

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

**St Ethelwold's Church in Wales
Voluntary Aided Primary School
Melrose Avenue
Shotton, CH5 1NG**

School Number: 6643330

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by

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- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
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- * work-based learning;
- * careers companies; and
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St Ethelwold's 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 St Ethelwold's Primary School took place between 10/01/06 and 13/01/06. An independent team of inspectors, led by Eifion Rees Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection."

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St Ethelwold's Church in Wales school is a voluntary aided primary school, located in the small town of Shotton on Deeside. The locality is a Community First area and has been badly affected in the past, by high levels of unemployment. Many of the pupils experience some degree of social and economic disadvantage. Twenty-nine pupils (37%) have been identified as being entitled to receive free school meals. This is above the national average for Wales.
2. The intake of pupils represents the full range of academic ability, but many of the pupils have some degree of learning difficulties. Pupils' attainment on entry is below the average for the Local Education Authority and below the Welsh national average. In all, 31 pupils (39%) are on the school's register of pupils with special educational needs, two of whom have statements of educational needs. This is above the national average for Wales.
3. Seventy-nine pupils attend the school between the ages of four and eleven, 13 of whom are in the reception class. There is no nursery provision at the school but most children have attended the nearby nursery school. The number of pupils attending the school has dropped over recent years.
4. Pupils come from English speaking homes and none speak Welsh as a first language or to an equivalent standard. Welsh is taught to all pupils as part of the school curriculum. Pupils are taught in four mixed age classes – each class comprising pupils of two year groups. The school buildings date from 1982 and provide good accommodation and an attractive learning environment for the pupils.
5. The aims and beliefs of the school are encapsulated in its Mission Statement - "Within the family of St. Ethelwold's Church in Wales Primary School we endeavour to nurture the children and staff in our care so that everyone may achieve their full potential as part of a secure and caring Christian community."
6. The school was last inspected in January 2000.

The school's priorities and targets

7. The school's priorities and targets for improvement are identified in the school development plan (SDP). These are:
 - (i) to update policies and schemes of work in science, geography, music and
 - (ii) physical education as part of the three year cycle of reviewing the school curriculum;
 - (iii) further develop the roles and responsibilities of curriculum leaders;
 - (iv) continue the professional development of staff; and to achieve a 'Healthy School' award.

Summary

8. St Ethelwold's Church in Wales Primary School is a good school with many outstanding features. It is highly regarded in the community and has improved significantly since the last inspection. It provides its pupils with a very good quality of education and makes outstanding contributions to pupils' personal, social and academic development. The school is a supportive, caring community where all pupils and staff are valued and respected. The school is very well led by the headteacher and all staff are fully committed to the well being of the pupils.
9. The school's self-evaluation report is based on the seven key questions identified by Estyn. The inspection team agreed with the judgements made by the school in its self-evaluation report on five of the seven key questions that were graded 2. These key questions were:

Key Question 1: How well do learners achieve?
Key Question 2: How effective are teaching, training and assessment?
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?
Key Question 5: How effective are leadership and strategic management?
Key Question 7: How efficient are leaders and managers in using resources?
10. The inspection team were of the opinion that the school had underestimated its effectiveness in the other two key questions, namely

Key Question 4: How well are learners cared for, guided and supported?
Key Question 6: How well do leaders and managers evaluate the improve quality and standards?
11. The inspection team judged KQ4 to be good with outstanding features in the provision for pupils with Special Educational Needs (SEN) and in the school's provision for equality of opportunity, hence a Grade 1. The inspection team judged KQ6 to be Grade 2 as there were no important shortcomings in the way the school evaluated its work and improved quality and standards.
12. In summary, the inspection team judged the school's work as follows:

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2

4	How well are learners cared for, guided and supported?	Grade 1
5	How effective are leadership and strategic management?	Grade 2
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7	How efficient are leaders and managers in using resources?	Grade 2

Standards

13. Pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	45%	5%	0%	0%

14. Pupils' standards of achievement in these lessons are well above the Welsh Assembly Government (WAG) 2004 all-Wales targets which were for at least 95% of lessons to be Grade 3 or better and for 50% to be at least Grade 2.

Areas of Learning For Under-fives

15. Children's attainment on entry is below average and in some instances well below average. However, they very soon settle into the school and take an active part in classroom activities. The overall quality of the educational provision for the under-fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
16. The standards of achievement of children in the reception class are good with outstanding features (Grade 1) and are reflected in the standards of achievement in the six areas of learning which are as follows:

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

17. Pupils in the reception class make outstanding progress in acquiring their key skills. They develop excellent personal and social skills that establish their very good attitudes to their work, their personal and social behaviour and their general demeanour for the rest of their time at school. From, in some cases, low levels of achievement they acquire very good language and communication skills, numeracy skills and a curiosity for the world around them. They take a full part in all classroom activities, including physical and creative activities.

Grades for standards in subjects inspected

18. Pupils' standards of achievement in the five subjects inspected in KS1 and KS2 are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Science	Grade 1	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

19. This is a significant improvement since the last inspection.
20. All pupils, including those with special educational needs (SEN), make very good progress in KS1 and this is reflected in their achievement in English, science and geography. Pupils throughout KS2 make good progress with no important shortcomings. Pupils in both key stages, whatever their background, are successful in attaining their agreed learning goals.
21. Pupils make very good progress in acquiring their key skills, including their bilingual competence in KS1 and a notable feature is their personal and social development. Pupils continue to make good progress throughout KS2 in acquiring key, basic and learning skills where the good features outweigh some shortcomings. Pupils do not always realise how their key skills can be used across the curriculum. A particularly good feature of KS2 pupils is their perseverance and application to the task in hand and knowledge of their own learning. Overall, all pupils are making good and often very good progress towards fulfilling their potential and this is an outstanding feature of the school.
22. The attainment of pupils in National Curriculum tests has improved significantly over the last few years to the current high standards of achievement. Over the last three years the number of pupils achieving level 4 in the three core subjects (core subject indicator) has increased from 35% (in 2002) to 78% (in 2004) and a significant element in 2004 results was the number of pupils achieving the higher level of attainment (level 5), when the results were above both LEA and national averages and in the top quartile for similar schools.
23. The attainment of KS1 pupils in the 2005 National Curriculum subjects of English, mathematics and science judged by teacher assessment were approaching LEA and national averages. They were above those for similar schools based on the number of pupils registered to receive free school meals. In both mathematics and science, results were in the upper quartile and above the median for English.*

* *Schools in Wales with similar numbers of pupils registered to receive free school meals are grouped into four categories (quartiles) for comparative purposes.*

24. The attainment of KS2 pupils, judged by teacher assessment in 2005 was slightly below both LEA and national results, but above the median for similar schools.* This was achieved in spite of more than half the pupils being on the school's register for pupils with Special Educational Needs.
25. The development of pupils' personal, social and learning skills is good with outstanding features. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate, often for extended periods of time, are an outstanding feature of the school. Pupils are very well behaved, showing care and consideration to all and this results in very good relationships in the school.
26. Pupils feel themselves as part of the community in which they support each other. Pupils have a very good awareness of equality of opportunity and this is apparent in the way they all share equipment and respect each other's views. The strong sense of community is evident in the way pupils enjoy coming to school, and the school is a focal point in the community. Attendance is satisfactory and in line with national averages for Wales. Punctuality is generally good and lessons start promptly.

The quality of education and training

27. The quality of teaching in the areas of learning and subjects inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	40%	5%	0%	0%

28. The quality of teaching is on most occasions at least good with no important shortcomings (Grade 2). It is good with outstanding features (Grade 1) in slightly over half the lessons. In no lesson were there shortcomings in important areas (Grade 4). Overall, the quality of teaching is well above the Welsh national average (2004).
29. An outstanding feature of the teaching is the excellent relationships that exist between staff, including non-teaching staff, and pupils. Initially, in the reception class, the teaching establishes a calm, caring ethos where all pupils are respected and their contributions valued. This establishes excellent attitudes and standards of behaviour that are maintained throughout the school. All teachers are vigilant to maintain the very good school ethos, and their high expectations of pupils are invariably met. The outstandingly good working relationships apparent in all classes are very effective in fostering learning.
30. Lessons are well planned and are invariably stimulating and challenging for learners. Opportunities for pupils to develop key and basic skills are included in teachers' planning, but these skills are not always developed progressively and used sufficiently across the curriculum. Tasks are well matched to pupils' needs, and classroom learning assistants and adults who work in the school make a valuable and significant contribution to pupils' learning. In reception, the

very good adult-child ratio makes a very significant contribution to the development of children's personal and social skills.

31. The school's assessment procedures are good with outstanding features. Children's progress in the reception class is carefully monitored and their learning needs addressed, resulting in the very good progress these children make. Pupils' achievement in both key stages is rigorously assessed in the core and foundation subjects. This makes a significant contribution to ensuring pupils' progress, particularly those identified as having SEN.
32. Provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. The school makes good provision for pupils' spiritual development. Collective worship is of a Christian nature and allows pupils to reflect on issues raised. The provision for developing pupils' moral and social development is an outstanding feature of the school and effectively establishes a framework of values that underpins pupils' behaviour. The school's provision for pupils' cultural development is good with no significant shortcomings. Pupils have a good understanding of their own culture and heritage and a knowledge of other cultures through studies, such as geography. Due attention is given to developing the Cwricwlwm Cymreig.
33. A notable feature of the school is the good quality of support and guidance provided for all pupils and there are no shortcomings in the provision. Provision for pupils with special educational needs and equality of opportunity is outstanding and this results in these pupils achieving well and occasionally very well. All pupils are very well integrated into the life and work of the school as a result of the very good provision for equality of opportunity.

Leadership and management

34. The headteacher provides the school with very good leadership and his influence has made a significant impact on all aspects of school life. This has resulted in the school improving significantly since the last inspection.
35. The headteacher provides the school with a clear sense of direction for improvement and a strong sense of purpose. He is well supported by the deputy headteacher and all staff, including the non-teaching staff.
36. An outstanding feature of the school is the very good working relationships evident in the school. Overall, teachers and non-teaching staff are a very effective team, highly committed to the well-being of all pupils and on developing their full potential.
37. The school is actively involved in local initiatives and is recognised as a centre of good practice for early years education. The curriculum is regularly reviewed and all staff have curricular responsibilities. However, their roles are under-developed in that they are not sufficiently involved in monitoring the provision.
38. Performance management procedures are well established and have made a significant difference to the quality of teaching and learning and on pupils'

achievement. The headteacher is well informed about the school's performance and has used this information consistently to put in place effective strategies to raise standards to the current high levels.

39. The Governing Body is actively involved and provides the school with good support, and individual governor expertise is well used. Governors are astute and fully understand their roles and responsibilities. They meet their responsibilities well and there are no important shortcomings in the governance of the school.
40. The school benefits from well qualified and experienced teachers and support staff. The school is well resourced to meet the needs of the curriculum. An outstanding feature is the very well resourced computer suite where pupils benefit from access to up-to-date computers, and a sufficient number for them to work individually.
41. The accommodation provides pupils with an attractive learning environment enhanced by displays of pupils' work. The school finances are effectively monitored and well directed at areas identified for improvement. School finances have benefited substantially from grants from a commercial organisation. Overall, the school provides good value for money.

Recommendations

In order to improve further, the school needs to

- R1 develop the role of curriculum leaders so as to assume greater responsibility for raising standards in their subjects and to evaluate pupils' progress;
- R2 develop a comprehensive programme for key and basic skills that is progressive and incorporates all curriculum subjects.

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

42. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
43. Pupils' standards of achievement in lessons and sessions observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	45%	5%	0%	0%

44. Standards of achievement in practically all lessons are good with no important shortcomings, and in half the lessons they are good with outstanding features. Standards of achievement in the reception class are always good with outstanding features. Pupils' standards of achievement in lessons are well above the WAG 2004 all-Wales targets that were for at least 95% of lessons to be Grade 3 or better and 50% to be at least Grade 2.
45. Children's attainment on entry is below average and in some instances well below average. However, they very soon settle into school and take an active part in classroom activities. The overall quality of the educational provision for the under-fives is appropriate for their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
46. The standards of achievement of children in the reception class are good with outstanding features (Grade 1) and are reflected in the standards of achievement in the six areas of learning which are as follows:

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

47. Pupils' standards of achievement in the five subjects inspected in KS1 and KS2 are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 2
Science	Grade 1	Grade 2
Geography	Grade 1	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

48. All pupils, including those with special educational needs (SEN), make very good progress in KS1 and this is reflected in their achievement in English, Science and Geography. Pupils throughout KS2 make good progress with no important shortcomings. Pupils in both key stages, whatever their background, are successful in attaining their agreed learning goals and in achieving their full potential.
49. Pupils in the reception class make outstanding progress in acquiring key skills. They acquire excellent personal and social skills that establish their very good attitudes to their work, their personal and social behaviour and their general demeanour for the rest of their time at school. From, in some cases, low levels of achievement they acquire very good language and communication skills, numeracy skills and a curiosity for the world around them. They take a full part in all classroom activities, including creative activities.
50. Pupils make very good progress in acquiring their learning skills in KS1, and the vigilance of their teacher and support staff ensure that pupils' personal and social skills are an outstanding feature of their development. This enables them to work individually and co-operatively for increasing periods of time. This also results in a very good classroom ethos.
51. Pupils' reading and writing skills are developing well in KS1, as is their bilingual competence, and pupils respond positively to Welsh words and phrases used by their teacher. Good numeracy skills are also apparent in their work, as are their good information and communication technology skills.
52. Pupils in KS1 are acquiring good problem solving skills with some outstanding features in the work, such as in science investigations. Illustrations in the school of KS1 pupils' work also indicate pupils' good creative skills. Overall, KS1 pupils' key skills are good with no important shortcomings.
53. Pupils in KS2 have excellent listening skills both when listening to their teachers and to each other but some are reluctant speakers and are slow to develop their thoughts. Their writing and reading skills are good with no important shortcomings. KS2 pupils' bilingual skills are good with no important shortcomings. Pupils use the Welsh confidently in classroom activities and can vary their questioning to suit the demands of the situation.
54. Overall, pupils' numeracy and information technology skills are developing well in both key stages and pupils have benefited from the recently acquired computers. Overall, standards are good with no important shortcomings. Pupils in KS2 benefit from opportunities in lessons to develop their key and basic skills. However, in some instances, such as their numeracy skills and problem solving skills, pupils do not use these skills sufficiently across the curriculum.
55. Pupils in KS2 make good progress and a notable feature of these classes is pupils' perseverance and application to the tasks in hand. All pupils have good learning skills, they are aware of what they have learnt and what they need to do to improve. They work very well in pairs and small groups, co-operating

effectively, and most pupils take an active part in lessons. They help and support each other and share learning resources sensibly. Overall, the development of pupils' key skills, including their bilingual skills, in KS2 has good features that outweigh shortcomings.

56. The school's detailed tracking system ensures that realistic, but challenging targets are set for individual pupils and these are invariably achieved. In discussion, pupils indicated that they had a good understanding of their strengths and weaknesses and what they needed to do to improve. All pupils are making good and often very good progress towards fulfilling their potential and this is an outstanding feature of the school.
57. The attainment of pupils in National Curriculum tests has improved significantly over the last few years to the current high standards of achievement. Over the last three years the number of pupils achieving level 4 in the three core subjects (core subject indicator) has increased from 35% (in 2002) to 78% (in 2004) and a significant element in 2004 results was the number of pupils achieving the higher level of attainment (level 5), when the results were above both LEA and national averages and in the top quartile for similar schools.
58. The attainment of KS1 pupils in the 2005 National Curriculum subjects of English, mathematics and science judged by teacher assessment were approaching LEA and national averages. They were above those for similar schools based on the number of pupils registered to receive free school meals. In both mathematics and science they were in the upper quartile and above the median for English.*
59. The attainment of KS2 pupils, judged by teacher assessment in 2005 was slightly below both LEA and national results, but above the median for similar schools.* This was achieved in spite of more than half the pupils being on the school's register for pupils with Special Educational Needs.
60. Pupils' attitudes towards learning, the interest they show in their work and their ability to concentrate, often for extended periods, are outstanding features. Levels of commitment are very high in lessons and pupils are very well motivated and eager to succeed at their tasks. These positive attitudes are the result of the good relationships and mutual respect between adults and pupils and the teachers' high expectations of their pupils. Pupils make good progress in developing their study skills and remain on task for extended periods of time. They make good progress in developing skills for lifelong learning. Overall, the development of pupils' personal, social and learning skills is good with outstanding features.
61. Children under five behave exceptionally well. The reception class exudes a calm atmosphere where children are kept busy and active and where they learn with a real sense of enjoyment. Behaviour throughout the school and pupils attitude to work is exemplary. Pupils exhibit very good social skills giving care and consideration to all. They are extremely polite, friendly and interested in what their peers and visitors have to say. Older pupils act maturely and responsibly when they help their younger peers during play-time. Pupils make

their own classroom rules and appreciate the need for school rules and the consequences if they are broken.

62. Attendance is satisfactory and in line with national and local LEA averages with an average of 91.6 per cent for the three terms prior to the inspection. There were no unauthorised absences. Absenteeism is due largely to illness. Most parents are observant of the school's request not to take term time holidays. Punctuality is generally good and lessons start promptly, however, a very small number of pupils arrive late. The school takes account of the National Assembly for Wales circular 3/99.
63. Pupils progress well with their personal, social, moral and general development. The quality of relationships in the school is very good and promotes an atmosphere of respect, honesty and fairness. Pupils are encouraged to take part in activities and accept responsibilities. School clubs, educational visits, concerts, assemblies and the school council all contribute to develop pupils' social skills, self-discipline and sense of community.
64. Throughout the school, pupils show a very good awareness of equal opportunity issues. All pupils work and play together and they have no stereotypical views. They show by their attitudes that they see themselves as part of a community in which they support each other and take pride; this is an outstanding and noticeable feature of the school. They respect diversity in faith, attitudes and cultural tradition.
65. A very strong sense of community is evident in the school where several pupils referred to their school as a family. They expressed their enjoyment at coming to school as the highlight in their lives. Visits to the local community and local places of interest help develop pupils' understanding and respect for their local environment. Pupils visit the bakery at Asda as part of their programme of study, and this gives pupils an insight into the world of work.
66. The school is the focal point in the community and this helps pupils to take an increasingly active role in it. The recently established School's Council is giving pupils greater opportunities to be involved in decision-making.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. The quality of teaching in the areas of learning and the subjects inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	40%	5%	0%	0%

69. The quality of teaching is on most occasions at least good with no important shortcomings (Grade 2). It is good with outstanding features (Grade 1) in over half the lessons. In no lesson were there shortcomings in important areas (Grade 4). Overall, the quality of teaching is well above the Welsh national average (2004).
70. The quality of teaching in the reception class is always good with outstanding features (Grade 1), and is reflected in the progress these children make towards achieving the Desirable Outcomes for Children's Learning.
71. The quality of teaching in KS1 is good with outstanding features in 60% of lessons and good with no important shortcomings in the other lessons. In KS2, the teaching is good with outstanding features in 22% of lessons and good with no important shortcomings in a further 66% of lessons. Overall, the quality of teaching is well above the Welsh national average for 2003-2004 (the last year for which figures are available).
72. An outstanding feature of the teaching is the excellent relationships that exist between staff, including non-teaching staff, and pupils. Initially, in the reception class, the teaching establishes a calm, caring ethos where all pupils are respected and their contributions valued. This establishes excellent attitudes and standards of behaviour that are maintained throughout the school. All teachers are vigilant to maintain the very good school ethos, and their high expectations of pupils are invariably met. The outstandingly good working relationships apparent in all classes are very effective in fostering learning.
73. Teachers plan their lessons in detail and the teaching is very well matched to pupils' needs. Questioning is well used to develop pupils' ideas and to consolidate previous learning. Lessons are invariably stimulating and challenge learners to achieve high standards. Lessons are effectively planned, such as in a science lesson in KS1 where there were outstanding opportunities for pupils to develop their language skills and to extend their vocabulary. Occasionally, in other lessons, pupils are not sufficiently encouraged to develop their language.

74. Pupils' progress is very well monitored and the tasks are generally well matched to their ability and prior attainment. Teachers use their good subject knowledge to enliven the lessons; lesson objectives are usually clear and plenary sessions well used to consolidate learning. Teachers plan to incorporate key and basic skills in lessons but opportunities are not always well used to develop pupils' skills progressively and across the curriculum. Teachers use Welsh in their lessons, and good opportunities are provided for pupils to develop their bilingual skills.
75. There is equality of opportunity for all pupils and the school benefits from a good supply of resources, particularly in terms of information technology resources.
76. Teachers without class responsibilities, classroom learning assistants and other adults who work in the school make a valuable and significant contribution to pupils' learning. In the reception class the very good adult-child ratio facilitates very effective adult-child interaction that helps children's language development in particular, as well as the development of their personal and social skills. Overall, pupils benefit substantially from the good adult-pupil ratios in all classes. Pupils with special educational needs, and those in the 'Catch-up' programme, also make very good progress and benefit from the support they receive.
77. The school's assessment procedures are good with outstanding features. The school works closely with the local nursery and this means that the reception teacher is well aware of pupils' ability and learning difficulties prior to their starting in reception. Children's progress is carefully monitored in the six areas of learning and their learning needs addressed, resulting in these children making very good progress academically and in their personal and social skills. Pupils' achievements in both key stages are rigorously assessed in the core and foundation subjects.
78. Pupils' achievements in English, mathematics and science are formally assessed three times in every academic year. Following such assessments, each pupil and teacher review progress and set targets. These targets are noted in pupils' books and serve as a reminder for pupils, helping them to focus on improving standards. The systematic tracking of pupils over time enables the school to identify areas of weakness, such as in pupils' reading, and to implement strategies to improve their learning. The subsequent standards of achievement achieved by these pupils, many of them identified as having SEN, are testament to the accuracy of assessment and the strategies for improvement employed by the school.
79. Pupils' achievements are also assessed in each of the foundation subjects as and when appropriate. Such assessment results are compiled in pupils' silver folder that accompanies them across the school. An outstanding feature is pupils' knowledge of their own learning and their involvement in planning their own progress and improvement.
80. Formal assessment procedures are effectively supplemented by regular marking of pupils' work and discussion with individual pupils on how they can improve.

Assessment information is well used by teachers as a basis for their lesson planning.

81. The school's assessment procedures are manageable and provide teachers with a very good basis for preparing reports to parents. These reports accurately and fairly inform parents of their children's progress and how they can improve. The report fully meets statutory requirements.

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

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
83. The school responds well to pupils' learning needs and provides a broad and balanced curriculum. Pupils experience a well-planned programme of purposeful activities that is flexible, coherent and progressive. The curriculum fully meets legal and course requirements.
84. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The educational provision in the early years and KS1 is good with outstanding features and provides pupils with a very good start to their education in school. There is a very good emphasis on language development that is taught through a well-planned programme of interesting and diverse activities across the curriculum.
85. Pupils continue to progress well in KS2. Curriculum planning is good with no important shortcomings and takes appropriate account of pupils' previously learnt knowledge and skills. Arrangements for providing pupils with learning support, including the 'Catch-up' programme, are an outstanding feature of the school's provision. Small group withdrawal sessions at appropriate times and well-directed in-class support also provide effective support for these pupils.
86. Schemes of work are in place for all subjects of the National Curriculum and religious education. These provide a good basis for teachers planning and schemes of work are reviewed regularly. The school has a rolling programme for curriculum evaluation on a three-year cycle.
87. Teachers' planning is generally good and clearly identifies basic and key skills to be incorporated in the lessons, but there is no coherent programme for the progressive development of these skills.
88. Pupils benefit from a wide range of extra-curricular activities appropriate to their age and are available to all pupils in accordance with the school's equal opportunities policy. Educational visits locally and further afield provide all pupils with good experiences. Older pupils visit the residential centre at Glan Llyn and take part in a planned outdoor educational programme; these experiences broaden and enrich pupils' experiences very well and make a very good contribution to their personal and social development.
89. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with outstanding features. Provision for pupils' spiritual development is good with no important shortcomings. Daily acts of collective worship are of a Christian nature and allow pupils to reflect on issues raised. These occasions are effective in enriching pupils' experiences and reinforce the notion of the

school as a community. Teaching incorporates good opportunities for pupils to develop a sense of curiosity and time for reflection.

90. The school's provision for pupils' moral development is good with outstanding features and firmly and successfully establishes an effective framework of values that underpin pupils' personal behaviour. The school successfully inculcates values of honesty, fairness and respect for truth and justice. Pupils are well aware of what constitutes right and wrong and act accordingly without fear of punishment.
91. The school's provision for developing and promoting pupils' social development is good with outstanding features. Teachers value pupils' ideas and this raises their self-esteem enabling them to take responsibility. Older pupils look for opportunities to take responsibility, both in classrooms and during play times. Relationships between pupils and pupils and staff are very good and of crucial importance in developing pupils' very good self-discipline.
92. The school's provision for developing pupils' cultural development is good with no important shortcomings. Pupils have a good understanding and appreciation of their own culture and heritage, and the school curriculum and extra-curricular activities incorporate good opportunities for pupils to extend their knowledge and understanding of their own culture. Pupils, through the curriculum, such as geography, develop a good understanding of other cultures.
93. The school has established a good partnership with parents and the community and encourages parental participation in school activities and celebration services. Parents stated at the pre-inspection meeting that it is a 'very family orientated school and encourages the whole family to get involved'. Regular correspondence, such as the home/school agreement, prospectus and newsletters ensure parents are kept up to date with events and initiatives. 'Back to School' evenings are organised for parents outlining strategies used for pupils' learning, thus enabling them to assist with projects and work at home.
94. The school welcomes many visitors from the community, including musicians and theatre groups who share with pupils their expertise and talents. The school has very strong links with the local parish and the Community of Pensioners, a local residents group, who are regularly visited by pupils. Fundraising events benefit both the school and numerous charitable causes such as Save the Family and Hope House.
95. There are good links with local schools. Pupils are well prepared for their next stage of education because of the strong and effective liaison that takes place with the local secondary schools. There are good and well-established links with local colleges of further and higher education and the school regularly accepts students on work placements. The reception staff establish very effective links with pre-school group that partner the school.
96. Work-related education is good with no important shortcomings, and activities are linked wherever possible to the curriculum. For instance a food technology project is enhanced by a visit to a local supermarket bakery (and gives first hand

experience of the retail industry). The world of work is also promoted through invited visitors, for example, the community dentists, who talk about their work and links to health education.

97. School initiatives, for example, purchasing equipment for the I.T. suite and funding residential trips, benefit greatly from sponsorship. The head teacher attends training sessions in local industry, and sharing this knowledge with staff keeps them up to date with changes and developments within the locality. The school has twice gained the Investor in People accreditation.
98. The school's provision for promoting learners' bilingual skills is good with no important shortcomings and successfully develops pupils' bilingual competence. Initially, Welsh words and phrases are introduced in the reception class where children respond appropriately to questions and commands. Pupils' competence is developed progressively throughout the school and by Y6 most pupils speak Welsh confidently and, in a few instances, they proceed to a Welsh medium secondary school. The school takes good account of the Curriculum and Assessment Authority for Wales (ACCAC) document that underpins its good provision for developing the Cwricwlwm Cymreig.
99. The school is very successful in addressing social disadvantage within the school community. The school is a very inclusive community; equality of opportunity is clearly evident and all pupils have access to all aspects of the curriculum and extra- curricular and sporting activities. Support for pupils in an orphanage in Malawi heightens their awareness of global citizenship.
100. Pupils' awareness of sustainable development and entrepreneurial skills is at an early stage of development, nevertheless practical activities such as recycling of paper and bottles, and water conservation is well established. Pupils understand the process of paper recycling and why this is necessary. Overall, good features outweigh shortcomings.
101. The democratic process experienced when electing the School Council gives opportunities for pupils to be involved in decision-making. Pupils have a good knowledge of improving their environment and have sensible ideas about how to enhance their immediate surroundings. Entrepreneurial skills are enhanced through overseeing the School Council's bank account.
102. Teachers successfully create a learning environment where all pupils develop positive attitudes in a secure environment and enjoy their work. The foundations are well laid for life long learning and for the next stage of their education.

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

Grade 1: Good with outstanding features

103. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report. The school judged this key question as Grade 2. However, whilst the care, guidance and support provided for learners are good with no important shortcomings, the quality of provision for additional learning needs and for opportunities is good with outstanding features. In view of the equal weight given to each judgement, the overall judgement of the inspection team is a Grade 1.
104. The school's provision for the support and guidance of pupils is good with no important shortcomings.
105. A notable feature of the school is its ethos and general feeling of well being. This is apparent on entering the school where a sense of order and harmony prevails and where the safety and well being of all pupils is of paramount importance. Pupils, in discussion, confirm that they feel happy, safe and secure within the school environment.
106. The school works very well in partnership with parents and carers, sharing concerns with compassion and providing help and advice where possible. Responses from parents at the pre-inspection meeting and through the pre-inspection questionnaires indicate that they have a positive view of the school and very much appreciate its contribution to their children's development. They appreciate the informal 'Open Door' policy and the regular parents' evenings the school offers, and they agree with the pupils that all staff are extremely approachable and caring. The School Council informs the school of pupils' views and ideas.
107. There is a successful induction process for children starting in reception and through visits by the teacher to the nursery in the term before they come to school, these children to get to know their teacher well. Pupils also visit the reception class in their receiving school. New pupils settle quickly into school life and pupils who transfer to the school during the school year integrate easily with the assistance of a class buddy.
108. The quality of personal support and guidance for all pupils and mutual respect is apparent throughout the school and is extremely good. Relationships between pupils, teachers and support staff are excellent and pupils trust them implicitly, sharing any worries that concern them. The school works with a good range of professionals from external agencies, which ensures that pupils with very specific needs are well looked after. Parents' confidence in the care that is provided for their children throughout the school is well founded.
109. Personal and Social Education (PSE) is an established part of the curriculum and circle time is used throughout the school promoting successful personal and social development. Appropriate attention is given to sex education and substance misuse. Very good use is made of the expertise from visiting

specialist agencies and of personnel to either provide training for staff or to support individual pupils.

110. The school has arranged a carefully structured and well co-ordinated programme that provides pupils with good quality support and guidance; this effectively promotes their personal and social development. Good attention is paid to encourage pupils to develop a healthy lifestyle; for example, a selection of healthy snacks is provided for pupils at break times.
111. Teachers know their pupils well and the school's assessment procedures ensure that the pupils' needs are effectively identified and supported and their progress accurately tracked. Pupils are involved in setting their own achievable targets in the best practice observed and marking is closely linked to the lesson objectives and gives pupils a firm indication of what they have to do next in order to improve.
112. The head teacher is extremely vigilant regarding the monitoring of attendance, punctuality and performance with any unexplained absences being followed up. The intervention of specialist agencies is used when necessary. Registration periods are pleasant occasions and registers are completed neatly and efficiently and fully comply with current requirements.
113. Action to promote good behaviour and discipline, including anti-bullying procedures is consistent and effective. Pupils work hard to earn weekly 'special mentions' for consistently good and improved behaviour. All staff monitor behaviour throughout the day and use positive behaviour strategies to prevent behaviour issues developing into problems. A good range of play equipment is available for pupils and, through play, pupils' interpersonal skills are developed very well. Behaviour- related policies are comprehensive.
114. The healthy development and safety of all are of paramount importance and day-to-day arrangements for the well-being of pupils and staff are excellent. Policies and procedures to ensure everyone's health, safety and welfare within the school building and during educational visits are of a very high quality. Healthy lifestyles are a priority and the school is working toward the Healthy Schools Award. All pupils have a healthy snack during the day. Very good day-to-day systems are in place to deal with any pupils who have specific medical needs, and with those who become unwell or who hurt themselves during the school day.
115. All staff and a delegated governor receive training in child protection matters and procedures and any issues of concern are well documented. There is a designated Child Protection Officer known to all who work in the school. First aid qualifications and resources are regularly updated. The school building is secure thus ensuring pupils' safety at all times.
116. The provision for pupils with additional learning needs is good with outstanding features. The headteacher, special educational needs (SEN) teacher and school staff work very closely together to identify pupils with SEN at an early stage and provide them with very good support throughout the school. The very good

school assessment and recording procedures enable these pupils to be tracked, monitored and supported throughout the school. Pupils know their individual educational targets, and what they need to do to improve is clearly documented on their individual educational plans (IEPs). This is an outstanding feature of the school. Pupils' work is regularly reviewed in conjunction with parents, and learning objectives appropriately modified to take account of progress made.

117. The school is very sensitive to issues of equal opportunities and inclusion and this enables teachers and support assistants to provide high quality support both in-class and in the withdrawal groups. All pupils are very well integrated into the life and work of the school and receive a broad and balanced curriculum. The school is well resourced with learning materials and makes very good use of the available professional support services.
118. The school encourages pupils to do well and work in a positive climate of mutual respect and co-operation. In discussion, pupils showed that they recognise the hard work done by the staff to provide them with worthwhile experiences. Pupils are involved with the drawing up of class and school rules and the school council gives pupils an important voice and involvement in school affairs. All these initiatives contribute to an ethos that ensures that all pupils have good opportunities to learn effectively without interference or disruption and to achieve their full potential. Inappropriate behaviour is dealt with in a sympathetic but effective manner in line with the agreed school policy.
119. The quality of provision for equal opportunities is very good with outstanding features. The school successfully promotes gender equality throughout all aspects of the curriculum. All pupils, irrespective of their ability, background or need, have equal access and opportunity to participate in all school activities. Appropriate action is taken and support provided to ensure that disabled pupils do not suffer from less favourable treatment. The school takes great care to ensure that all pupils receive suitable guidance and, where necessary, additional support to enable them to access the full curriculum.
120. Overall, the arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with outstanding features and are very successful in practice. All staff work very effectively to teach pupils the skills they need to co-operate with each other to take positive advantage of the education provided by the school. The school celebrates diversity very well in all aspects of its life and work.

Leadership and management

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

Grade 2: Good features with no important shortcomings

121. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
122. The headteacher provides the school with very good leadership and his influence has impacted positively on all aspects of school life since his appointment four years ago. During this time and subsequent to the last inspection, the school has improved significantly, as is apparent, for example, from pupils' achievement.
123. The headteacher gives a clear sense of direction for improvement and a strong sense of purpose to the work of the school through values, aims and objectives that are fully understood and accepted by all who work in the school. The school's ethos is based on equality of opportunity and on the belief that there is no upper limit to what the pupils can achieve.
124. An outstanding feature of the school is the very good working relationships evident in the school and the strong sense of purpose that pervades all aspects of its life. The headteacher is very well supported by the deputy headteacher and they form an effective partnership that has driven the school forward. They are fully supported by all staff, including the non-teaching staff. Overall, teachers and non-teaching staff are a very effective team, highly committed to the well-being of all pupils and on developing their potential.
125. The school takes good account of national priorities and has received both the Basic Skills Quality Mark and the Investors in People award. All staff have taken part in Information Technology training courses and in Literacy and Numeracy training.
126. The school is actively involved in local initiatives and has been in the forefront, for example, of developing whole school assessment for foundation subjects and is currently involved in the primary – secondary transition projects in science. The school also benefits from the presence of two teachers recognised by the authority as 'lead teachers' of literacy, and the school is recognised as a centre of good practice for early years education.
127. The school reviews its curricular subjects on a three-year cycle and all staff have curricular responsibilities.
128. Performance management procedures are well established and have impacted positively on the quality of teaching and learning and on pupils' achievement. Through consultation the personal and professional needs of staff have been evaluated and addressed where possible. The monitoring of teaching has been

highly effective, as is apparent from the very good quality of teaching seen during the inspection.

129. The Governing Body fully meets its responsibilities and, overall, their leadership and support for the school are good with no important shortcomings. The Governing Body is fully involved in formulating the Self Evaluation Report and the School Development Plan. All governors oversee a curriculum area, regularly monitoring the quality of its provision. Their particular expertise is used to the school's best advantage. Test results are critically reviewed and targets set to move the school forward.
130. Governors are astute, energetic, knowledgeable and supportive of the head teacher and staff and understand their roles and responsibilities. They know the school very well and are justifiably proud of all it achieves. They are well informed and strongly led by the head teacher who provides up to date information to keep them abreast of initiatives, which are thoroughly discussed at regular well documented meetings.
131. All statutory committees are in place and their findings reported to full governing body meetings that occur regularly and are well documented. The school's complaints procedures are effectively established and the school prospectus and annual report to parents fully meet with legal requirements. Governors meet their responsibilities well and there are no important shortcomings in the governance of the school.

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

Grade 2: Good features and no important shortcomings

132. The findings of the inspection team differ from the judgement made by the school in the self-evaluation report. The inspection team felt that the school had underestimated its effectiveness in planning for improvement that was apparent from the very good progress made since the last inspection. The inspection team judged this Key Question as being good with no significant shortcomings (Grade 2).
133. The headteacher is well informed about the school's performance and has used this information consistently to put in place effective strategies to raise standards of achievement to the current high levels.
134. The deputy headteacher fully supports the headteacher as part of a senior management team and her long experience at the school is well utilised.
135. Curriculum leaders have designated responsibilities that are wide-ranging in this small school, including duties and responsibilities for policy documents, schemes of work and resource management. Their duties, however, have been insufficiently delegated so as to assume full responsibility for monitoring the provision, raising standards in their subjects, setting targets for improvement and supporting their colleagues.
136. The headteacher draws on first-hand evidence of the quality of teaching and learning and, through regular feedback to staff, has successfully raised the standards of teaching to well above what it was at the time of the last inspection.
137. There are regular meetings with staff as part of performance management procedures. Targets are set, both for personal and professional development, and regularly reviewed. Over the last three years this has resulted in the school building on its strengths such as in pupils' attitudes and behaviour, and addressing weaknesses such as in pupils' achievement.
138. The school's self-evaluation document is detailed and provides a comprehensive overview of the current situation. It is clear, concise and supported by relevant documentation. The school development plan (SDP) has identified issues for school improvement that are manageable and prioritised. All staff and governors have played an active part in developing the school's self-evaluation document and all understand their role in the future development of the school, for example, individual governors have responsibility for the key questions itemised in the school self-evaluation plan. School development is supported through the adequate allocation of resources. An outstanding feature of the school's resources is the way they have been supplemented by substantial financial grants from a local commercial organisation.

139. The school has made very good progress since the last inspection. It has addressed key issues from the report and through its self-critical culture has strengthened the weaknesses in its provision.

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

Grade 2: Good features and no important shortcomings

140. The findings of the inspection team match the grade made by the school in its self-evaluation report.
141. The school has an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers are experienced and well qualified and are effectively deployed in providing the school with a comprehensive range of skills and expertise. Classroom support staff work co-operate efficiently with teachers in planning, teaching and recording pupils' progress. The caretaker, cleaners, canteen staff and lunchtime support team are valued members of the staff and make an important contribution to the efficient running of the school.
142. The quantity and quality of learning resources are good and support the effective delivery of the curriculum. The headteacher has been very effective in identifying external sources of funding which has resulted in sizeable sums of money spent on resources; for example, the provision of up to date ICT equipment for the computer suite. The school library and book areas are well stocked and provide for the needs of pupils of different ages and abilities. Curriculum resources for the subjects are in good condition, used effectively and are readily available. Curriculum co-ordinators regularly monitor resources for their curriculum areas.
143. The accommodation is relatively modern and contained within a pleasant setting with secure and extensive grounds. The building and grounds are very well maintained and provide a suitable environment to promote learning for all pupils. Children in the early years have a large, secure, dedicated area with a new attractive seating area. The staff use the facilities to good effect. Displays of pupils' work celebrate their achievement and further enhance the interior of the building. Suitable arrangements are made to provide the pupils with off-site facilities for swimming lessons.
144. The school development plan is regularly monitored by the headteacher and governors to ensure that spending is well matched to the school's priorities and objectives. Good use is made of all available resources to provide good quality learning opportunities for the pupils.
145. The appraisal and performance management procedures ensure that the staff receive the professional development necessary to implement the school's plans for curriculum development. All staff have up to date job descriptions and they are deployed efficiently and effectively.
146. The school's finances are effectively monitored and well directed towards areas identified for improvement. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

147. Children attend the reception class following their fourth birthday, usually after a period at the local nursery. Currently there are 13 children in reception. Very good links exist with the adjacent nursery so there is a smooth transition from the nursery to the reception class.
148. Children's standards of achievement on entry are below average and in some instances well below average, but all children settle in quickly and make very good progress overall. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Reception: Grade 1: Good with outstanding features

149. In the six areas of learning children's standards of achievement are as follows:

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

Language, literacy and communication skills

Grade 1: Good with outstanding features

Good and outstanding features

150. Children have very good listening skills and respond purposefully to their teacher. An outstanding feature is the development of children's speaking skills facilitated by the very good adult-child ratio.
151. More able children recognise and read simple words and enjoy looking at books. These children can retell the main points in a story. All children are developing some pencil control and the more able groups show good control. They copy words written by their teacher and, at best, words are legible and individual letters well formed.

152. Children respond to simple questions and commands in Welsh and repeat sentences spoken by their teacher. Their pronunciation is developing well and this gives them a good introduction to the language.

Personal and social development

Grade 1: Good with outstanding features

Good and outstanding features

153. An outstanding feature is the way children settle into school routines and the care, respect and affection they show towards each other. They are sensitive to the needs of others and help those having problems. Children also develop a good degree of independence and take responsibility for some classroom activities.
154. Children build up very good relationships with each other and with adults. They socialise well and greet each other warmly and part confidently at the end of the school day.
155. Children are increasingly taking responsibility for personal hygiene such as, washing their hands before handling food. They are becoming aware of healthy foods and this is reinforced by providing them with healthy snacks each morning.
156. Children develop a real enthusiasm for school, as is apparent when they arrive at school each morning. They enjoy exploring their classroom selecting different activities appropriately and concentrating for extended periods of time. They are very well prepared for the next stage of their education.

Mathematical development

Grade 1: Good with outstanding features

Good and outstanding features

157. Children count accurately to 10 and many to beyond that number. Most of them correctly recognise digits to 10, matching number to sound. Through an interesting range of activities such as, counting objects in their classroom, children learn the relevance of numeracy.
158. Most children understand basic mathematical language such as, 'more than', 'bigger' and 'smaller' as applied to number sequences.
159. An outstanding feature is many children's knowledge and understanding of two-dimensional shapes. Whilst children recognise and name simple shapes including circle, triangle, square and rectangle, more able children name the properties of these shapes in terms of the number of sides and corners they possess.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good and outstanding features

160. An outstanding feature is children's knowledge of seasons and change. Children, through exploring the school environment, have a good understanding of seasonal change and know that leaves change colour and fall in autumn and that autumn is followed by winter. Children know that it is colder in winter and that they wear different and warmer clothes. They know some of the Welsh words for clothes they wear.
161. Children can name basic body parts and know what movements they perform. Children talk about foods and where they come from.
162. Children have explored the properties of different materials and know that some sink whilst others float. In constructing boats to test their ideas as to what floats, they have made choices, selected materials, and cut them to shape. Parts have been joined together and their models tested in their large water bath. This is an outstanding feature of their learning.
163. Children, with some help from their teacher, use computers. More able children have good mouse control and use the computer to reinforce their learning.

Physical development

Grade 1: Good with outstanding features

Good and outstanding features

164. Children move confidently and show very good control and co-ordination. They move in a variety of ways, including walking, jumping and running; they listen and readily respond to instructions.
165. Children recognise and name body parts used in movement and practice in order to improve. They understand basic spatial vocabulary such as, behind, in front and together.
166. An outstanding aspect of children's development is their response to music. They respond enthusiastically to music displaying a range of moods and feelings through body movements.
167. Children use a limited range of small equipment skilfully and have access to large climbing equipment in the hall. Children show good skills when handling small objects, such as pencils and paint brushes, and use them appropriately.

Creative development

Grade 1: Good with outstanding features

Good and outstanding features

168. Children use role-play imaginatively, as when dressing up, and act out their roles and stories. They co-operative well with each other, each playing a part.
169. Children use powder paint and mix it to produce different shades, as when painting pictures of fruit in their classroom. Children are well aware of leaves changing colour and represent these in pictures.
170. An outstanding feature is the wide range of materials they use in their creative work and how these are integrated into all aspects of the work such as painting letters in writing and numbers in their work on numeracy.

Shortcomings

171. There are no significant shortcomings.

English

Key Stage 1: Grade 1: Good with outstanding features

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

Good and outstanding features

172. Pupils in both key stages have very good listening skills. They listen with growing attention and concentration to their teachers and to their peers during lessons, in assemblies and in less structured situations around the school. They respond appropriately and effectively to what they have heard, answering questions that indicate their understanding of the matter under discussion.
173. In KS1, pupils make very good progress in their speaking skills. By the end of the key stage, the majority of pupils speak clearly in extended phrases or sentences with increasing expression and improved diction. Their progress from a low base has been achieved by pupils talking about and presenting their work to different audiences, including friends, the class, the teacher and other adults in the school. The progress achieved by these pupils is an outstanding feature of the school.
174. Pupils in KS1 read widely and in a variety of contexts throughout the school day as part of their lessons. They gain confidence as they are introduced to books, stories and words in print around them helping them to understand the nature and purpose of reading.

175. Pupils in KS1 follow a programme of individual and group reading activities and they make rapid progress with their skills. By the end of the key stage, pupils have a good knowledge of phonics, and when reading, they are able to use this skill, together with contextual skills, to help pronounce and understand unfamiliar words in a book. At the end of year 2, the majority of pupils read books commensurate with their reading ability accurately, and with good expression.
176. Pupils in KS1 make good progress with their writing skills. Most Y1 pupils shape their letters correctly and words are separated with suitable spaces. Pupils write about their stories, events and news and this helps pupils to develop confidence in their writing, and less able pupils make very good progress throughout the year. By the end of KS1, the more able pupils write well in sentences observing the basic conventions of punctuation. They write good accounts of bonfire night, the Christmas story and begin to explore poetry and rhyme. Pupils' presentational skills and handwriting are very good and show that considerable progress has been made during the key stage.
177. Pupils in KS2 steadily improve their reading skills through a carefully structured programme that includes a good balance of guided and individual reading. The 'Catch up' programme enables less able pupils to make good progress with their reading skills. Pupils in Y5 and Y6 progress well with their reading skills. The majority of pupils develop well and become enthusiastic, independent and reflective readers. They read a wide variety of texts for their own interest and pleasure and use non-fiction books confidently to find information.
178. The majority of pupils' writing in Y3 and Y4 show that they understand and use capital letters, full stops and speech marks correctly. They write about the characters and plots in their books and begin to write independently on subjects that are of interest and importance to them. Pupils have a good understanding of the parts of speech and confidently substitute verbs and adjectives with suitable ones of their own in a paragraph.
179. By the end of KS2, pupils write for a greater variety of purposes and audiences. They write with a good knowledge of sentence structure usually keeping to the same tense. Sentences are demarcated accurately and punctuation is mostly correct. The more able pupils usually paragraph their writing accurately.

Shortcomings

180. There are no significant shortcomings but KS2 pupils' ability to write at length in their own words, and extend their independent writing to include, for example, persuasive writing, is under-developed.

Science

Key Stage 1: Grade 1: Good with outstanding features

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

Good and outstanding features

181. Pupils in KS1 have very good investigative skills and record their findings accurately. An outstanding feature is their use of a scientific vocabulary as when, for example, describing the properties of familiar materials.
182. Pupils in KS2 have good experimental skills and understand the concept of a fair test. In their investigations their predictions are reasonable and their conclusions are consistent with the results. By the end of the key stage, most pupils understand the importance of repeated measurements.
183. Pupils in KS1 have a good knowledge of the parts of the body and a detailed knowledge of the face and limbs. Most pupils know that some foods are healthy and that many of these are vegetables and fruits.
184. By the end of KS2 pupils know the importance of a healthy diet and the body changes that take place during exercise. Pupils know that the heart acts as a pump circulating blood that carries oxygen to the muscles and carbon dioxide to the lungs.
185. Pupils in KS1 group materials based upon their properties. They also know that the properties of materials determine their use. An outstanding feature of the work is pupils' ability to recognise materials in their classroom and how their properties determine their use.
186. By the end of KS2 pupils know that materials can be separated based on their properties, and they use good scientific vocabulary to describe the properties of such materials, such as salt and sand, which can be separated by dissolving and filtering. They also know the difference between reversible and irreversible change and can give examples of such changes.
187. Pupils in KS1 have a very good understanding of how shadows are formed and the more able suggest why shadows are of a certain length. These pupils can name different light sources, both natural and artificial.
188. By the end of KS2 pupils have a good understanding of electrical circuits and the difference between circuits that incorporate bulbs in parallel and in series. They name equipment in the home that are powered by electricity and can distinguish between insulators and conductors of electricity.

Shortcomings

189. There are no significant shortcomings, but opportunities to develop pupils' key and basic skills in KS2 are not always used sufficiently.

Geography

Key Stage 1: Grade 1: Good with outstanding features.

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

Good and outstanding features

190. Pupils in KS1 have a very good knowledge and understanding of location. Most pupils locate their home town on a map of Wales and identify major towns in Wales. They identify and name other European countries on a large-scale map.
191. Pupils in KS1 have a good knowledge of the local area including being able to produce sketch maps of the school and its environment and to plot their route to and from school.
192. An outstanding feature of the work is pupils' knowledge and understanding of the relationship between people and the environment. Pupils in KS1 know that the crops grown in Spain depend on the climate. These pupils also know of the local customs such as, the languages spoken and traditional festivals.
193. KS1 pupils' geographical skills are developing well and their knowledge and understanding are progressive and show good continuity such as, when developing the idea of scale.
194. By the end of KS2 pupils use atlases well and can identify areas of high and low rainfall in Wales. They have a good vocabulary to describe features on their maps (in both English and Welsh). Pupils know how water reaches the different localities, its distribution to houses and how waste water is managed.
195. Pupils in KS2 locate major towns in Wales, countries in Europe and continents on a world map. They have a good knowledge of places in the news at the moment.
196. Pupils in KS2 have a good knowledge of their local environment and in discussion speak of their likes and dislikes. They noted the negative aspects such as, graffiti, litter and broken glass and give good examples of how their environment could be improved such as, through the planting of trees. They know how their activities impact on the local environment.
197. Pupils' key skills are well developed and pupils in both key stages use their ICT skills well to search secondary sources for information and to record their data.

Shortcomings

198. There are no significant shortcomings but opportunities to develop pupils' key and basic skills are under-developed in KS2.

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

199. Pupils progressively develop their music skills in performing, composing and appraising as they progress through the school. They approach tasks with confidence and enthusiasm. By the end of KS2, pupils show good skills, have a good awareness of musical elements, sing a good range of songs well and confidently play a good range of instruments.
200. In KS1, pupils use their voices expressively when singing songs and chanting. They sing a good range of songs from memory with enjoyment and accompany the singing with instruments that they made themselves. Pupils have a good sense of rhythm, can keep to a steady beat and play repeated patterns. The more able pupils can, when listening to the Carnival of the Animals, sensitively associate with the sound of the music, describing the mood and creating a verbal picture.
201. Pupils in Y3 and Y4 compose sound patterns in clapping. They are able to play a range of percussion instruments with good technique and maintain a part in a group piece.
202. Pupils in Y5 and Y6 have a good knowledge of the structure of a melody. They can recognise rhythmic patterns and follow the pulse of a tune. Pupils show their understanding by using beaters to keep to the pulse of a melody whilst following an ostinato on tuned percussion instruments. Pupils confidently put their own rhythmic patterns together to create a tune.
203. Pupils' musical skills and knowledge are enhanced by the wide range of tuition offered by the peripatetic music service together with the experiences gained by participation in school and community events such as Harvest Festival, Christmas and Easter services in church and the Saint Asaph singing festival.
204. Pupils' knowledge of the music of Wales is well developed throughout the year and celebrated in a whole school eisteddfod on Saint David's Day.
205. **Shortcomings**
206. There are no significant shortcomings.

Physical education

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

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

Good features

207. Pupils in KS1 have good spatial awareness, and during warm-up exercises they find space and avoid each other when running, chasing and dodging.
208. Pupils in KS1 have good co-ordination and control themselves well when working on floor exercises. Most pupils perform well and repeat the exercises so as to refine their movements.
209. Pupils in KS1 perform basic actions such as, stepping, jumping, hopping and skipping competently and can sequence individual actions. Pupils are also developing good observational skills as when observing others and evaluating their performance.
210. Pupils in both key stages appreciate the value of warm-up exercises and those in KS2 know that body changes such as increased breathing and heartbeat occurs during rigorous exercise.
211. Pupils in KS2 know the importance of regular exercise in maintaining a healthy life style. These pupils know that the increased heartbeat is associated with the muscles' need for extra oxygen.
212. Most pupils in KS2 have very good hand-eye co-ordination as is apparent from their ball skills. They show good control, fluency and accuracy when throwing, bouncing and catching a ball and respond well to the challenge of working with others.
213. Pupils in Y3 and Y4 are beginning to make simple judgements about their own performance and that of others and most pupils use this information to improve their performance.
214. By the end of KS2 most pupils are confident in water. They recognise safety codes when in the swimming pool and the need for personal hygiene such as taking a shower before entering the pool. The school reports that by the end of Year 6 most pupils are competent and able to swim a minimum of 25 meters.
215. Pupils have opportunities to play competitive games and summer sports. Football coaching incorporates pupils in KS1 and pupils have opportunities to participate in sport beyond school.
216. Pupils in Y5 and Y6 have residential experiences involving, for example, rock climbing, canoeing and roller bladeing. These activities are financed by an outside organisation so no pupil is disadvantaged by financial constraints.

217. **Shortcomings**

218. There are no significant shortcomings.

School's response to the inspection

The Governors, Headteacher and staff are delighted with our School's Inspection Report, which highlights many outstanding features.

It is particularly encouraging to know that the School's process of Self-Evaluation underpins the whole of the Inspection Report. Therefore, Inspectors and Teachers are coming from the same starting point, which makes the inspection visit more a process of confirmation as opposed to a search for evidence to justify our existence.

As the Head, I was particularly impressed with how the inspection team conducted themselves and I know the staff appreciated the sensitive manner in which they went about their business.

The role of nominee was of particular benefit giving me, as Headteacher, a crucial insight as to the workings of the inspection process. It allowed me to have an input into negotiations, which I personally felt was invaluable.

The Governors, Headteacher and staff appreciate and value the findings of the Inspection Report and look forward to its publication.

Appendix A

Basic information about the school

Name of school	St Ethelwold's Church in Wales Voluntary Aided Primary School
School type	Nursery and Primary
Age-range of pupils	4 – 11 years
Address of school	Melrose Avenue, Shotton Deeside, Flintshire
Postcode	CH5 1NG
Telephone number	01244 812932

Headteacher	Mr Peter Davies (B.Ed (Hons))
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Rev. Canon David Pryce Morris
Registered inspector	Mr Eifion R Morgan
Dates of inspection	10 th – 12 th January 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	13	11	13	5	18	9	10	79

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	4	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:20
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:20

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Spring 2005	85%	93%
Summer 2005	90%	92%
Autumn 2005	91%	93%

Percentage of pupils entitled to free school meals	37%
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included.		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6		17			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	6	6	24	35	29
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	6	18	47	29
		National	0	0		0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	35	65	0
		National				1	0	2	9	51	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	65%		
In Wales	70%		

- 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 D

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection. The team were accompanied by a peer assessor who took a full part in the inspection.

These inspectors visited:

- twenty lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-one responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils' past and current work.

The headteacher accepted the role of Nominee.

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

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Eifion Morgan Registered Inspector	KQ1 1.1-1.9 KQ2 2.1-2.12 KQ3 3.9; KQ5 5.1-5.6 KQ6 6.1-6.7 Early Years Science Geography Physical Education
Mr Cliff Brace Team Inspector	KQ1 1.10-1.16 (not 1.11;1.12) KQ3 3.1-3.7 (not 3.6) KQ4 4.1-4.18 KQ7 7.1-7.7 English Music
Mrs Susan Sperring Lay Inspector	KQ1 1.11; 1.12 KQ3 3.6; 3.8-3.14 (not 3.9) KQ5 5.7-5.9
Mrs Fiona Haine Peer Assessor	Contributed to all questions. Particular responsibility for geography.
Mr Peter Davies Nominee	Full part in team discussions.

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Acknowledgement

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