Visits to places such as Conwy Castle, Erddig House and environmental and outdoor centres provide a valuable addition to pupils' learning experiences. The provision of homework is well organised and increases as pupils move through the school. Parents feel the homework helps their children make progress.
90. The promotion of pupils' spiritual, moral, social and cultural development is good overall. The school has a clear programme to develop pupils' personal and social education that is successfully taught through *Circle Time* activities and subjects such as religious education. These activities successfully promote shared values and a sense of community. Daily acts of collective worship raise important social, moral and cultural messages such as caring for others and for the environment. However, opportunities are sometimes missed for pupils to reflect on the issues raised and on their own life experiences.
91. The school promotes pupils' personal and social development appropriately through other experiences such as taking responsibility on the school council

and drawing up class rules. The promotion of pupils' understanding of cultural diversity is appropriate and is achieved mainly through subjects such as geography and religious education.

92. The quality of partnerships with other providers has good features that outweigh shortcomings. Parents are supportive of the school and raise funds for the school via the Parents' Association. The local community council provide funds so that key stage 2 pupils have access to free milk. This supports the school's promotion of healthy living. Currently there are no family learning programmes and only a very few parents are involved in volunteering in classes. One or two senior members of the community regularly help with reading and share their experiences and expertise with pupils. There is appropriate liaison with a local church and other primary schools in the area. At the moment, the school has no links with institutes of higher education.
93. The school makes excellent use of the local education authority 'Athrawes Bro' service to enhance the teaching of Welsh. There is one Welsh speaker on the staff and all other members of staff have attended Welsh courses. They make every attempt to learn and improve their bilingualism. All the teachers use appropriate basic Welsh greetings and phrases in their lessons, and this enhances pupils' understanding and use of informal Welsh within appropriate contexts.
94. There is good provision to promote *Y Cwricwlwm Cymreig*. This is exemplified through an annual school eisteddfod, studying the history of the River Dee, the development of Llandudno as a tourist venue, and through studying the work of various Welsh artists such as Augustus John.
95. There are no effective partnerships and links with local industry and businesses. No members of staff have been on placements in industry and subsequently use the experience to enhance the curriculum. These are important shortcomings in work related education.
96. The school has high expectations of all its pupils and strongly promotes equality of access to everything it offers. Policies for promoting and practising equal opportunity, equality of access and racial equality are formally adopted and effectively implemented. No pupil is barred from any of the schools activities and clubs. The school openly recognises and celebrates diversity.
97. The school does not have a documented policy for sustainable development but it has a few practical examples of promoting and encouraging pupils' involvement in aspects of sustainable development. Pupils are involved in paper recycling and are encouraged to adopt healthy lifestyles. The school has motion-sensing light switches to save energy when the room is unoccupied. Through the curriculum and the long-established Conservation Club, pupils are increasing their understanding and appreciation of sustainable development. The recently formed ECO committee is working towards a bronze award.

98. The promotion of pupils' knowledge and understanding of global citizenship is effectively developed through subjects, such as geography and religious education, assembly topics and supporting international charities. A very small number of pupils are involved in the school's Young Entrepreneur Club but, overall, opportunities to develop pupils' entrepreneurial skills are limited.
99. The school effectively promotes pupils' skills for lifelong learning in making them aware of their personal targets, making pupils aware of the need for good attendance, promoting their positive attitudes to learning and the constructive use of homework. The school's promotion of community regeneration is limited. Pupils' appreciation of the mechanisms to promote community regeneration through local government are stimulated through the successful school council. Pupils take an active role in keeping the school litter-free. The school's involvement in the wider aspects of community regeneration is not fully developed.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The school effectively provides a welcoming, happy, safe, secure and caring environment for pupils to learn and play. Pupils are well cared for, guided and supported. The vast majority of parents consider pupils are very happy in school, and they are satisfied with the help and guidance provided for their children. Teachers identify and react constructively to individual pupils' needs and the deployment of available support staff is organised appropriately to meet these needs and requirements. The school makes good use of all available specialist, support services, when necessary.
102. Relationships between pupils, staff, parents and members of the local community are strong and constructive. The school has an 'open door' policy and parents are invited to attend three formal parents' meeting per year to discuss their child's progress and any other matter related to their education. The school has a good home-school agreement for its pupils. Parents feel they are well informed about events in the school.
103. There are effective arrangements when children start in the nursery, including home visits for every prospective child. There are also successful procedures as pupils move through the classes each school year or join during the school year. The 'buddy' system helps the few very shy and reserved pupils to settle into school quickly. The school has good links with the high school and the transfer arrangements for year 6 pupils, including a continuity assignment, are effective. Parents appreciate all these arrangements.
104. Pupils and parents are regularly advised that all pupils are expected to attend regularly and punctually. The system for monitoring attendance and

punctuality is robust and effective. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Procedures for following up lateness or unexplained absence are generally effective.

105. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. There are clear and consistently applied policies to effectively promote good behaviour and anti-bullying. Should bullying arise, pupils and parents have every confidence that matters will be quickly sorted out. The school does all it can to promote good behaviour for all but there are isolated individual exceptions which led to the temporary exclusion of one pupil. The school rewards good behaviour through various individual certificates and group rewards. These procedures are effective in promoting good self-discipline and a sense of community responsibility within the pupils.
106. A school council has been in existence for a few years. It is well organised and all pupils have high regard for the council. The voting system is clearly established. Older pupils develop good contact with the youngest in gathering their views. The council has been active in promoting a litter-free school, healthy eating and enhancing accommodation.
107. The head teacher carries out an annual general health and safety survey of the school. Further risk assessments are undertaken as necessary, such as those required for visits and residential trips. An officer from the local education authority carried out a health and safety survey when the recent major building works were being made.
108. All school staff are trained in providing emergency aid. The school's personal, social and health education programme contains several relevant health and safety topics. Staff and pupils have a very good awareness of health and safety issues. Teachers pay good attention to pupils' healthy development through a healthy eating programme. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
109. Arrangements for child protection are good. The head teacher is the designated person responsible for child protection issues, there is an identified deputy to the head teacher and also a responsible governor. An effective policy is in place for child protection and all staff have received relevant training and update briefings. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow.
110. The school successfully ensures that boys and girls from all backgrounds are given equal opportunities and actively encourages pupils to participate in all activities. The school has an effective race equality policy and pupils' multi-cultural education is developing well. The school provides a suitable range of activities which enables pupils to develop a good understanding of diversity within society.
111. Provision for pupils with special educational needs is good and meets the requirements of the Special Educational Needs Code of Practice for Wales.

The needs of pupils are assessed by the school's special educational needs co-ordinator through effective use of standardised tests to identify levels of attainment. The school also uses diagnostic tests effectively to identify areas for improvement. The information gathered on these tests is used effectively to plan appropriate support to meet pupils' needs.

112. The needs of the under-fives are identified and provided with activities matched to their need. Formal placement on the special educational needs register follows on from this provision.
113. Pupils on the special educational needs register receive suitable provision within mainstream lessons and are fully included in all activities. They are also provided with effective support on a withdrawal basis to ensure that they reach their full potential. The special educational needs co-ordinator monitors and assesses pupil achievement well. New criteria for success is set after pupils have reached their target. Pupils' individual education plans are clear and contain achievable targets within realistic time scales. The school ensures that, on transfer to local high schools, all year 6 pupils with special educational needs are supported appropriately to ensure smooth transition.
114. The school makes effective use of external support staff, when relevant, who contribute greatly to the evaluation of progress and the quality of provision for pupils with special educational needs.
115. The school holds regular reviews to discuss progress of all pupils on the special educational needs register. Parents are fully involved and at all stages and are invited to contribute to their children's reviews. These procedures fully meet statutory requirements. Parents of pupils with special educational needs feel that their children are well supported throughout the school.
116. The school provides specific reading and mathematics programmes for targeted pupils who are not on the school's special educational needs register but who have been identified as underachieving. Particular learning support assistants and teachers have received specific training to administer these programmes. Together, these staff effectively plan and teach learning activities matched to the pupils' need effectively. They regularly monitor and assess pupils' progress. Carefully kept records of pupils' progress indicate that they achieve well as a result of this provision.
117. The school ensures that pupils who are looked after by the local authority receive an appropriate personal education plan. The head teacher takes responsibility to ensure that the school meets all statutory requirements and attends all relevant meetings regarding the educational provision of these children.
118. The school does not have a policy in respect of teaching the more able and talented pupils. However, the school ensures that these pupils are provided with suitably demanding work through activities matched to their ability in lessons.

119. The school makes effective provision for pupils for whom English is an additional language. Pupils' needs are carefully identified and the school provides appropriate support by experienced and suitably qualified staff.
120. There are effective arrangements to integrate pupils with mobility and other disabilities into the school. An accessibility plan has been completed and many of the recommendations have been implemented. The school makes good provision to ensure the inclusive education of all pupils, regardless of their background and ability. The school complies with the Welsh Assembly Government's guidance on pupils' support and social inclusion.

Leadership and management

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The school has clear aims and values, including a commitment to equality of opportunity for all, and a very good team spirit amongst all school staff. Expectations for pupils' personal and academic achievement are realistic and high. Overall, there is an effective commonality in approaches to teaching, assessment and the promotion of positive behaviour. This has a positive effect on standards.
123. The head teacher provides calm, effective and resolute leadership. The deputy head teacher successfully takes on significant whole-school management responsibilities. A small senior management team is effective in considering the impact of change across the school.
124. A particular strength of management is the way in which subject leaders take on their particular responsibilities and know what each other is doing. This is because their work is well structured. They have a good overview of standards in their area of responsibility because they keep an observant eye on planning in their subjects. The management of this is promoted by the use of common access to all teachers' plans on the school's computer network.
125. The school is taking a growing account of national priorities. Strategies to promote lifelong learning in pupils are having a positive effect. Provision for healthy living and community involvement are developing well. The school effectively promotes bilingualism. Aspects of sustainable development are established. Local and global citizenship are adequately covered.
126. The continuing professional development of all staff, including newly qualified teachers, is well matched to their individual needs and those of the school development plan. This is achieved through a well established performance management system. These arrangements have a positive impact on standards, particularly in English and mathematics. All staff know their roles well.
127. The governing body is well organised with its programme of meetings for the whole body and its sub-groups. A particularly effective agent for improvement is the change management group. The governing body is keen to provide the best for all pupils. Several governors make informal visits to the school so they know what is going on in classes. Recently, individual governors have taken responsibility for a particular subject but this development is in its early days.

128. The governing body is kept well informed through regular reports from the head teacher. The governing body considers all aspects of the self-evaluation report which the head teacher prepared for this inspection. The governing body fulfils its statutory responsibilities, which is an improvement since the last inspection.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
130. The school has a healthy self-critical ethos and a climate for continual improvement. The school systematically takes in the views of all staff through a well planned cycle of monitoring by subject leaders. The head teacher and all subject leaders have a clear view of standards in all subjects. Procedures for performance management provide the detail of the quality of teaching and learning in classes. Subject leaders systematically evaluate standards by direct lesson observation and looking at pupils' work. The views of pupils are made known through the established school council. These views are prioritised in a school development plan, which outlines developments over the next three years covering realistic issues.
131. Detailed targets for current year priorities are clearly laid out and consider the necessary features except a quantitative aspect, where appropriate, for measuring success. Action plans for the following two years are laid out in the same format. Governors make suggestions when the head teacher presents them with the draft plan. There is no formal system for gathering the views of parents but any informal comment from them is taken into account.
132. Very good use is made of the final school development plan to guide the development work of staff and give governors the means to gauge progress. Planning for improvement is sufficiently flexible to include unforeseen local or national initiatives.
133. The schools' self-evaluation report produced for the inspection is open and honest and clearly laid out against the seven key questions. The report mainly deals with the relevant focus of each key question but, at times, strays somewhat. Without exception, the key question judgements made by the school match those of the inspection team.
134. The school has made good progress since the last inspection and addressed the key issues well.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
136. The school is well staffed, with a sufficient number of appropriately qualified teachers to deliver all aspects of the curriculum and other activities.
137. The school ensures that newly qualified teachers are well supported by a mentor, and the strong professional development of the school ensure that all staff have access to, and attend a variety of, appropriate continuing professional development courses.
138. Teachers are well supported by learning support assistants who are well qualified and provide very good support for the pupils.
139. The school secretary provides a valued service dealing with routine administration and the school caretaker ensures that the school is kept clean and in good condition. The caretaker also provides a voluntary patrol for pupils who arrive by parents transport in the mornings. The school's road safety crossing person provides much needed supervision on the busy road. Mid-day staff make valuable contribution to pupils' welfare and provide a variety of supervised play activities for them at lunchtimes.
140. The school makes good use of visiting specialist teachers to support specific groups of pupils such as those with special educational needs or those who learn English as an additional language. Pupils also receive appropriate support from other professionals such as health workers, educational psychologists and education welfare officers.
141. The school manages its learning resources well. There is a range of materials to meet the varying needs of pupils across all abilities and age ranges. The resources are regularly reviewed and the acquisition of new resources is checked against identified school priorities and budgetary implication.
142. Due to the recent re-structuring and refurbishment of parts of the school, the amount of money to extend the existing range of information and communications technology resources is insufficient. This is a shortcoming, which the school has identified.
143. The library is well stocked with a range of suitable reference and research material, although space is limited for a full class. The teachers adapt their use of the library effectively so as to ensure that all pupils have equal access to the resources they need. The school make good use of learning resources within the county and beyond to enhance pupils learning.

144. Classrooms and corridors hold attractive displays of pupils' work. The school promotes displays of good work by pupils of varying abilities. This helps to motivate the pupils to reach good standards of achievement in their lessons.
145. The school garden provides opportunities for the pupils to develop environmental work, while the play area for the under fives is spacious and safe. The school have used a grant to develop an impressive quiet outdoor seating area at the side of the school for the pupils. The school field is spacious and provides ample opportunities for the development of games and sporting events. However, due to the recent rebuilding of parts of the school, the school field been left rutted in places. The school is aware of the need to address this issue.
146. Organisation of teachers planning preparation and assessment time is good. All teachers receive their full-allocated time and this meets requirements. The planning, preparation and assessment time is well managed and monitored by the head teacher. Teachers make effective use of this time to prepare appropriate support materials and resources and to ensure that pupils' assessment records are kept up to date. This provision ensures that careful planning and preparation have a positive effect on the quality of teaching and on pupils learning. The school has implemented the requirements of workforce remodelling.
147. The school's budget is well managed. The governing body has a finance sub-committee which meets regularly and the change management team within the governing body oversees any major budgetary expenditure. The school's parents' association support the school with funds raised for specific purposes and their involvement significantly enhances the budgetary provision of the school.
148. The school makes good and effective use of grants and donations from local business within the community. This has resulted in an improvement in resources available to enhance the teaching of music, the use of information and communications technology, and in the purchases of suitable outdoor facilities and equipment. The school makes effective use of specific grants to improve targeted pupils' reading and mathematical development.
149. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1 - Grade 3: Good features outweigh shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

150. In key stage 1, the majority of pupils listen attentively to teachers and to each other. They speak confidently about their work and experiences with both adults and fellow pupils. Pupils begin to realise the need to adapt their spoken language and intonation of voice in different situations.
151. In key stage 2, pupils listen carefully in both whole class and group situations. They ask relevant questions and convey information effectively. By the end of the key stage, pupils use logical reasoning to defend opinions in discussion work.
152. Pupils in both key stages 1 and 2 enjoy making use of reading materials from the newly developing school library. They make good use of an increasingly wide range of books and read regularly. Their reading skills have good features that outweigh shortcomings.
153. Pupils make an early start to reading and by year 2, most are accurate and reasonably fluent readers. A minority of more able pupils read with expression and understanding and respond appropriately to questions about the books they read.
154. In key stage 2, pupils read a variety of books fluently and with some appropriate expression. They give outline accounts of the books they are reading, name their favourite authors and identify some features of their work. Pupils' skills in finding relevant facts in books are beginning to develop more quickly. Younger key stage 2 pupils use a 'contents' page properly to enable them to find precise information they may require.
155. In key stage 1, pupils' writing has good features that outweigh shortcomings. Year 1 pupils are beginning to write complete sentences independently. They understand the purpose of full stops. They recognise rhyming words and use this knowledge to create simple poems. Older key stage 1 pupils write for a range of purposes such as taking notes and accounts of their experiences. Pupils' spelling and punctuation is developing with increasing accuracy.
156. Standards of writing at key stage 2 are good. Pupils produce a wide variety of creative and factual work including letters, newspaper reports, adventure books and poetry. They successfully adapt their style of writing for the different purposes. Writing is correctly organised into paragraphs using a variety of sentence patterns. Pupils are beginning to make effective use of the newly adopted handwriting policy to improve the quality of presentation of their written work.

157. Key stage 2 pupils make good use of their 'writing plans' to produce extended pieces of writing. Interesting and imaginative use of language is used to create effects such as when writing extended narratives.

Shortcomings

158. In key stage 1, the quality of pupils' handwriting is inconsistent. The breadth of their writing is limited because they spend too much time writing about their experiences.
159. Even though pupils in key stage 1 have a good phonic awareness, they do not always transfer what they know quickly or independently enough to their reading and writing activities.
160. In their reading, a few pupils in both key stages concentrate too much on individual words rather than the content of the story as a whole.

Mathematics

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

161. Pupils in key stage 1 correctly solve appropriate problems, such as identifying number patterns. They regularly apply their mathematical knowledge to practical situations, such as using the context of money or in practical activities.
162. Year 1 pupils show a secure understanding of counting and ordering numbers. Most pupils correctly add and subtract numbers up to 10 when they use counters or a number line. About half of them carry out this addition and subtraction by counting forwards or backwards 'in their heads'. The more able pupils in year 2, count in 3's, 5's and 10's, mentally add and subtract within 10 and recognise odd and even numbers. Nearly all pupils record their calculations accurately.
163. Key stage 1 pupils recognise and name several two and three-dimensional shapes. Year 2 pupils identify simple features of three-dimensional shape and record their findings in overlapping Venn diagrams. The concept of symmetry is becoming established. In both years 1 and 2, pupils use non-standard measures for length and mass [weight] and year 2 pupils begin to use standard measures. Year 2 pupils have a secure understanding of straight and turning movement through their familiarity with programmable floor robots and the related mathematical games they enjoy. In both years 1 and 2, pupils correctly complete given tables to record information. They are familiar with simple graphs.
164. In key stage 2, pupils achieve well in their understanding of number work. Year 3 pupils successfully carry out challenging testing of general statements regarding odd and even numbers. Many year 4 pupils correctly recognise the

value of digits in four-figure numbers. The majority of pupils in year 5 are familiar with writing fractions in different formats. Nearly all pupils in year 6 use a good range of strategies in multiplication problems and several use estimation to check the accuracy of their answers. Across key stage 2 there are isolated examples of pupils using prose to explain the relevance of numbers used in their answers to problems. In years 5 and 6, pupils make thoughtful decisions on the relevant numbers and operations to use in given problems.

165. Pupils in year 3 accurately classify the properties of regular and irregular two and three-dimensional shapes making use of the correct mathematical terms. In year 4, pupils realistically estimate and then carefully measure the length and mass [weight] of objects. Characteristics of different types triangle are accurately identified in year 5. Pupils in year 6 have a working understanding of the measurement of length and capacity in both metric and Imperial units.
166. Pupils' skills in handling data progresses suitably in key stage 2. Year 5 pupils produce a line graph from given data. They make sensible statements regarding the probability of events happening. Year 6 pupils generate numbers at random, collating and presenting the data in clearly labelled pie charts.

Shortcomings

167. In key stage 2, pupils mental recall of number facts is slow and, when carrying out calculations, they do not explain their mathematical reasoning enough.
168. In key stage 2, pupils do not sufficiently apply their mathematical knowledge to solve problems.

Design technology

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

169. Throughout the school, pupils use a wide range of materials in a broad range of purposes. Finished items match the specific design brief but all are individual to each pupil or group involved in the particular design and make process. The processes by which all projects are carried out are clearly defined and recorded. Evaluation of finished products is consistently considered with several good examples of matching its function against the original design brief.
170. Pupils are familiar with controlling events with key stage 1 pupils using floor robots, such as 'Roamer', and controlling on-screen movement with logo computer programs.
171. Pupils in year 1 prepare a fruit salad, bearing in mind who it is for. They are well aware of hygiene rules when they carry this out. Year 2 pupils saw

lengths of dowel to make axles of correct length for the cars they make. They use junk material and wheels to proudly produce convincing vehicles.

172. In year 3, pupils use a wide range of materials to produce stringed and percussion musical instruments. The instruments produce an interesting and varied quality of sound and all look quite unique. Year 4 pupils make scary 'monsters' with moving parts operated by simple but effective pneumatic systems.
173. In year 5, pupils produce bridges to a very well defined brief. The final products are tested to see if they meet the design specification. Year 5 pupils make wooden frames to support gear mechanisms, which translate vertical to horizontal motion as in a toy roundabout. They take full account of the safe use of cutting tools and appreciate the need for accurate measurement to align the axles.
174. Year 6 pupils produce attractive and functional holders for candles. The flammability and other properties of materials are carefully considered. The finished products are taken home and the effectiveness of the candle holders carefully described. Full attention is paid to the safe use of candles in the home.

Shortcomings

175. There are no important shortcomings.

History

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

176. Nearly all pupils at both key stages show a good understanding of the chronological order of events and associated personalities, which helped shape the future. They use a good range of sources to gather information on important events and successfully present their findings in various forms.
177. In key stage 1, most pupils appreciate life and work in Victorian times through their role play when they visit Erddig House. Many pupils make good comparisons of various household artefacts of 100 years ago and today.
178. Many key stage 1 pupils gather evidence from given texts. Pupils write an independent account of the life and work of Louis Braille. Many pupils thoughtfully compare items used to support people with visual impairment from the past with those of the present.
179. Most pupils identify reasons for the cause of the Great Fire of London and effectively communicate the events in pictures and writing. They know the importance of the contribution of contemporary writers such Samuel Pepys in recording the events and make good use of his writings.

180. In key stage 2, pupils compare old and new buildings in the Sealand area using various sources, such as local newspapers. They accurately place photographs of these buildings on a time line. A majority of older pupils successfully find out how transport on the River Dee has changed over time. Many pupils compare the types of work people did in the local area in the past and present. They make good use of graphs to show the number of people employed at the local steelworks at specific times. Most pupils use primary sources, such as Royal Commission Reports on Agriculture, to accurately interpret women's working conditions in the past.
181. Pupils in key stage 2 identify various features of a Welsh castle, such as the use of towers as defences, and the location of living quarters. They state clearly why castles, and town walls such as Conwy's, were built as a means of protection against the Welsh. Many pupils effectively use research evidence to distinguish between the means of constructing old and modern bridges over the river at Conwy, and the type of transport they were meant to accommodate.

Shortcomings

182. There are no important shortcomings.

Art

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

183. In key stage 1, most pupils have good control of pencil, pen and brush to produce recognisable pictures. Pupils make clear line drawings and use colour carefully. They create repetitive patterns and decorate these attractively with appropriate colour. Many of the pupils create drawings of trees and enhance their images using appropriate colour, after the style of Gustav Klimt.
184. Key stage 1 pupils enhance their history studies by creating effective pictures to represent houses on fire in the great fire of London. Most pupils effectively express their ideas using different techniques such as weaving patterns and collage. Many pupils carefully design their own printing blocks experimenting thoughtfully with different surfaces and materials. The final prints are good. They skilfully use computer paint programs to produce good quality pictures.
185. In both key stages, pupils thoughtfully evaluate their own and others' work using appropriate description and terminology. They comment on similarities between different work and relate their own work to the context within which it is intended, such as creating various moods and atmosphere through the use of colour.

186. In key stage 2, pupils are familiar with the work of several artists in different media. Younger pupils are well aware of the style and techniques of William Morris and produce their own wallpaper patterns after his style. The oldest pupils use very good human figure and portrait drawing techniques and produce portraits in the style of famous work by well know artists, such as Augustus John.
187. Throughout key stage 2, sketchbooks are used well to experiment with line, shade, shape and space. They evaluate the results carefully to decide upon the best technique for the project in hand.
188. The youngest pupils in key stage 2 study various Celtic designs and use these ideas to print attractive patterns. Younger key stage 2 pupils show a good understanding of aspects of African art which they use as a stimulus for their own realistic designs.
189. Older pupils in key stage 2 make effective images of famous people, such as Hitler and Stalin, using various forms of collage. They also experiment with mosaics and create an impressive representation of a Roman soldier using tile on clay. Younger pupils produce their original designs for coil pots and the oldest make effective three-dimensional models to illustrate their good ideas in interior design.

Shortcomings

190. There are no important shortcomings.

Music

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

191. In both key stages pupils, pupils know a good range of songs in English, Welsh and other languages. They sing brightly, maintain a steady beat and know how good posture has a positive effect on singing quality. Pupils make appropriate use of technical terms such as pitch, rhythm and beat and are aware of dynamics.
192. Key stage 1 pupils spontaneously sing African songs synchronising canoe paddling actions well. Year 2 pupils show good rhythm control when they tap and sing words and phrases. They make very good attempts at holding their parts in first rehearsals for two-part singing. They know how to respond to the applause from an audience.
193. Year 4 pupils are skilled in raising the pitch of their singing without increasing the volume. Year 6 pupils have a very sophisticated understanding of toning the whole body for singing performance. The way they all take part in body and vocal warm-ups is exceptional for their age. All pupils take part without

inhibition and produce rich, full sounds. They make sensible use of a musical score to have good attempts at singing demanding two-part pieces.

194. Pupils listen carefully to performed music and give sensible and reasoned opinions. Year 4 pupils listen to a range of music and decide the quality of pulse the music has. They consider carefully their response to Gregorian chants and music of the Far East. Year 3 pupils extemporise a rap, listening carefully to their performance and making realistic suggestions for improvement. Year 6 pupils have a good ear to categorise different types of music such as classical, church or popular.
195. From year 1 onwards, appropriate to their age, pupils know the names of a good range of musical instruments. Younger pupils produce realistic rhythms with a range of percussion instruments. Older pupils know the notation of pitch and compose tunes in the style of ones they have listened to. Pupils in years 5 and 6 achieve good standards in playing two melodies both singly and together on tuned percussion instruments.
196. A few pupils benefit from instrumental lesson from visiting teachers. All pupils take an active performing role in whole school productions involving music. Several of the older pupils perform as a choir both in school and for audiences in the community.

Shortcomings

197. There are no important shortcomings.

School's response to the inspection

As a school we welcome the findings of the inspection team and agree with them that "Sealand Primary School enables pupils to make good progress in their personal and academic development". We are also very pleased with the inspectors' judgement that the school had made good progress since the last inspection and had addressed the key issues well.

Of particular satisfaction to the school is the recognition that there is a strong common purpose to provide the best for pupils and, perhaps most importantly of all, that we provide very good care for them.

It is pleasing to note that in the lessons observed, pupils' overall standards of achievement compare favourably with the 2007 targets set out in 'The Learning Country 1'. Also, the inspectors have concluded that pupils of all ages and backgrounds make good progress in their learning.

The report comments on the broad and balanced curriculum provided by the school and draws attention to the fact that it is particularly enriched by educational visits and school clubs. It is also significant that the report acknowledges that all pupils have full access to everything the school has to offer.

We are very encouraged by the judgement that, although the pupils do not come from backgrounds where Welsh is the first language, they make good progress in their bilingual skills. In addition they have a good knowledge and appreciation of the culture and heritage of Wales.

The report acknowledges the skill and dedication of teachers and support staff in promoting positive learning by pupils. Inspectors make it clear that throughout the school, planning for teaching is thorough and takes into account the needs of all pupils.

We are pleased that the report refers to the positive links the school has with parents, the community and other schools.

Following receipt of this report, the governors will put in place an action plan to address all the recommendations made in the report. The plan will include strategies to improve the following:

- standards in English at key stage 1 and mathematics at key stage 2
- standards in the key skills of communication in key stages 1 and 2 and information and communications technology in key stage 2
- procedures for assessment to promote the progress of pupils
- levels of attendance
- provision for work related education.

The staff and governors appreciate the professional manner in which the inspection was conducted and feel that the recommendations made by the inspectors will help the school to improve further.

Appendix 1

Basic information about the school

Name of school	Sealand Community Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Farm Road, Garden City, Deeside, Flintshire
Postcode	CH5 2HH
Telephone number	01244 830089

Head teacher	Mr David Gareth Lewis
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Keith Turner
Registered inspector	Mr Glyn Gaskill
Dates of inspection	12 – 14 March 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	28	25	24	26	27	23	22	189

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	9.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.4:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	78	88	90.4
Summer 2006	84	92	91.4
Autumn 2006	87	90.1	93.7

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results: 2006			Number of pupils in Y2:		27		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	18	82	0
		National	1	3	13	63	20
EN: Reading	Teacher Assessment	School	0	4	15	81	0
		National	1	3	14	55	27
EN: Writing	Teacher Assessment	School	0	0	26	74	0
		National	1	5	14	68	12
EN: Speaking and listening	Teacher Assessment	School	0	0	18	82	0
		National	1	2	10	63	24
Mathematics	Teacher Assessment	School	0	0	14	82	4
		National	1	2	10	64	23
Science	Teacher Assessment	School	0	0	18	82	0
		National	1	2	8	65	24

[National figures are also for the 2006 results.]

D- disapplied or absent.

W- working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	82	In Wales:	83

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		26	
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	0	19	50	31
	National	0	0	1	0	1	4	16	48	30
Mathematics	School	0	0	0	0	0	0	23	46	31
	National	0	0	1	0	1	3	14	48	33
Science	School	0	0	0	0	0	0	11	58	31
	National	0	0	1	0	0	2	11	52	34

[National figures are also for 2006 results.]

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment					
In the school:	73		In Wales:	74	

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

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of nine inspector-days in school. A peer assessor was also present.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents.
- The responses on 19 questionnaires returned by 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.
- Forty 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 members of 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 were 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 Question 5 and 6. Contributions to Key Questions 1 and 2. Mathematics, design technology and music.
Mrs Maggie Morgan Team Inspector	Contributions to Key Question 3. English and provision for children under-five.
Mr Glyn Griffiths Team Inspector	Key Question 7. Contributions to Key Questions 1, 2, 3 and 4. History, art and provision for bilingualism.
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Mr Gareth Lewis School's nominee	Liasing between the inspection team and the school. Provision of information.
Ms Elizabeth Brown Peer assessor	Observing classes and discussions with pupils. Examining pupils' work. Contribution to all key questions.

The contractor was

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