

**INSPECTION UNDER SECTION 10
OF
THE EDUCATION (SCHOOLS) ACT 1996**

**SHOTTON INFANTS SCHOOL
Plymouth Street
Shotton
Flintshire
CH5 1JD**

School Number: 664/2042

Date of Inspection: 23 to 26 June 2003

**Registered Inspector: Dr. Eric Peagam
W/200/14943**

Under ESTYN contract number: T/231/02/P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES	1
2. MAIN FINDINGS	1
THE MAIN FINDINGS OF THE REPORT	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	3
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	3
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	3
4. ETHOS OF THE SCHOOL	4
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	4
4.2 BEHAVIOUR AND ATTITUDES	4
4.3 ATTENDANCE.....	5
5. QUALITY OF EDUCATION	5
5.1 QUALITY OF TEACHING.....	5
5.2 ASSESSMENT, RECORDING AND REPORTING.....	6
5.3 CURRICULUM.....	6
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE	7
5.5 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS	7
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	8
5.7 PARTNERSHIP WITH INDUSTRY	8
6. MANAGEMENT	9
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	9
6.2 LEADERSHIP AND EFFICIENCY	9
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	10
7. SUBJECTS AND AREAS OF LEARNING	11
STANDARDS ACHIEVED BY PUPILS	11
THE EDUCATIONAL PROGRAMME FOR UNDER-FIVES.	11
ENGLISH	12
MATHEMATICS	13
SCIENCE.....	14
WELSH AS A SECOND LANGUAGE.....	14
DESIGN AND TECHNOLOGY	15
INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT).....	15
HISTORY	16
GEOGRAPHY	16
ART	17
MUSIC.....	17
PHYSICAL EDUCATION.....	18
RELIGIOUS EDUCATION	18
8. SCHOOL IMPROVEMENT	20
8.1 PROGRESS SINCE THE LAST INSPECTION	20
8.2 KEY ISSUES FOR ACTION.....	20
APPENDIX	21
A. BASIC INFORMATION ABOUT THE SCHOOL	21
B. SCHOOL DATA AND INDICATORS	21
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS	22
D. THE EVIDENCE BASE OF THE INSPECTION	22
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM	23

1. CONTEXT

The school and its priorities

Shotton Infants School, located in the industrial town of Shotton, provides for up to 210 boys and girls aged 3-11, who mainly live in the immediate neighbourhood. At present, there are 136 full-time pupils, with 37 children attending half-time in the Nursery. Pupils' backgrounds are mainly neither advantaged nor disadvantaged, with a full range of ability on entry. However, overall levels on entry are below average and many children have problems with speech or language when they arrive.

The number of pupils entitled to free school meals is about average at 17.3%. Almost all pupils have English as their first language with none from Welsh-speaking homes; almost all are of white ethnicity, but there are a few pupils from minority ethnic backgrounds including a small number whose home language is not English. About one-fifth of the pupils have special educational needs (SEN), including 15 pupils with statements, 12 of whom are placed in a Special Needs class attached to the school. Key Stage 1 (KS1) pupils are taught in four classes, two in each year, with a combined Early Years unit for younger children.

The headteacher has been in post for three years and there is a stable staff. The school has a clear set of aims that are appropriately focussed on the age-group and include the enhancement of educational opportunity through the development of staff skills. Current targets in the school development plan (SDP) relate to improvements in subjects against identified areas for development, including specific teacher training needs. The focus is on general maintenance and steady progress rather than significant development, given the present budgetary situation.

2. MAIN FINDINGS

The main findings of the report

Shotton Infants School is a good school, which has made good improvement since the previous inspection and continues to improve. It provides well for its pupils relating to and serving the community well. It provides good education to pupils of all abilities and backgrounds, including those with significant SEN, and gives good value for money.

- Children in the early years unit make good progress. Standards in the six areas of learning are as follows:

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

- In KS1, pupils continue to make good progress overall. Standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1
English	Good
Mathematics	Good
Science	Good
Welsh	Good
Design and technology	Satisfactory
Information and communications technology (ICT)	Good
History	Good
Geography	Satisfactory
Art	Good
Music	Good
Physical education	Good
Religious education	Satisfactory

- Overall standards of achievement are good and have improved since the previous inspection. Under-fives are making very good progress as a result of the improved curriculum and achieving well across all areas of development. Key Stage 1 pupils are achieving well in the great majority of subjects and at least satisfactorily in all. When the effect of pupils with statements of SEN on overall results is discounted, the school achieves in line with the national average by the end of KS1, although attainment on entry is below average. When compared with similar schools on the same basis, the school achieves well above average results.
- Standards achieved by pupils with SEN are good overall. Pupils in the resourced unit make very good progress particularly with language, literacy and social skills, and other pupils with SEN achieve well in the mainstream classes, as a result of the very good support they receive.
- The school makes appropriate predictions for performance in the NC assessments based on attainment on entry and many pupils achieve higher results than were predicted.
- Although the school has no formal policy, the standards in key skills across the curriculum are good; they are good in listening, reading, writing, ICT and the use of numeracy. In speaking, they are satisfactory, as many pupils do not develop the ability or confidence to speak at length.
- The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall; there is good provision for moral social and cultural development, but the arrangements to support spiritual development, while satisfactory, lack a consistent and coherent approach and are insufficiently supported by class assemblies and religious education. The school has good practices for promoting good behaviour and this is reflected in the good behaviour and positive attitudes that pupils display. Pupils' attitudes mature well and they increasingly take responsibility for their learning. Attendance is satisfactory overall, with negligible amounts of unauthorised absence. Punctuality is good.
- Teaching is good overall; it is good in three-quarters of the lessons observed, very good at times and never unsatisfactory. Good teaching is seen in all classes and in all subjects. Teachers have good subject knowledge, plan well and match work well to individual pupils. The quality of teaching is significantly enhanced by the contribution of support staff who work very effectively in partnership with teachers. Arrangements for assessment, recording and reporting on pupils' progress are good and the information is well used in planning. Reporting to parents is satisfactory; parents find the reports useful and they provide a good record of what has been achieved. However, they do not inform parents as to how they can help their children.
- The school provides a good curriculum that meets NC requirements across the whole age-range and addresses the needs of all its pupils well. Arrangements for extra-curricular activities are largely non-existent, however, there is satisfactory provision for Y Cwricwlwm Cymreig, especially in the humanities. The school makes good provision, which reflects its overall aims well, for supporting, guiding and caring for the pupils.
- The provision for pupils with SEN is good and very good in the resourced special needs class. There are very good arrangements for the assessment of individual needs and these are met well through careful curriculum planning that matches work to those needs. Pupils are particularly well served by the high quality of support assistants of all kinds. The highly inclusive nature of the school ensures that pupils with significant learning difficulties as well as the mainstream population have full access to the whole curriculum and that all pupils are accorded equal esteem.
- Partnerships with parents and the community, schools and other institutions are very good overall; parents make a very good contribution to the life of the school both directly in classes and indirectly by substantial fundraising. The partnership with industry is good, with effective links with the world of work.
- The overall quality of self-evaluation and planning for improvement is good. The headteacher provides clear and determined leadership based on a secure vision. Governors and staff demonstrate a firm, shared commitment to evaluation and improvement and work well to achieve this making good use of structures offered by the LEA. The very good ethos is built on a strong sense of a common purpose and good management supports this. Communication and support for staff development are very good, and the school has received a nationally recognised award for its systems. Individual subjects within the curriculum are effectively co-ordinated, and this contributes well to pupils standards of achievement.
- The school is well staffed, and arrangements for induction are good. The school has a good number of very effective support staff and resources for learning are good overall. Accommodation is good overall and well used; it provides a good environment for learning and good attention to décor and condition ensures that it contributes well to pupils' sense of well-being. However, the outside area for under-fives is

unsuitable and lacks cover and the general playground is insufficiently developed to provide for a variety of playtime activities and there is no shade.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Overall standards of achievement are good and have improved since the previous inspection.

- Standards of achievement of the under-fives are good; children are making very good progress towards the desirable outcomes in the six areas of learning appropriate to the early years.
- Key Stage 1 pupils achieve good standards in the majority of subjects, including the three core subjects of English, mathematics and science. Standards of achievement are good in Welsh, art, ICT, history, music and physical education. In design and technology, geography and religious education they are satisfactory.
- Standards achieved were good or better in about three-quarters of the work observed, including about one-sixth in which they were very good. They were never unsatisfactory.
- In KS1, the proportion of pupils achieving Level 2 or above in teacher assessments in each of English mathematics and science was broadly in line with the national average in 2002. In any year, overall figures are differentially affected according to the number of pupils in the SEN unit who happen to be in Year 2. As a result, there are marked fluctuations in performance from year to year, particularly in terms of those attaining higher levels, which are also contributed to by fluctuations in the level of attainment on entry.
- When the attainments of pupils in the SEN class are disregarded, the proportion attaining level 2 in 2002 was very high and the proportion of pupils attaining higher (level 3) was significantly higher than the average. Trends in improvement are in line with those nationally when the results of pupils in the SEN unit are disregarded.
- In comparison with schools of a similar kind (where between 17% and 24% of pupils are entitled to free school meals), when the effect of the SEN unit on attainment figures is discounted, the school is ranked in the top 30 per cent of such schools in all three subjects.
- Standards achieved by pupils with SEN are good. Pupils in the resourced unit make very good progress, particularly with language literacy and social skills, and other pupils with SEN achieve well in the mainstream classes as a result of the very good support they receive, both in class and through structured special help in small groups.
- The school makes appropriate predictions for performance in the NC assessments based on attainment on entry and many pupils achieve higher results than were predicted.

3.2 Standards achieved in key skills across the curriculum

Although there is no formal policy to underpin them, standards achieved in key skills across the curriculum are good overall. The school has identified the acquisition of the Basic Skills Mark as a medium-term objective in its development plan.

- Children in the early years are achieving very good standards in speaking and listening and in early writing skills. Their understanding and use of number in their various activities are very good, and they are confident in using the computer and the listening centre independently.
- In KS1, pupils' literacy skills are good and well used in other subjects. Pupils listen very well in a range of contexts and take careful account of what they hear. However, their reluctance to speak at length in response to questioning or in discussion means that they can only demonstrate satisfactory skills in speaking. Reading skills are well used, by the end of Y2 and many pupils access information from a range of sources and almost all read instructions from worksheets correctly. Pupils write satisfactorily in a range of forms and for a variety of purposes across the curriculum. They record results and intentions in science and design and technology and write reports of travels and letters of various kinds to support work in geography.
- Pupils apply their numeracy skills across the curriculum well. They select and use resources appropriately and interpret and display data with increasing competence. Their understanding of mathematical language

is well developed and they apply this to other subjects such as design and technology. These skills are effectively reinforced by teachers pointing out the mathematics in everyday activities and other subjects, especially in terms of shape, number handling and use of data.

- ICT skills are well used across the curriculum. Pupils use word-processing to reproduce written work and often to facilitate composition and editing. They use programs to combine text and pictures and present data in various graphic forms to illustrate work in other subjects. Pupils in all classes make use of a range of programmes to help their learning, especially in English, Welsh and mathematics, as well as using CD-ROMs and the internet to research topics and extend the information available to them. Overall standards are good.
- The additional support that pupils with SEN are given helps them to improve their basic skills well, which they then deploy well in other subjects

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Arrangements for the spiritual, moral social and cultural development are good overall.

- All pupils understand and conform to the school rules and the ethos of belonging. They have a good understanding of right and wrong, the importance of friendship and mutual respect. Moral issues are regularly discussed across the curriculum.
- Relationships between staff and pupils are warm and friendly. Pupils are courteous and well behaved and there is a very real sense of community within the school.
- Pupils take responsibility during the school day, following instructions well and performing tasks with care and enthusiasm.
- Opportunities to develop an awareness of other cultures are provided in music, geography, art and language. There is evidence of references to diversity of cultures in lessons, when pupils are given sufficient opportunities to develop knowledge and understanding of the work of artists from cultures other than Western Europe.
- There are opportunities for pupils to learn about racial equality and they are made aware that there is a danger in stereotyping and prejudice.
- Whole-school assemblies, which include an act of collective worship; the majority of which are of broadly Christian character, promote pupil's spiritual, moral and social development well. Class assemblies make a satisfactory contribution, but are at times perfunctory and unfocussed.
- Pupils have an increasing awareness and are developing a good understanding of Welsh culture, traditions and heritage.
- Pupils are encouraged to show a capacity to reflect on the experiences of life, however, discussion about religious beliefs are not always well developed.

4.2 Behaviour and attitudes

The behaviour and attitudes of the pupils are good.

- The school has adopted and operates a range of policies and procedures that are very effective in encouraging and maintaining good standards of behaviour and attitudes towards learning.
- The increasingly confident application of the pupils to work and to their educational experiences ensures a good effect on the standards achieved. This develops very well as pupils move through the school with Y2 pupils showing considerably better concentration, perseverance and willingness to pursue further learning independently than those in Y1
- The pupils are invariably courteous and respectful, but with a natural curiosity of spirit. They are respectful of their teachers, the support staff and visitors to the school. They also appreciate the environment and the facilities of the school, as well as the efforts that are made on their behalf.
- The effect this has on the life of the school is clear in its ordered and warm community. It also contributes well towards its social cohesion, sense of purpose and inclusion of all pupils in all its processes.

- The measures taken to prevent bullying or any form of aggressive behaviour are very good. During the inspection process there were no instances whatsoever of such behaviour.

4.3 Attendance

The levels of attendance are satisfactory.

- The school has adopted a wide and relevant range of policies, which are effective in monitoring and maintaining attendance levels. It also has a target for improvement.
- The registers are administered fully in accordance with the requirements of the National Assembly for Wales. The attention given to the registers, the collating of statistics, and the ensuring that all absences are properly recorded, is accurate and precise.
- While there are no absence patterns or concerns which are current, the Educational Social Worker (ESW) is in active liaison with the school. Equally, the parents are in a good partnership, in that they ensure that all absences are formally notified and explained.
- Punctuality is very good, and this ensures a prompt start to the school day.

5. QUALITY OF EDUCATION

5.1 Quality of teaching

Teaching which was judged to be good at the time of the previous inspection has continued to improve so that there is now a higher proportion of good and very good teaching and none that is unsatisfactory.

- Teaching seen during the inspection was good overall. It was good or better in three-quarters of the lessons seen including over one sixth where it was very good.
- The pattern of good teaching is reflected in all subjects and for all groups of pupils, although the highest quality teaching was seen with the under-fives and in Y2. Teaching is very effectively underpinned by adherence to the agreed policy for teaching and learning.
- The core subjects of English, mathematics and science are accorded an appropriate status and are taught well. Literacy and numeracy skills are well developed in the specific lessons given to them, and reinforced well through teaching in other subjects.
- Support staff make a very good contribution to the overall quality of teaching. They are involved in planning and review of lessons and contribute very well to the effective ongoing assessment that takes place.
- Lessons are well planned to ensure that work is carefully matched to the needs of individuals and groups. This is achieved through organising group tasks in most lessons with at least three separate levels of difficulty. This ensures that pupils with SEN are well catered for as well as those pupils who are capable of attaining very well.
- Individual teachers' subject knowledge varies from subject to subject, but is sufficiently secure to support good teaching. The match of teachers' skills to the requirements of the curriculum and the needs of the pupils is good.
- Teachers' planning, including that for individual lessons, is good and soundly based on schemes of work. The match between planning and the school's curriculum aims is good and reflects an appropriate concentration on reinforcement of basic skills through work in other subjects.
- Pupil management, class control and discipline are very good. For the most part, teachers consistently, but unobtrusively, apply the agreed structures, and anticipation of potential difficulties is good.
- Teachers use time and resources well, most lessons have good pace, resources are carefully chosen for good effect and well deployed. Day-to-day informal assessment is good and well used to support learning in lessons by giving effective feedback and clear guidance.
- Teachers know the pupils well and monitor progress carefully and are alert for signs of difficulty. The commitment shown to setting, marking and monitoring homework is good, and this supports pupils' learning well.

- At its best, teaching is based on a high level of enthusiasm, very effective lesson planning to provide challenging work and excellent relationships with pupils. This, in turn is well backed-up by input from parents and well deployed support staff, who work very well either with the class teacher or with groups of pupils withdrawn from classes to help pupils meet the consistently high expectations of them.

5.2 Assessment, recording and reporting

Procedures for assessment, recording and reporting are good overall.

- Teachers make good use of the systems the school has in place when planning work to meet the needs of each pupil.
- Pupils work is carefully and consistently marked and written or oral comments provide good advice and suggest targets for future improvement. Pupils work consistently well in lessons and are well supported by their teachers.
- Assessment opportunities are identified in teachers' planning in virtually all subjects. The information is used effectively to promote higher standards. The teachers use test results to monitor trends and identify areas for development within the curriculum.
- Each pupil has a Record of Achievement folder, which contains the results of tests and annotated examples of pupil's work. Selections are made which illustrate achievement and which highlight areas for improvement. Subject portfolios are in place to aid teachers in the moderation of standards in most subjects.
- The school has very good links with parents, who are kept suitably informed about their children's progress. In addition to designated meetings, parents can make appointments to discuss their children's progress at any time.
- Annual written reports to parents meet statutory requirements. They are clearly written and informative. They identify what pupils can and cannot do and how they can improve. In this way, parents are suitably involved in their children's learning.
- The school is effective in analysing data and in using the information gained to assist in improving pupil's performance and also to monitor equality of opportunity.
- Records and Individual Educational Plans (IEPs) for pupils with SEN are clear and good use is made of external assessment and support.

5.3 Curriculum

The good quality curriculum offers pupils breadth, balance and coherence. It meets pupils' needs as well as complying with statutory requirements. A range of visits and visitors enriches it, but it is not supported or extended by extra-curricular activities.

- The curriculum provided for the Early Years has been improved and is now very good; it fully reflects the areas of learning appropriate to this age-group. Planning ensures progression and continuity in learning and the children learn through stimulating and carefully devised play activities as well as through teaching. There is very good co-operation in planning between the teachers and the support staff.
- The curriculum for KS1 is broad, balanced and meets the requirements well. There are policy documents and schemes of work in place for all subjects and these are reviewed on a regular cycle. In mathematics, for example, a recent audit has led to the adoption of a new published scheme, while the English curriculum is being reviewed to ensure continuity from the Early Years to KS1
- In the main, the programme is built around progressive schemes of work, but where, as in science, all pupils follow the same programme, careful planning ensures that in most subjects, there is clear progression from Y1 to Y2 in knowledge, skills and understanding. This is, however, less well established in design and technology.
- Personal, social and health education (PSHE) is successfully taught both in its own right and across a number of subjects, for example religious education and science. However, there is no clearly stated policy on sex education, nor is the policy reported in the prospectus.
- There is an informal and effective policy for the inclusion of planning for key skills in other subjects, but the school does not yet have a written policy for this.

- Very good use is made of visits and visitors to enrich the curriculum offered, especially through links with parents and the community, which provide pupils with access to people with a wide range of skills and experience.
- The homework policy is strongly approved by parents; it is consistently followed and is generally effective in supporting pupils' learning.
- In addition to specific celebrations such as the *Eisteddfod* held on St David's Day, there generally satisfactory arrangements to promote Y Cwricwlwm Cymreig through work across the whole range of subjects, particularly through the choice of information texts as in history and geography. There is a good range of Welsh language reading books in the school and pupils are encouraged to use them well.

5.4 Support, guidance and pupils' welfare

Support, guidance and the attention given to pupils' welfare, are good.

- Teachers provide good educational support for the pupils whom they know well.
- Pupils receive appropriate pastoral care; the school responds well to their personal needs and to child protection issues.
- The standards of supervision, care and consideration given to the pupils by teachers, support staff and ancillary workers are good.
- Pupils receive equal access to all aspects of the school's provision.
- There is no written reference to the teaching of sex education at the school in the school prospectus. However, sex education is taught through Science and PSE.
- There are effective procedures for induction of pupils and for their transfer to KS2.

5.5 Provision for pupils with special educational needs

Provision for pupils with SEN is good overall. For pupils with statements, particularly those in the resourced class, it is very good.

- The school meets the requirements of the Code of Practice well and teachers work effectively to ensure that all pupils have equal access to the curriculum.
- The school accords high status to the identification of and provision for SEN and this is reflected in the role of the headteacher as special needs co-ordinator (SENCO) and her regular timetabled work as the learning support teacher.
- There are good records of SEN that are updated and amended regularly by the SENCO. Special needs are identified early, making good use of information from pupils' baseline assessments. Individual education plans (IEPs) are used to plan and monitor the provision to meet those needs. However, while these are effective in informing the work of the SENCO in providing learning support, they do not indicate how needs are to be supported in the classroom, nor how parents are to be involved in helping their children to learn.
- There is a governor with responsibility for SEN, who exercises good oversight of the provision and ensures that the governing body are kept informed.
- Pupils with SEN, whether they have statements or not are well supported both through withdrawal for additional literacy and numeracy teaching or when working with the rest of the class in the classroom.
- There is a very effective LEA-resourced special needs class within the school, which provides education for pupils with moderate learning difficulties from a wider area. These are very well integrated into the school and this is reflected in the central position of the class in the building.
- Within this class, pupils make very good progress in a range of academic and personal development areas, gaining significantly in self-esteem and confidence as a result of well planned and targeted teaching. The school makes good arrangements to ensure that pupils mix socially with those from mainstream classes.
- Care is taken to ensure that parents of pupils with SEN are fully informed and, where possible, involved in planning and review of their children's work and progress. All requirements for annual review of statements are met and parents of pupils with SEN speak highly of the partnership that exists.

- The school makes appropriate provision for identifying and supporting gifted and talented pupils, both those who are generally high achievers and those who have specific talents or aptitudes.

5.6 Partnership with parents and community, schools and other institutions

The partnership with the parents and the community, schools and other institutions is very good.

- The school is highly valued by the parents, and this is reciprocated when the school makes any request for any assistance. A particularly strong feature is the parental community, which spontaneously forms within the school each morning when the parents, relatives and pupils arrive at the start of the day, and then depart promptly, when the sessions begin. Sessions are also conducted, such as literacy classes, to assist parents in their understanding of the curricular requirements.
- The school actively encourages parental and family involvement within the classroom. Many family members, including those from the community, assist with curricular work, such as reading and craftwork, and also during school visits. They are also very active during concerts and open days as well as a host of other events. Members of the community also visit to talk about their lifetime experiences.
- While there is no formal structure for parent-teacher involvement, the community spirit is dynamic and clear, and this is further facilitated by the school in conjunction with the interest shown by the parents and the community. This is actively promoted by the teaching staff, but a large measure of its success is accounted for by the commitment and dedication of the support staff. This very good partnership raises significant funds for the school, as well as being a focus and an impetus for social events.
- The flow of information in circulars, letters, meetings and reports are of a good standard and meet in full the expectations of the parents. There is a home-school agreement that complies with the requirements. The school prospectus, while a useful publication, is not fully compliant with the Welsh Assembly Government requirements .
- The pupils play a very good part in the life of the community with family and townspeople very supportive of concerts, services, annual events, eisteddfods and open days. The children also support the elderly. The Shotton Rejuvenation Scheme, the Town Council, and the churches, among others, are also in an active and rewarding partnership. The children are also aware of their wider community responsibilities in the generous donations they make to a range of charities.
- The partnerships with the Croft Nursery School, the other providers, as well as the voluntary unit on the school premises are very good. Equally the partnership with the Junior School in its cross phase provision prior to transfer to KS2 is also very good. Constructive contacts are also maintained with the secondary sector.
- The support of the Unitary Authority and its officers are good. Furthermore, the other agencies such as the Police and Fire Brigade are also fully supportive. Because of the proximity of the rail mainline, the British Transport Police have also attended the school in relation to rail safety.
- The school provides work experience opportunities to pupils from the secondary sector, as well as from Deeside College. Student teachers from the University College of Wales, Bangor and Chester College benefit from classroom experience.

5.7 Partnership with industry

The partnership with industry is good.

- There is a clear appreciation within the school of the importance of this aspect, and it has succeeded in integrating visits, sponsorships and projects related to these, with the educational experience. This has enhanced the curriculum, and raised the insight of the pupils of the world of work.
- Sponsorship has been obtained from a building society, a bank, and various businesses and industries. These have enriched the educational provision. Matched funding has been obtained from Education and Learning Wales (ELWA) for a science and technology project, work on electrical circuits has arisen from contacts with *Powergen*, and a study of food resulted from a visit to a multiple retailer. These are examples from a range of such initiatives.
- The school has also been successful in the award of *Investors in People*. This has assisted in sharpening its management practises and providing an insight to the teaching staff of different organisational and evaluative processes.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Self-evaluation and planning for improvement are good.

- The school uses a very effective LEA self-evaluation document to which all staff subscribe. This ensures that the outcomes are broadly based and corporate.
- The school makes effective use of assessment data, including an increasing use of comparative data to assess how well it is doing and to identify areas for improvement.
- There are good systems for monitoring the quality of educational provision, including teaching and these feed well into development planning.
- The school development plan (SDP) is an effective working document; it has a long-term as well as immediate focus and addresses all areas of the school's development. Progress is well monitored and developments are continuously monitored against success criteria identified at the outset.
- Action planning following the last inspection was thorough and detailed and progress was well monitored. All issues raised were addressed well.
- There is an effective system for performance management, which is well linked to school improvement planning and which is having a positive effect on raising standards.

6.2 Leadership and efficiency

Leadership and efficiency are good. There is a clear educational direction to the work of the school and this is reflected in a commitment to high standards.

- The headteacher provides clear leadership that results in the strong commitment by all staff to the success of the school and the very good ethos that is promoted.
- The aims of the school are met very well, both in terms of academic achievement and the high level of care and support that it offers to pupils.
- Staff are appropriately deployed to ensure that educational, planning and administrative tasks are effectively managed. The effective use of the headteacher's time in providing well structured learning support underpins the school's overall achievements well..
- The governing body (GB) carries out its responsibilities well; its work is effectively managed with policies being regularly reviewed and updated, and there are good arrangements for overseeing the curriculum and the school's SEN provision. There is a good range of policies to inform the work of the school and ensure consistency of practice. However, in a number of areas, such as key skills and sex education, although there is good practice there are no policies to underpin this. There are also shortcomings in the prospectus and governors' annual report, where required items are missing.
- Within the school, responsibilities devolved to senior staff are well managed and contribute well to the overall success of the school. Subjects are generally well managed, and co-ordinators play an effective part in promoting and monitoring their subjects.
- The needs of staff are well provided for and the school has recently achieved the *Investors in People* award, which recognises good practice in this area. The school has good strategies for ensuring value for money in the provision of in-service training (INSET) and staff have received training in key areas of their work.
- The school's resources are efficiently used. There is a clear link between the priorities identified in the SDP and the spending decisions identified in the budget. Additional resources provided as a result of parents' activities also usefully supplement the official budget.
- Financial management is good, the budget is effectively monitored and the school takes care to ensure that the maximum prudent amount is spent on educational provision each year.
- The standards achieved and the quality of education provided ensure that the school gives good value for money.

6.3 Staffing, accommodation and learning resources

The quality and management of staff, accommodation and resources for teaching and learning are good.

- The school has an adequate number of appropriately qualified teachers and ancillary staff.
- The teachers benefit from attending relevant INSET and from the guidance of LEA advisers.
- All support staff make a positive contribution to the quality of life within the school.
- Learning resources are at least satisfactory in all subjects and in many areas they are good. Resource requirements are addressed in sequence according to identified needs.
- The teaching time meets the recommended standards during the school day time is generally well managed and very little time is wasted.
- The accommodation is bright, cheerful and clean. The staff create a stimulating and attractive learning environment through effective use of display.
- There is adequate space for the number of pupils and the needs of the curriculum. Outdoor facilities include a good hard surface play area with a separate area for the Early Years. However, there are safety concerns regarding the use of outside facilities in the Early Years and there is no covered outdoor provision. For other pupils, the play area supports a limited range of activities and there is no shade.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

The educational programme for under-fives.

- The overall quality of provision for the under fives is appropriate and pupils are making good progress toward the desirable outcomes for children's learning.

Good features–Nursery

Language and communication skills

- The vast majority of children make good progress in their language and communication skills They know and sing a range of rhymes and jingles. A significant number show an interest in books and are learning how to handle them correctly. They show great interest in the big class books created by the Reception children. They respond to simple instructions in Welsh and are able to converse in English with their peers, with familiar adults and with visitors. A good number enjoy marking and basic writing experiences.

Mathematical development

- In general, the pupils' mathematical development is satisfactory. All count to five in English and Welsh and many beyond this. They sort, match and count as they play. Children's spatial development is well developed and they respond appropriately when handling apparatus.

Personal and social development

- The children's personal and social development is good. They learn to join in as part of a whole class, they move quickly to various activities and a number take turns. The children are polite with one another and with adults and are beginning to take responsibility for personal hygiene.

Knowledge and understanding of the world

- Children's knowledge and understanding of the world is good. They understand the sequence of daily events and talk confidently about their families and homes. They discuss the weather and the more able recall some interesting facts about the seasons. They understand that all living things should be treated with respect.

Creative development

- Children's creative development is good; they paint and draw using various media and experiment confidently with colour, shape and texture. They discuss the materials they use and explore their potential through cutting, folding and joining. They play imaginatively in the role-play area. Their creative skills show good development.

Physical development

- Children show good physical development as they hold crayons, pencils and scissors correctly and use them with increasing control. All children show increasing control when they use construction and malleable materials. Children use play times satisfactorily.

Good features–Reception

Language and communication skills

- The children’s language and communications development is good. They listen to a story and respond appropriately. Many have made a confident start to early reading skills. They identify sound and words and enjoy browsing through books. Many record correctly simple words and phrases. They understand an increasing range of Welsh and answer simple questions. They converse in English with increased confidence during their activities.

Mathematical development

- Children apply and improve their developing mathematical skills. Their knowledge and understanding of number are further reinforced by their use of the computer. The children’s mathematical language is good. The majority understand the properties of shape and the relationships between them. A significant number of pupils identify regular two-dimensional shapes. The children manipulate building blocks, work effectively with jigsaws and with construction toys. They achieve good standards.

Personal and social development

- Children’s knowledge, understanding and skills are developing well as they engage in practical activities and purposeful play. They quickly move to working individually or as part of a small group. They are able to make choices and give their reasons. Their personal and social development is good.

Knowledge and understanding of the world

- Children show an increasing awareness of the world around them and achieve good standards. They explore the environment and find out how things work. They learn about the world of work and their knowledge is enhanced by the teacher inviting visitors to school.

Creative development

- **Creative development** is good. The pupils represent their ideas through drawing, painting and manipulating malleable materials. They sing an abundance of simple rhymes and songs. The children talk animatedly about their work and use their senses effectively when relating stories.

Physical development

- The children’s physical development is good. They move around the rooms in a controlled manner and show an awareness of others. Outside they know the difference between skipping, running and jumping and move confidently with increased control and co-ordination.

Shortcomings

- In September 2002 the school changed its provision to an early years unit. This is seen as a positive change to best use the resources available and to offer an appropriate education for the children. However, improvements have not fully worked through and the provision has yet to be fully evaluated over the longer term..

English

Standards of achievement in English are good.

Good features

- Pupils speak clearly, with an appropriate range of vocabulary, asking and answering questions correctly. They take turns when speaking and show respect for each other’s contributions.
- Pupils listen purposefully and show interest in what they hear. They remember events and details of a story clearly and in the correct sequence. They follow instructions accurately They listen and engage confidently in oral and role-play activities.
- Pupils are aware of a range of strategies for reading. They have a good understanding of initial sounds, consonant and vowel blends and basic patterns, which enable them to sound out new words. They learn

how to respond to literature, giving attention to content, characters and critical events. Pupils respond positively to group and private reading practice.

- Most pupils read at levels appropriate to their age and make satisfactory, and often good, progress in reading. Less-able pupils and those with SEN are making good progress in response to teachers' emphasis on phonics. The level of reading comprehension is generally high.
- Pupils are familiar with the strategies and skills required to use simple books and computer programs to help them research a range of subjects. They use a simple index or contents page appropriately
- Pupils write for a range of purposes, producing stories, letters, postcards and many other styles of writing that are of good standard. The older children express their ideas clearly in well structured sentences. They identify the need for full stops, capital letters and commas. They make very good use of word banks to help their writing. Pupils with SEN in the special class write simple sentences describing their experiences and read them back to the teacher.
- Pupils predict outcomes of stories sensibly using both their previous knowledge and their imagination; they understand the roles of author and illustrator. They discuss characters and plot; they are being introduced to a good range of children's literature.
- Handwriting is developing well and work is neatly presented by the majority of pupils. Younger pupils are using legible print and are beginning to relate to the lines. Older pupils increasingly write to the lines, including those letters which go below and show good regard for relative letter sizes.

Shortcomings

- Pupils' ability and confidence to talk in extended sentences on a given subject is limited.

Mathematics

Standards of achievement in mathematics are good.

Good features

- Pupils make good progress in acquiring numeracy skills drawing on the published scheme in use for examples and activities. Pupils have a good understanding of number bonds and place value. Most identify number patterns quickly and can use them to help their calculations. They work individually and in pairs with a computer programme that teaches and reinforces number bonds and skills.
- Younger pupils explain the rules of numeracy games and apply their knowledge well to problem solving activities. Higher-attaining pupils interpret mathematical problems in simple words and convert these into mathematical terms and notation.
- They readily identify a number of two-dimensional and three-dimensional shapes and classify solid shapes according to whether they stack, roll or slide. Higher-attaining pupils identify tessellating shapes.
- They sort objects according to colour shape and size, making appropriate suggestions about the sorting process. They explain their results and record them in tables and simple pictograms.
- Older pupils have a secure understanding of addition and subtraction. They count forwards and backwards in twos and fives to 50, know that even numbers are multiples of two and identify multiples of five and ten by the final digit. They show an understanding of simple algebra when they identify a missing number or digit in an addition sum. They are confident in money additions, knowing the value of all coins and working out change.
- Pupils measure length, quantity and weight, using appropriate metric units; they establish, for example, which jug holds more liquid, giving their results in millilitres. that they add together to get the total capacity.
- Pupils with SEN in the special class make good progress in handling numbers relevant to their lives as when they identify the number representing their age and then find the number for last year and next.
- Year 2 pupils show increasing confidence in instructing a programmable *roamer* to carry out a set of movements, using clockwise and anti-clockwise motion and prescribing quarter, half and whole turns. They identify errors made and correct them by working out what should have happened. They translate instructions on to paper when they construct a route for one another to direct a *robot* through.

- They tell the time using o'clock and half-past. Higher-attaining pupils understand quarter hours and know that there are 60 minutes in the hour.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement in science are good.

Good features

- Pupils undertake a good range of investigative work in science. They are developing the ability to make predictions based on previous knowledge and understand the necessity for fair testing.
- Pupils are aware that some things are alive, others are dead and some were never alive and classify objects accordingly. They know that the common characteristics of animals are movement, eating, use of senses, reproduction and growth and relate this to the human life-cycle.
- Pupils learn about the conditions needed for plant growth and name the parts of a flowering plant. They use a branching key to analyse the different characteristics of plants. They understand basic nutrition and understand that plants provide food for animals and are part of a food chain.
- Pupils with SEN in the special class show good understanding of the changes in nature that come with the seasons. They know that plants produce seeds and fruits to reproduce themselves and identify what immature fruits are destined to become, describing the changes that will occur.
- They examine the properties of materials, sorting them using a range of criteria, including whether they are natural or man-made and examine their suitability for different purposes.
- Younger pupils show understanding of physical processes when they identify a range of sources of light and grasp the concept that darkness is simply the absence of light and that shadows are formed when light is blocked. They investigate the apparent colour change when objects are placed in a dark box and compare the power of different light sources. They know that some electrical appliances are worked by batteries and others by mains power.
- Older pupils extend their understanding of electricity following a visit to a power station when they identify the components required to complete a circuit to make a bulb light. They identify which circuits illustrated in their book will work and which will not, giving reasons. They understand about the dangers of electricity. They carry out investigations to establish which materials are good conductors and which are insulators.
- They develop good understanding of the nature of forces, knowing that some objects can be moved by pushing or pulling them and examine the effect of magnetic attraction.

Shortcomings

- There are no significant shortcomings.

Welsh as a second language

Standards of achievement in Welsh as a second language are good.

Good features

- All pupils listen well to a wide range of stimuli and instructions and the vast majority have a good level of understanding.
- Pupils respond by using words and short phrases. By Y2, the pupils can express themselves by using a range of basic sentence patterns and an every-widening vocabulary.
- A number of pupils in Y2 are beginning to respond to one another and to offer spontaneous contributions. They communicate by answering questions appropriately and provide simple personal information.
- In Y1, some pupils read very simple text and in Y2 the ablest group read with fluency and understanding.
- Pupils' diction is good and pupils in Y2 act out simple dialogues positively and with increased confidence

- The effective support given by the Athrawes Bro strongly promotes the development of pupils' language skills and has a positive impact on standards.
- Incidental Welsh is used consistently by pupils and teachers throughout the school. There is an effective integrated use of Welsh in the school thus creating a Welsh ethos.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement in design and technology are satisfactory.

Good features

- Pupils make satisfactory progress in developing the skills of marking out, cutting, joining and assembling a range of materials. Pupils design and make hats and cards to celebrate Christmas, Easter and Mothers' day and use a range of recycled materials to make moving vehicles.
- They develop an understanding of scaling when they use a photocopier to reduce the size of a design, while keeping all proportions constant.
- They examine design in structures and apply their knowledge and skills in using a range of construction kits, to build models and simple mechanisms. They use knowledge gained in science when they make models of boats that float.
- They learn how to prepare and use a range of foodstuffs, including pancakes for Shrove Tuesday and healthy fruit jellies for a party, with appropriate concern for food hygiene. They evaluate a range of commercial biscuits and produce decorations to their own design.
- They extend their understanding of mechanisms when they use pivots and levers to make puppets with moving parts.

Shortcomings

- Pupils are very reliant on the teacher for design so that there is a marked similarity between individual pupil's work
- There is insufficient progression in the standard of work between Y1 and Y2 pupils.

Information and communications technology (ICT)

Standards of achievement in ICT are good.

Good features

- Throughout KS1, pupils, including those with SEN in the special class, make good progress in developing skills and understanding across all strands of the subject. They build securely on the work in the Early Years classes and show confidence and competence in a range of applications.
- Pupils use the keyboard and mouse to select from drop-down menus and to select and manipulate images and text on screen. This enables them to work independently, developing and improving skills in a range of subjects.
- They enter data into a simple database and print out an appropriate graph. They record information, for example about the weather and build up a monthly record which they present in different forms.
- They give a range of commands to a *roamer*, assessing what instructions are required to bring about the required relocation and programming the *roamer* accordingly.
- Pupils learn how to use computer-generated pictures to illustrate some of their work. They use drawing and painting commands and colour their designs using a simple graphics program
- They draft and edit text, using word-processing, and print out the final copy. They select fonts and print size to give an impact to the final product. They access the printer effectively and print a document.

- They extract and edit information held on CD-ROM. They learn to use the internet, as when they search for information about wheels for their design projects.
- Pupils use a data-handling program, entering data, interrogating it and producing appropriate graphical representations.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good.

Good features

- Pupils learn history from stories, through discussion and role-play. They gain a good knowledge of life in the past and make comparisons with life in the present day. They discuss how things have changed and can make comments about changes in dress and lifestyle. They use the appropriate terminology to talk about the passage of time.
- Pupils study artefacts, pictures or photographs, old documents and watch programmes about the past, demonstrating the ability to make observations and simple comments about differences between past and present. Pupils make a good attempt to explain reasons for events or for the use of certain objects in the past.
- Most pupils place events in a given story in order. They also identify true and false facts within a report. They make a good attempt to organise and communicate ideas and findings in writing, tables and in pictures.

Shortcomings

- There are no significant shortcomings.

Geography

Very few lessons were seen in geography. Scrutiny of work indicates that standards of achievement in geography are satisfactory within the limited range of work observed.

Good features

- Pupils learn about the local area and describe simple human and physical features.
- Pupils accurately recall facts about the places and geographical themes that they have studied.
- Pupils obtain information for geography from a range of sources, including video, CD-ROM and databases.
- Pupils are acquiring a vocabulary of geographical terms appropriate to their ages and they make geographical descriptions and explanations about their local area.
- Pupils work well with plans and photographs and use their analytical skills to make simple comparisons between life in Wales and life in Botswana. They understand that the climate affects how people live and work and they are beginning to understand that human activity and economical development can be very different in different parts of the world.

Shortcomings

- Pupils make only limited use of data handling skills and their recording skills.
- Their knowledge and understanding of places lacks depth, resulting in their ability to develop and use subject terminology, numeracy skills and enquiry skills being very limited.

Art

Standards of achievement in art are good.

Good features

- Pupils learn to work with an appropriately wide range of media. They paint, print and colour using pastels, paint, crayons and computer, developing their skills effectively. They are increasingly coming to understand and use the language of line, tone, texture and shape.
- Pupils make careful observational drawings, paying attention to line, tone and detail as when they paint geraniums on the style of famous artists such as Matisse.
- They produce drawings inspired by their study of the work of Warhol, and develop their own repeating patterns using vegetable prints recognising that repeat patterns need to be accurate in terms of position, size and colour.
- They apply paint with care and learn to make effective use of colour, creating very effective paintings of sunsets.
- Pupils make good use of drawing programs on the computer to create pictures and patterns to illustrate work.
- Pupils produce good quality displays. They are bright and attractive, and the finished quality of drawings and painting is good. These displays have a positive impact on the developments of pupil's self-esteem.
- Pupils are developing a good awareness of art from a variety of cultures as when they make their own rakhi to support work in religious education and are developing a satisfactory understanding of art in the culture of Wales.
- Pupils are slowly developing the subject vocabulary, and they are willing and able to make judgements about their own work and to make simple changes and improvements, when supported by the teacher.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in music are good.

Good features

- Pupils listen carefully to a range of music. They sing a range of songs in English and Welsh enthusiastically and increasingly in tune. When singing in assembly, pupils show good regard for the context and the words they are singing whether this is a hymn or 'Happy Birthday' to a teacher.
- Pupils develop good listening skills as a result of the extensive use of music in formal and informal contexts throughout the school day. They develop a familiarity with the musical elements of pitch, duration, dynamic, pulse and rhythm, although not many are familiar with these words.
- Younger pupils compose, record and play back their own tunes on a xylophone, using colour coding to identify the notes. They choose carefully and order sound well within simple structures and work to improve their work through practice and evaluation. They distinguish between melodious and non-melodious sounds as when a xylophone key is deadened to eliminate the vibration.
- Older pupils show good understanding of a graphic score when they follow a rhythmic sequence using untuned percussion, where different shapes represent different patterns of notes. They start and stop on command, taking their time from the teacher or a pupil given the task of conducting. They recognise the importance of silence to signify the beginning and end of a performance and show good self-discipline while waiting to play.
- Higher-attaining pupils who learn to play the recorder in an ensemble read standard notation and identify repeated sections by recognising similar note patterns. They identify crotchets and quavers and play a familiar tune with reasonable accuracy and tuning.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in physical education are good.

Good features

- Pupils appreciate the importance of warming-up exercises and the routines for ending lessons. They take them seriously and work hard at them. They participate with great enthusiasm in the routine where the teacher calls out different types of bean and they act out each in turn.
- They use a range of body shapes at different levels, making reflective shapes with a partner and shadowing each other. They follow instructions and change position, touching the ground with different body parts on command. They participate enthusiastically in a range of relay races designed to develop particular movement skills.
- When practising skills for football, younger pupils show good control of their bodies and spatial awareness as they move around within a restricted area. They show good developing skills in trapping, dribbling, passing and shooting.
- Older pupils display and practise a variety of movement skills as they rehearse activities for sports day. They skip sideways, walk heel to toe and demonstrate a range of ball skills, passing and handling balls in a variety of ways. They show varying skills when skipping with a rope, but all make progress and improve their performance.
- Pupils with SEN in the special class make very good progress in learning to carry out a range of developmental exercises which produces good balance, co-ordination and a sense of themselves in space. They balance in a range of positions and practise extending their body parts, especially fingers and toes.
- When working with the parachute to produce a movement sequence for the school concert, they recall their positions and move quickly to them. When walking through the sequence, they concentrate well, keeping a good distance and shape. They change places smoothly, meeting in the middle.
- Year 2 pupils show good skills in dance; they mark a steady beat using hands or feet and join a series of movements to form a sequence, which they learn and repeat. They become familiar with basic figures in traditional Welsh dances.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement in religious education are satisfactory.

Good features

- Pupils respond well to the encouragement to show respect and care for others that they receive from the time they enter school
- Younger pupils know that Jesus is the Son of God and that his stories have meanings. They listen to the story of the feast that the invited guests did not attend and so it was offered to the poor and dispossessed, interpreting the moral issues raised and relating them to their own understanding and experience of friendship.
- Older pupils listen to and interpret updated versions of stories that reinforce the importance of kindness. They recognise that sometimes we are kind by design and sometimes by accident when our good deeds benefit a third party.
- They know about the importance of festivals in the Christian and Hindu religions, describing Diwali, and Raksha Bandha as well as Easter and Christmas.
- They learn about the lifestyle of a Hindu girl, through which they encounter the story of Rama, Sita and Hanuman, and make their own versions of a rakhi.

- They identify similarities and differences in worship, recognising that many religions have special places for worship and prayer. They compare a Hindu mandir with a Christian Church.
- They develop a good basic understanding of a range of world religions and the practices and beliefs that inform them, in particular having knowledge of Sikhism and Judaism.
- Pupils with SEN in the special needs class show a good awareness of the nature of belonging as they describe the groups they belong to. They identify the people in leadership roles and have an understanding of the importance of rules, looking at school rules to see how appropriate these would be in other settings. They report that keeping the agreed rules makes them and other people happy.

Shortcomings

- Although pupils learn about religious beliefs and practices, they do not reflect on the meaning of them for peoples' lives

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in December 1997 and the inspection report identified key issues for action, covering the need to:

- raise standards to be better than satisfactory in English design and technology, geography, history and information technology;
- complete the curriculum documentation for under-fives and ensure that it is adhered to closely under the guidance of a 'lead' teacher;
- further review and evaluate schemes of work;
- ensure that short-term planning is consistent in quality and implementation across the year groups;
- review the amount of time given to physical education;
- ensure that all pupils gain quality learning opportunities each day, particularly in reading and writing and that able pupils are suitably challenged;
- prioritise the SDP in order to link this more closely to the INSET programme for present staff;
- resurface the playground and improve the entrance used by most parents for access to the school.

Since the last inspection the school has made good improvement. The SDP and post-inspection action planning have addressed the shortcomings in the previous report, including the key issues, very effectively.

- The school now makes good use of the analysis of NC tests and tasks including gender data and projections from baseline assessment.
- There has been an improvement in standards in core subjects, especially in English, where previously satisfactory standards are now good.
- Standards have also been improved from satisfactory to good in art, ICT, history and music. However, standards in religious education, which were good, are now satisfactory.
- The curriculum has been improved and assessment is now secure
- Teachers' skills have been improved through professional development and there have been changes in staffing which have had a positive effect.
- Management systems have been improved so that the school has been awarded *Investors in People* status.

8.2 Key issues for action

In order further to enhance the quality of education and to continue to raise the educational standards achieved there is a need to:

- Improve the quality of the outside environment, for Early Years, by providing an appropriate enclosed space with protection from the elements and for other pupils by increasing the range of activities provided for and ensuring that they can enjoy shade in hot weather;
- Make more effective use of lunch-times for structured play activities and extra-curricular learning;
- Ensure that all requirements are met, including making sure that the prospectus and annual report to governors include all that they are required to;
- Address all shortcomings in areas that are otherwise satisfactory or good.

APPENDIX**A. Basic information about the school**

Name of School	Shotton Infants School
School type	Community
Age-range of pupils	3-7
Address of school	Plymouth Street Shotton Flintshire
Post-Code	CH5 1JD
Telephone Number	01244 812806

Headteacher	Mrs B. Roberts
Date of appointment	September 2000
Chair of Appropriate Authority	Mr. P. Baeton
Registered Inspector	Dr Eric Peagam
Dates of inspection	23 rd – 26 th June 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	18.5	35	43	46	142.5

In addition there are 12 pupils in KS1 in an LEA-resourced special class.

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding Nursery)	22.1:1
Average teaching group size	23
Teacher (fte): class ratio	1.1:1
Pupil :adult ratio in special classes	6:1
Pupil :adult ratio in Nursery	9:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	YR	KS1	Whole School	Unauthorised absence
Spring 2003	88.7	92.9	92.1	0
Summer 2002	91.2	92.2	92.0	1.2
Autumn 2002	91.4	96.4	95.4	0

<i>Number of pupils excluded during 12 months prior to inspection.</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 48						
Percentage of pupils at each level									
			D	A	W	1	2	3	4+
ENGLISH:	Teacher Assessment	School	0	0	4	15	60	21	0
		National	0	0	4	13	62	21	0
MATHEMATICS	Teacher Assessment	School	0	0	4	15	50	31	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	15	36	46	0
		National	0	0	2	10	67	21	0

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

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

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of three and a half days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 59 returned parents' questionnaires and a meeting with 6 parents;
- the observation of 34 lessons or part lessons, with work in each class being observed by at least two inspectors;
- a scrutiny of pupils' work and hearing pupils read;
- an examination of assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- discussions with the headteacher and other staff;
- post inspection meetings with senior management and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	RgI	Standards of achievement Key Skills Quality of teaching Curriculum Special educational needs Self-evaluation, Leadership and efficiency	mathematics science design and technology, information technology physical education, music religious education
William Owen	Lay	Attendance Behaviour, Partnership with parents and community, schools and other institutions Partnership with industry	
Sylvia Clough	Team	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting	English art history geography
Carolyn Thomas		Support, guidance and pupils' welfare Resources	under-fives, Welsh

The visiting inspectors wish to thank the governors, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.