

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

**Saint John the Baptist Voluntary Aided Primary School
Chester Road
Penymynydd
Near Chester
Flintshire
CH4 0EN**

School Number: 664 3331

Date of Inspection: 12 – 14 April 2005

By

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W049 / 5542**

Date: 06 June 2005

Under Estyn contract number: T/212/04P

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Saint John the Baptist Voluntary Aided Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Saint John the Baptist School took place between 12 – 14 April 2005. An independent team of inspectors, led by Margaret 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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 |

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. Saint John the Baptist Voluntary Aided Primary School is situated in the village of Pontrobin and serves a rural catchment area. The school is approximately 150 years old but has had refurbishments in the last 10 years.
2. Currently there are 110 pupils on the school roll including 14 part-time nursery pupils. The number of pupils at the school has increased by approximately 10 from the time of the previous inspection. All pupils come from English speaking families and no pupils come from ethnic minority groups. The majority of pupils come from homes that are neither prosperous nor economically disadvantaged. However, the locality has had a number of civil disturbances recently and a police dispersal order is now in effect.
3. Approximately three per cent of pupils are entitled to receive free school meals. This is below the national average. Eleven pupils (14 per cent) have been identified as having special educational needs (SEN) at school action or school action plus levels. No pupil has a statement of SEN. The ability of pupils at entry is below the local education authority (LEA) average.
4. Pupils are admitted to the school on a part-time basis at the beginning of the academic year during which they will be four. They begin full-time education at the start of the academic year in which they will be five.
5. The school was last inspected in April 1999.

The school's priorities and targets

6. The school mission statement and aims make an explicit commitment to establishing an ethos based on:
 - Equality of opportunity;
 - Mutual respect guaranteeing the entitlement of all members of the school community;
 - Valuing the contribution made by all staff and pupils;
 - Encouraging pupils to become responsible and caring members of society;
 - Commitment to high standards of achievement in all aspects of pupils' life at school.

7. Shorter-term priorities outlined in the school development plan include:
- Targeting groups of under-attaining pupils;
 - Evaluating the impact of schemes of work;
 - Continuing to provide performance management opportunities for members of staff;
 - Continuing to involve governors in monitoring progress and reconsidering governors' roles and responsibilities;
 - Continuing to maintain the fabric of the school building.

Summary

8. Saint John the Baptist School is a good school with no important shortcomings. Pupils enter the school with ability levels that are just below the LEA average. Irrespective of their background, all pupils make good progress and, by the end of both key stage 1 and key stage 2, pupils' performance is above the LEA and the national averages.

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 2
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

Subjects

9. The standards achieved in the six subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

10. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
11. All pupils with additional learning needs including those with SEN make good progress and achieve good standards commensurate with their age and ability.
12. Pupils achieve good overall levels in their use of key and basic skills. Their personal and social skills are very good and this is an outstanding feature of

the school. Pupils have really positive attitudes towards others in the school and also the world at large.

13. The number of pupils in each year group in Saint John the Baptist School is small, making statistical analysis of the available data about Standard Assessment Task (SAT) results insecure.
14. In 2003 and 2004, all year 2 pupils achieved at least the expected level 2 in the three core subjects of English, mathematics and science in statutory teacher assessment. When the school's results are compared with those in similar schools, (English medium schools with up to four per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent. However, fewer pupils achieved the higher level 3 than either the local or national averages.
15. In 2003, year 6 SAT results were above the local and national averages. The number of pupils achieving the higher level 5 was more than those obtaining the expected level 4. In 2004, when a quarter of the year 6 pupils had SEN, SAT results were not quite as good but they were still above the averages. When the SAT results are compared with those in similar schools, they are just about the average.
16. Over the past two years, results at key stage 2 have declined slightly but there have been higher numbers of SEN pupils than usual in year groups. Targets set for 2005 results indicate an upward turn once again. Overall, high standards have been maintained in the school.
17. When talking with pupils, they indicate their likes and dislikes as far as subjects are concerned and they have a general idea of how they are progressing. They are clear about behavioural and personal and social targets. However, pupils are less certain about how they are progressing in individual subjects and do not know what they need to do to improve the quality of their work. SEN pupils are very clear about what they need to do to improve in their particular area of difficulty and this promotes their good progress.
18. In all lessons, pupils' attitudes to learning and their involvement in lessons are outstanding features. Pupils have a clear understanding of the work they undertake. They make outstanding progress in their personal, social and moral development; their behaviour is exceptionally good. Pupils are very considerate towards adults and they show great respect for the views of their classmates.
19. Attendance is above the LEA and Wales averages. However, despite the best efforts of the school, too many families take their holiday during term time. Almost all pupils are punctual at the start of the school day.

The quality of education and training

20. The overall quality of teaching is good with no important shortcomings and, during the inspection, the grades awarded for the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	57%	33%	0%	0%

21. In the majority of lessons, teachers stimulate and challenge pupils to do their best. In key stages 1 and 2, teaching is well paced and teachers vary activities to ensure that pupils remain motivated and interested in their work. Teachers establish good working relationships with pupils. They successfully introduce humour into their teaching to ensure pupils' continued interest. Instructions are generally clear and pupils immediately settle down to their work. However, some adults' interventions occasionally lack focus. Sometimes teachers miss important teaching points and some younger more able pupils are insufficiently challenged.
22. All adults in the school ensure that pupils, irrespective of their backgrounds, receive equal opportunities to participate in school life.
23. Marking is undertaken regularly and follows the school's marking policy. Teachers place positive comments on pupils' work but include comments about how to improve the quality of work less frequently. Academic targets are set for pupils with SEN and statutory targets are set for pupils' performance at the end of key stage 2. However, shorter-term targets are not routinely set and discussed with pupils.
24. The management of assessment procedures is complex in key stages 1 and 2 but good for the under-fives. In key stages 1 and 2, teachers assess pupils' work in the core subjects of English, mathematics and science at the start of the school year and they identify areas for improvement. However, the assessments cover a narrow focus and the identified targets are not explained to pupils. Most formal assessment takes place at the end of the year; this is too late for the outcomes to influence pupils' progress.
25. The curriculum provided by the school is good; it is equally accessible to pupils of all ages and abilities and fully meets statutory requirements. The curriculum is adequately supported by extra-curricular activities. Good use is made of visitors to the school to extend pupils' understanding of various issues.
26. The school receives exceptionally good support through donations from national companies; this money is well and wisely used to supplement resources. Pupils' awareness of sustainable development and global citizenship are appropriately covered within geography. A few recycling and energy saving initiatives are underway but there is no school policy or strategy in place to help to develop these issues consistently and progressively.

27. Provision for pupils with additional learning needs including those with special needs is good and fully meets the requirements of the SEN code of practice. SEN pupils are secure in the well-established routines. Work identified in pupils' individual education plans is realistic but challenging. There is effective support from outside agencies.
28. The school promotes pupils' spiritual, moral, social and cultural development well. The pastoral care pupils receive from adults in the school is good. Every pupil is valued and nurtured as an individual and close account is taken of his or her needs. All adults who work in the school know the pupils very well and pupils say that they trust them. Procedures for the protection of pupils are a notable strength of the school and health and safety processes are good. The arrangements to eliminate oppressive behaviour, bullying, harassment and racism are an outstanding feature.

Leadership and management

29. The leadership provided by the head teacher and the deputy head teacher is good; they are supported well by the governing body. All those who are part of the school community know and adhere to the aims and values that have been established.
30. Even though statutory targets for SAT results are set for year 6 pupils, they generally exceed the targets set. The school development plan outlines initiatives for three years. Targets and actions in the first year are reasonably precise but, because of the long-term nature of planning, subsequent targets set lose precision and challenge.
31. Although the governing body meets most regulatory and legal requirements, the school prospectus and the annual governors' report to parents have some omissions and do not meet the statutory requirements. No whole school risk assessment has taken place although one is planned for the near future.
32. The school has established a number of effective self-evaluation strategies in order to identify strengths and also areas that need further development.
33. The governors and senior managers have a good overview of funding. They work extremely hard to obtain very large amounts of additional funding in order to ensure that identified priorities are well resourced.
34. Actions taken over the years have had a positive effect on provision. The school has continued to develop and improve. The traditional high standards in the school have been at least maintained. The school has made good progress since the previous inspection. Five out of the six key issues identified at that time have been addressed appropriately through the subsequent action plan. However, the governors' annual report to parents still does not meet statutory requirements.

35. The school is generously staffed with appropriately qualified teachers. Teachers are adequately deployed to make best use of their expertise. Efficient use is made of learning resources. The school has adequate arrangements to review its spending and provides good value for money.

Recommendations

36. In order to continue to maintain its high standards, the school should:
- R1 Address the shortcomings in subject areas.
 - R2 Ensure the governing body's annual report to parents and the school prospectus meet statutory requirements.
 - R3 Develop an effective and manageable assessment system that includes greater involvement of pupils in setting academic targets.
 - R4 Ensure the school development plan is a precise working document that contains short-term priorities that have clear targets for improvement.

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

37. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
38. Pupils enter Saint John the Baptist School with ability levels that are just below the LEA average. Irrespective of their background, all pupils make good progress and, by the end of both key stage 1 and key stage 2, pupils' performance is above the LEA and the national averages.
39. During the inspection, the standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	69%	23%	0%	0%

40. In the six subjects inspected, the standards are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

41. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
42. All pupils with additional learning needs including those with SEN make good progress and achieve good standards commensurate with their age and ability. They make good progress towards the challenging targets set for them.
43. Pupils achieve good overall levels in their use of the key and basic skills. Throughout the school, pupils' speaking and listening skills are very good and their reading and writing skills are good. Pupils generally present their work tidily. All pupils use their mathematical skills well in a range of different subjects. Under-fives have good skills in information communications technology (ICT) while pupils in key stages 1 and 2 make very good use of ICT on a daily basis. An outstanding feature is the flexible way pupils use ICT to support a significant part of the curriculum including art, mathematics, Welsh and science. Also, in key stage 2, pupils' use of spreadsheets is

exceptionally good. Key stage 1 pupils' bilingual competence is good. In under-fives and key stage 2 classes, pupils are not as confident using Welsh and their bilingual skills are satisfactory.

44. All pupils' personal and social skills are very good and this is an outstanding feature of the school. Pupils have really positive attitudes towards others in the school and also the world at large. They have very good social skills that ensure they are confident and secure when dealing with adults and visitors to the school.
45. In the under-fives class, pupils' problem solving and creative skills are satisfactory while they are good in key stages 1 and 2. Pupils show good problem solving skills particularly in science, music and physical education. Their creative skills in subjects such as art, music and design technology are well developed. Pupils' understanding of the culture and heritage of Wales is also well developed in key stages 1 and 2 through their studies of *Y Cwricwlwm Cymreig*. Under-fives have a satisfactory awareness of Welsh cultural heritage.
46. The number of pupils in each year group in Saint John the Baptist School is small, making statistical analysis of the available data about SAT results insecure.
47. In 2003 and 2004, all year 2 pupils achieved at least the expected level 2 in the three core subjects of English, mathematics and science in statutory teacher assessment. When the school's results are compared with those in similar schools, (English medium schools with up to four per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent. However, fewer pupils achieved the higher level 3 than either the local or national average.
48. In 2003, year 6 SAT results were above the averages. The number of pupils achieving the higher level 5 was more than those obtaining the expected level 4. In 2004, when a quarter of the year 6 pupils had SEN, SAT results were not quite as good but they were still above the local and LEA averages. When the SAT results are compared with those in similar schools, they are just about the average.
49. Over the past two years, results at key stage 2 have declined slightly but there have been higher numbers of SEN pupils than usual in year groups. Targets set for 2005 results indicate an upward turn once again. Generally, pupils' SAT results exceed the targets that have been set for them. Overall, high standards have been maintained in the school.
50. Pupils acquire new knowledge, understanding and skills well. They apply their previous learning to new situations. For example, pupils make good use of their mathematical understanding when undertaking scientific and technological work.

51. When talking with pupils, they indicate their likes and dislikes as far as subjects are concerned and they have a general idea of how they are progressing. They are clear about behavioural and personal and social targets. However, pupils are less certain about how they are progressing in individual subjects and do not know what they need to do to improve the quality of their work. SEN pupils are very clear about what they need to do to improve in their particular area of difficulty and this promotes their good progress.
52. Under-fives make appropriate progress. Key stage 1 and 2 pupils progress well. All pupils fulfil their potential and are well prepared for the next stage of their learning.
53. Attendance is above both the Wales and LEA averages. However, despite the very best efforts of the school, too many families take holiday during term time. Already during the first two terms of this academic year, 15 per cent of pupils on roll have been absent due to holidays for one week or more. Almost all pupils are punctual at the start of the school day. The school takes suitable account of the National Assembly for Wales circular 3/99.
54. In all classes, pupils' attitudes to their learning and their involvement in lessons are outstanding. With the minimum of adult guidance, they concentrate exceptionally well on the work set for them. For example, in a key stage 1 science lesson, one third of the class was totally involved in the independent work set for them whilst the remainder of the class worked with adults in tasting toast and chocolate. These mature attitudes have a very positive effect on pupils' progress.
55. Pupils have a very clear understanding of the activities they carry out in their learning. They often overcome problems in their work before asking a member of staff for help. This was seen in a key stage 2 music lesson when pupils sensibly modified an instrument so they could carry out the set task better.
56. Pupils make outstanding progress in their personal, social and moral development. Pupils' behaviour is exceptionally good throughout the school and there have been no exclusions in recent times. Parents and pupils do not view bullying as an issue and have great confidence that, should it occur, it would be dealt with quickly and effectively. Pupils work and play hard, responding extremely quickly and very correctly to requests or instructions from staff. They appreciate the need for class and school rules which they know well. They value the reward system in the school and feel that, should any corrective action be needed, it is fair and effective. These aspects contribute significantly to the very good ethos in the school.
57. Pupils are very considerate towards adults and show great respect for the views of their classmates. They readily accept responsibilities and carry them out effectively, such as older pupils taking supervision duties at breaktimes. Pupils take effective action in their concern for others less fortunate than themselves. On their own initiative, pupils raised a significant amount of

money for the *Tsunami Appeal* and local and national charities have been supported well. Pupils have a good awareness of equal opportunities and appreciate the wide range of ethnic groups and cultures in Wales and further afield.

58. Pupils have a reasonable understanding of the world of work with younger key stage 2 pupils studying the range of shops in the local community. Pupils make frequent use of the church in their studies but their involvement in local community activities is less well developed. Pupils are very familiar with the work of the emergency services and the history of their community through visitors to the school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
60. During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	57%	33%	0%	0%

61. In the majority of lessons, teachers stimulate and challenge pupils to do their best. In key stages 1 and 2 teaching is well paced and teachers vary activities to ensure that pupils remain motivated and interested in their work. Teachers make good efforts to involve all pupils in introductory and concluding discussions. Generally, adults working in classes intervene effectively to support those pupils who may find some of the work challenging. However, in one class, adults' interventions occasionally lack focus. Teachers of younger pupils sometimes miss important teaching points and some more able pupils are insufficiently challenged.
62. Teachers establish good working relationships with pupils. They successfully introduce humour into their teaching to ensure pupils' continued interest. Instructions are generally clear and pupils immediately settle down to their work. Teachers use effective strategies to gain pupils' attention. Pupils react quickly to teachers and consequently, their behaviour is very good.
63. Key stage 1 and 2 teachers in particular show good subject knowledge. They have received professional development covering a range of issues that are appropriate to their personal development and also meet the needs of the school as a whole. They are competent ensuring that pupils develop the key skills of literacy, numeracy and ICT. Teachers' questioning allows pupils to think logically and to explain their responses in detail.
64. In all classes, teachers plan carefully on a daily basis. Learning objectives are clear but these are not consistently and clearly relayed to pupils. Planning in the under-fives class is properly based on the Desirable Outcomes for Children's Learning. All teachers take account of the needs of pupils with additional learning needs including those with SEN in their classes. Learning support assistants are well briefed about what they are expected to do and they carry out their duties well. On occasions they are not deployed as effectively as they might be and spend too long not being actively involved with activities.

65. The school is fortunate in having a good range of resources and teachers use them appropriately in lessons. In some areas of the school, resources are not organised in the most logical way. Teaching is enhanced well by the regular use of interactive whiteboards that are situated in three out of the four classrooms. Routines are well established in classes, on the playground and as pupils move through the school; pupils are very familiar with these routines and react very well to them.
66. All adults in the school ensure that pupils, irrespective of their backgrounds, receive equal opportunities to participate in school life. In lessons, teachers treat boys and girls equally.
67. In the under-fives class, adults promote children's bilingual skills satisfactorily. Throughout the rest of the school, teachers successfully and regularly provide opportunities for pupils to practise their bilingual skills.
68. Teachers plan to meet the needs of all pupils and generally ensure their full participation in the learning process. However, arrangements for monitoring and reviewing their progress are less well developed. Marking is undertaken regularly and follows the school's marking policy. Teachers place positive comments on pupils' work but include comments about how to improve the quality of work less frequently. Academic targets are set for pupils with SEN and statutory targets are set for pupils' performance at the end of key stage 2. However, shorter-term targets are not routinely set and discussed with pupils.
69. There is a common system to evaluate what has been taught during each half term. All staff review their planning and make broad judgements on areas which have been understood by pupils and areas which need further work. This has a positive influence on teachers' planning and the delivery of an effective curriculum.
70. In the under-fives class, full attention is paid to LEA baseline assessment procedures. A detailed checklist of attainment in each of the six areas of learning, that also extends into National Curriculum requirements, is used consistently for each child to give a clear picture of their attainment. Assessment of the under-fives is good.
71. Teachers in key stages 1 and 2 accurately assess pupils' work in English, mathematics and science at the start of the school year. From the context of this one piece of work, areas for improvement are identified. Whilst this has elements of effective practice, it only covers a narrow area of each subject. Pupils are not familiar with these identified areas.
72. Most formal assessment of individual pupils' attainments for National Curriculum subjects takes place towards the end of the school year. The systems used have the potential to raise standards but are employed too late in the year to fully influence pupils' progress.
73. The management of assessment procedures is streamlined for the under-fives by the use of one pre-printed assessment/recording book for each child. In

key stages 1 and 2, the recording of assessments is cumbersome and time consuming and involves too much paperwork. It is difficult to track an individual pupil's progress.

74. Annual reports to parents give a clear picture of their children's progress in all subjects or areas of learning and also their personal development. They do not consistently indicate clear areas for improvement in English, mathematics and science.
75. Arrangements for assessment and reporting meet 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

76. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school graded this key question as grade 3.
77. The overall curriculum provided by the school is good; it is equally accessible to pupils of all ages and abilities and fully meets statutory requirements.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
79. In key stage 1 and 2 the curriculum is carefully planned against National Curriculum requirements. Since the last inspection there have been significant developments in the curriculum, notably in science, Welsh and particularly in music. These changes have had a positive effect on standards.
80. There is very good planning to include the use of ICT across the curriculum. The use of mathematics in other subjects is well planned for, but the use of English across the curriculum lacks formal planning. There are good opportunities to develop pupils' problem solving, creativity and *Y Cwricwlwm Cymreig*. These opportunities have been formally identified in some schemes of work but this is not consistent.
81. The statutory curriculum is adequately supported by activities outside normal lessons. In key stage 2, sport is supported well with extra-curricular activities throughout the year. Music is enriched by the provision of a recorder club. Because of staffing changes, Urdd activities are not currently taking place but displays around the school show pupils' successful involvement in local competitions. Educational visits support key stage 2 pupils' learning in science and history. Years 5 and 6 pupils go on residential visits involving adventurous activities that contribute well to their personal development. There are some limited opportunities for visits for the under fives and key

stage 1 pupils, mainly involving the church and the immediate locality. Some parents and pupils feel the need for more out-of-school activities.

82. The school promotes pupils' spiritual, moral, social and cultural development well. Assemblies make a significant contribution in this overall development. There is a relevant programme of class discussion activities relating to social and personal development, known as *Circle Time*, although this was not observed during the inspection. Opportunities to develop pupils' spiritual development are not always fully developed in subjects such as art and music. Pupils' moral and social developments are well supported by simple but effective school and class rules to which the pupils contribute. Provision for pupils' cultural development is well supported in several subject areas such as geography and history. Pupils' views are considered by staff and action is taken where practicable but this lacks a formal system, such as a school council. Issues involving drug abuse are appropriately covered and sex education conforms to school policy.
83. The school benefits well from links with other schools, colleges and the community. Older key stage 2 pupils begin units of work in St John the Baptist School and then complete them in the associate secondary school. The school welcomes several students including those involved in initial teacher training. This benefits the school through the introduction of new ideas and additional support in classes. A small number of parents support learning in the school. This is mainly when they listen to pupils read, for which the parents receive specialist guidance.
84. Good use is made of visitors to the school. The emergency services, health visitors and more senior members of the local community make significant contributions to pupils' personal development and also their understanding of local history and industry. The oldest pupils visit an aeroplane component manufacturer to study robotic control that enhances the curriculum for information technology. The school is involved in plans to recycle paper in the village in partnership with a nearby paper-mill.
85. The parents' association, known as the Home School Association, raises significant funds for the school. These help to provide additional, relevant learning resources that enrich pupils' learning.
86. In key stages 1 and 2, the school successfully promotes the cultural heritage of Wales through *Y Cwricwlwm Cymreig*. For example, pupils learn about Welsh artists, they are familiar with important aspects of Welsh history and geography and visit outdoor centres in Wales. Members of staff make good efforts to ensure that pupils' bilingual skills develop appropriately in key stage 1 and lower key stage 2. In other classes, the promotion of bilingual skills has good features that outweigh shortcomings as does the promotion of Welsh cultural awareness in the under-fives class. For example, the school does not yet take full advantage of all the opportunities available to promote bilingualism.

87. Several opportunities are provided for pupils to take part in visits to local industry and commerce that are linked well to the topics that they are studying. Their curriculum experiences are broadened and their personal development enhanced as a result. The school receives exceptionally good support through donations from national commerce and business; this money is very well and wisely used to supplement resources. However, currently, industrial placements do not form part of the school's professional development strategy for teachers.
88. Sustainable development and global citizenship are appropriately covered within geography. In addition, the school has links with a local company and older pupils have the opportunity to use the environmental centre there. One or two recycling and energy saving initiatives are underway. However, the development of pupils' skills in this area are not consistently planned for across other areas of the curriculum and there is no policy or strategy in place. The school is aware of the need to address this aspect.
89. Social disadvantage is addressed discreetly when the need arises. All pupils, whatever their ability, background or gender have an equal opportunity to participate in all the school has to offer.
90. The development of pupils' entrepreneurial and life long learning skills has good features that outweigh shortcomings. All pupils have the opportunity to take on responsibility by undertaking jobs to help their teachers. Older pupils are appointed as House Captains. Residential visits provide good opportunities for pupils to develop their problem solving and social skills. For a small school, pupils help to raise large amounts of money for good causes. However, there is no school council to help develop pupils' decision-making ability. Pupils are well prepared for their next stage of education when they transfer to the local secondary schools. But the development of life long learning skills such as those to encourage pupils to take responsibility for their own learning are not in place.

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The school graded this key question as grade 3.
92. The pastoral care the pupils receive from adults in lessons and on a day to day basis in this happy, friendly school is good; there are no discernible shortcomings. Every pupil is valued and nurtured as an individual and close account is taken of his or her needs. In discussion, pupils confirm this and state they feel safe and well supported by all adults who work in the school. When required, the school is quick to seek additional help and guidance from external agencies and ensures that parents and carers are fully involved in discussions about the care of their children. For example through the hard

work of the staff governing body and parents, a *Pelican Crossing* is now sited near the school to reduce the hazards in crossing the busy road. Parents' confidence in the care that is provided for their children is well founded.

93. Induction arrangements to settle children into the nursery and reception class are well organised. There is good liaison with parents and this ensures that children make a smooth transition to formal education. Arrangements to settle pupils into school life at a later stage are equally as good.
94. Overall, the personal support and guidance provided for pupils has good features that outweigh shortcomings. All adults who work in the school know the pupils very well and pupils indicate that they trust them. Visits from specialist speakers such as the fire service and the police raise pupils' awareness of safety and substance misuse. The school takes part in a range of sporting activities; this helps to promote healthy lifestyles. However, the school is not involved in the healthy schools project. Appropriate health related topics are covered in the science curriculum and the school nurse talks to the oldest pupils about sex education. Generally, the personal and social education (PSE) programme is not well developed and does not underpin the work of the school; the school is aware of the need to address this.
95. Attendance, punctuality and pupils' behaviour are monitored closely and swift action taken if there are any concerns. Despite efforts made by the school, too many pupils take holidays during term time. Pupils' academic progress is monitored at the end of the school year and this is too late to have a direct impact on helping learners to improve the quality of their work.
96. Procedures for the protection of pupils are a notable strength of the school. Child protection arrangements are extremely well documented and known to all that work in the school. Health and safety procedures have good features that outweigh shortcomings. Very good attention is given to day-to-day health and safety arrangements and first aid. Good systems are in place to deal with any pupils who may become unwell or who hurt themselves during the school day. Detailed risk assessments are carried out for educational visits. However, no whole school risk assessment has been undertaken but one is planned for the near future.
97. Provision for special educational needs is good and fully meets the requirements of the SEN Code of Practice. The administration of provision is well organised and methodical. Pupils are identified early and effective action is taken with a significant number of pupils moving off the SEN register. The school keeps a particular watching eye on these pupils. Specialist teaching for pupils with SEN is good. It is provided to small groups in short sessions separate from mainstream lessons and is of a good quality.
98. SEN pupils are secure in the well-established routines. The work identified in pupils' individual education plans is realistic but challenging. Information and communications technology supports pupils' learning well. Class teachers effectively enhance the work of specialist teaching. The support given to

pupils with medical problems is sensitive and enables these pupils to take a full part in school life. There is readily accessible and effective support from outside agencies. Parents of pupils on the SEN register are fully involved in their children's progress and appreciate the provision made.

99. The behaviour of pupils is very good. However, appropriate procedures are in place to support any pupils whose behaviour is likely to impede their progress and that of others.
100. The school is an inclusive community. Fairness, tolerance and equality including gender equality are clearly promoted. As a result, pupils get on well with their classmates and have secure and stable relationships with teachers and other adults who work with them. The school's arrangements to eliminate oppressive behaviour, bullying, harassment and racism are a notable feature of its work. In discussion, pupils indicate that bullying is very rare and that teachers will very quickly deal with any concerns brought to their attention.
101. There are no pupils with physical disabilities currently attending the school. However, the governing body has drawn up a suitable accessibility plan. The school is good at raising pupils' understanding of diversity in Welsh culture. However, the promotion of pupils' understanding and value of living in multi-ethnic Britain is not covered as well.

Leadership and management

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
103. The leadership provided by the head teacher and the deputy head teacher is good; they are supported well by the governing body. All those who are part of the school community know and adhere to the aims and values that have been established. They are committed to the continuing improvement and development of the school. Expectations are high and standards have been maintained over several years. All members of staff feel they have an integral part to play in the continuing development of provision; they are given equal opportunities to contribute to the life and the work of the school. Most members of staff worked at the school at the time of the last inspection and, over the years, a genuine team spirit has been established.
104. Curriculum post holders take their responsibilities seriously. They prepare and adapt policies and schemes of work. They carefully monitor most aspects of provision in their subjects in order to identify future priorities.
105. Management and administration are good and there is a sensible division of responsibilities between senior managers. They work closely together to move the school forward. The school takes due account of local and national priorities such as the Dragon Sports Award and the promotion of numeracy and ICT. The school has been awarded the Basic Skills Agency Quality Mark and also the Investors in People Award.
106. Even though statutory targets for SAT results are set for year 6 pupils, they generally exceed the targets set. The school development plan outlines initiatives for three years. Targets and actions in the first year are reasonably precise but, because of the long-term nature of planning, subsequent targets set lose precision and challenge.
107. All teachers benefit from staff appraisal opportunities. The head teacher and deputy head teacher undertake classroom observations and, as a result, teachers access appropriate staff development. The impact of training is then seen in most classes. The support offered by senior managers to a newly qualified teacher is very good. Although no formal performance management system is in place for teaching assistants and other supervisors, there is a very effective informal approach and they benefit from training such as First Aid and Child Protection.
108. Several governors are recent appointments to the governing body. However, they have a good overview of the school's aims and priorities and are involved in setting the future direction for the school. They played a significant role in

the preparation of the school's self-evaluation report in preparation for the inspection.

109. The governing body has a well-established committee structure and governors mainly monitor the quality of provision through this system.
110. Although the governing body meets most regulatory and legal requirements, the school prospectus and the annual governors' report to parents have some omissions and do not meet the statutory requirements.

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team do not match with the judgement made by the school in its self-evaluation report. The school graded this key question as grade 3.
112. The school has established a number of effective self-evaluation strategies in order to identify strengths and also areas that need further development. Self-evaluation processes have good features and no important shortcomings. Governing body committees monitor a range of issues including an overview of standards at the end of key stages 1 and 2. However, they have identified the need for a more systematic monitoring process that is more evaluative in nature.
113. Senior managers in the school are well informed about the areas for which they are responsible. They monitor standards and teaching and learning using a number of methods including classroom observation as part of the performance management system. Both the head teacher and the deputy head teacher are aware of the school's performance in comparison with other schools. Over the years, they have used this information to identify areas for development.
114. Curriculum post holders monitor most aspects of provision for their subjects and they have a reasonable understanding of standards. They have not yet started to monitor the quality of teaching in a systematic way. However, they have identified the need to do so. As part of the self-evaluation process, curriculum post holders produce written annual reviews of their subjects that identify shortcomings that need addressing. These are subsequently included in a more formal whole school self-evaluation report and appropriate action is taken such as the current development of personal, social and health education.
115. The views of pupils and parents are also considered through questionnaires. Issues identified by both groups are taken seriously and steps are taken to remedy any perceived shortcomings. For example, parents said they would

like more information about their children's work and the school has already started to improve its communication between home and school.

116. Non-teaching members of staff say they feel very much part of the school team and their views and opinions are taken seriously at all times.
117. The three-year school development plan is a comprehensive document and provides an adequate long-term overview of priorities. However, actions and targets set for the second and third year of the plan lack precision and are not easily measurable. Circumstances change and issues identified three years previously lose significance.
118. The governors and senior managers have a good overview of funding. They work extremely hard to obtain very large amounts of additional funding in order to ensure that identified priorities are well resourced. For example, the recent acquisition of extra interactive whiteboards has had a good influence on standards of ICT.
119. Actions taken over the years have had a positive effect on provision. The school has continued to develop and improve. The traditional high standards in the school have been at least maintained. The school has made good progress since the previous inspection. Five out of the six key issues identified at that time have been addressed appropriately through the subsequent action plan. However, the governors' annual report to parents still does not meet statutory requirements.
120. The self-evaluation report prepared for the inspection is detailed and thorough. It is based on a LEA model that closely follows the key questions laid out in the *Estyn Guidance on Inspection*. The self-evaluation report matches the inspection team's findings in four out of the seven key questions. Where there are differences in grades, the inspection team judged the outcomes to be one grade higher than the school. The inspectors confirm the areas for development identified by the school.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match with the judgements made by the school in its self-evaluation report.
122. The school is generously staffed with appropriately qualified teachers. Teachers are adequately deployed to make best use of their expertise. Classroom assistants are appropriately skilled to support teaching and learning. They work closely with teachers so their support is generally effective. The use of additional help in key stage 1 and 2 is particularly well planned. There is sufficient administrative staff provided. A lack of midday supervisory personnel places additional burdens on existing staff.

123. There are effective, formal procedures for the continuing professional development of teaching staff that are linked to individual needs and whole school developments. Outcomes of training are shared for the benefit of all relevant staff. Training opportunities are taken up by classroom assistants. LEA support for the work of the school secretary is effective and appreciated.
124. Efficient use is made of learning resources that are generally sufficient and meet pupils' needs. There are shortcomings in the range of tuned musical instruments. The generous number of networked computers are showing their age in relatively slow speed of operation and non-compatibility with modern software. Access to the computer suite and the hall is timetabled to give maximum benefit to teaching and learning but this arrangement has not yet been made for the small library. A formal, systematic review of learning resources in each subject is in place.
125. Accommodation is adequate to support teaching and learning. Classrooms are of a reasonable size but there are problems with ventilation and noise levels in some. There are several examples of stimulating displays used to celebrate and support pupils' learning but these are not consistent throughout the school. There are well-surfaced, reasonably flat outside play areas. The outside learning area for the under fives is secure but is some distance from their classroom. A good sized playing field is near to the school but is limited in its use because of poor drainage. The school is on two floors with access limited to those who are able to negotiate stairs. The cleaning and general maintenance of the building is very well managed and the day-to-day running of the school is very smooth.
126. There are secure arrangements in place to review spending. Financial planning is linked well with development priorities. In particular, plans to extend the school are being carefully considered because significant housing developments have been approved in the locality. The governors and head teacher carefully monitor the budget. The administration of daily routines is very efficient.
127. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: MATHEMATICS

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

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

Good features

128. Pupils of all levels of attainment make good progress in relation to their age and ability. The achievement of pupils is good when compared with LEA and national averages.
129. Pupils in both key stages recall key mathematical facts quickly. They explain their work logically using appropriate mathematical language and present their written responses neatly. Throughout the school, pupils use their mathematical knowledge well in different situations and subjects such as Welsh, science and design technology. All pupils show very good understanding of graphs and charts.
130. Key stage 1 pupils add and subtract numbers accurately. They know a range of facts about different numbers through their work on 'the number of the week'. Pupils appreciate the difference between odd and even numbers and count in twos, threes, fives and tens. By year 2, pupils understand and recall basic multiplication facts.
131. All key stage 1 pupils use mathematical tables and charts effectively to communicate information. They show very good skills interpreting information contained in tally charts, pictograms and bar charts.
132. Key stage 2 pupils extend their mathematical knowledge well. Years 3 and 4 pupils have a good understanding of place value and add, subtract, multiply and divide three figure numbers correctly. They have quick mental recall of a range of multiplication facts and have a good understanding of the use of money. These pupils also have an appropriate understanding of shape and space. They know and describe different types of triangles and calculate perimeter and area accurately.
133. Younger key stage 2 pupils create their own graphs and charts very effectively. They use and interpret more sophisticated data contained in Carroll diagrams and line graphs for example. Pupils think carefully about the methods they use to obtain the correct answer and the best way of setting out their work.
134. By year 6, pupils understand the relationship between fractions, decimals and percentages. They are secure identifying 'mode and median' from a range of data. Pupils describe the key features of three-dimensional shapes and measure angles correctly. They justify and prove results using valid mathematical reasoning.

Shortcomings

- 135. Pupils are uncertain using calculators.
- 136. Older key stage 2 pupils' understanding of probability is insecure.

Subject 2: SCIENCE

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

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

Good features

- 137. In both key stages, the investigative skills of pupils are a great strength. Pupils have a clear understanding of identifying and controlling the different variables that affect observations and measurements. This skill is applied in a wide range of areas of study, such as magnetism, plant growth and dissolving substances. This is exceptionally good in years 3 and 4. In both key stages, pupils carry out their practical work sensibly and make observations and measurement carefully. In both key stages, pupils record their investigative work in a very logical format. They make good use of different ways of presenting the data they collect in their experimental work. Pupils consistently make conclusions which match the data they collect.
- 138. Pupils' use of scientific terms is well developed. The use of ICT features very well and is particularly good when key stage 2 pupils present data. The use of mathematics features strongly. Key stage 1 pupils correctly complete their own simple data tables. Older key stage 2 pupils take average values as a matter of routine and make good use of their own graphs.
- 139. Key stage 1 pupils show a good understanding when they sort materials into different groups. Many year 2 pupils relate these properties to the use made of the materials. For example, they know that glass is used in windows because it is transparent. They describe the effect of high and low temperatures on common materials very well. They are very aware of the wide range of different plants and animals and appreciate that there are differences within one type of living thing.
- 140. Younger pupils in key stage 2 thoughtfully apply their understanding of frictional forces to everyday situations, such as aspects of the workings of a bicycle. There are several good written descriptions of how a simple electrical circuit works. They know the major parts of a flowering plant and have a good appreciation that the stem is involved in the transport of fluids.
- 141. By the end of key stage 2, pupils extend their knowledge of flowering plants and show a clear knowledge of life cycles including good detail of seed dispersal. Pupils have a good understanding of the factors which affect dissolving and make good use of terminology, such as *soluble* and *insoluble*.

Their knowledge of the properties of light is extended well when they study the formation of shadows.

Shortcomings

142. In key stage 2, pupils do not always relate their science knowledge to their investigative work. The questions they raise when investigating are not always clearly stated.
143. In key stage 1, pupils have limited recall of physical processes, such as electricity, forces, light and sound.

Subject 3: WELSH SECOND LANGUAGE

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

144. Pupils, particularly those in key stage 1 and lower key stage 2, respond well to Welsh that is used as part of the daily routines, such as instructions when leaving the classroom. In all classes, pupils are given a range of opportunities to speak Welsh as part of the *Helpwr Heddiw* system. They use Welsh confidently at these times for example by taking the register.
145. Throughout the school, pupils develop knowledge of a good range of vocabulary connected with their topics in Welsh; pronunciation is good. Pupils make regular use of the interactive whiteboard and computers to extend their understanding of Welsh.
146. Key stage 1 pupils join in enthusiastically with Welsh songs and rhymes. They count accurately in Welsh and respond correctly when asked simple questions using short phrases. Pupils are confident taking part in dialogue situations. By the end of key stage 1, pupils read individual words and short phrases with understanding. They write short sentences based on familiar patterns.
147. In key stage 2, pupils begin to make more extended responses in spoken Welsh; they use adjectives and prepositions correctly to make their talk more interesting. They translate individual words and short phrases from Welsh to English and vice versa. They read questions, instructions and scripts, understanding individual words and also the broad meaning of the text. Pupils write simple dialogues and pen portraits making effective use of dictionaries. They work together to produce good quality class poems and read them with real expression and enthusiasm.

Shortcomings

148. In both key stages, some pupils lack confidence speaking Welsh and are hesitant in their contributions.

149. Older key stage 2 pupils do not extend the range of language patterns they use sufficiently. They often make limited responses that are similar to those made by younger pupils.

Subject 4: INFORMATION TECHNOLOGY

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

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

Good features

150. In key stage 1, pupils are familiar with using more than one type of computer system. They make good use of laptops and desktop machines in their classroom and the information technology suite. Year 2 print their work unaided and, with a little support, open and save their work and close down programs. They are very confident in the use of on-screen menus and options which they read very carefully before selecting from the option buttons offered. A good range of on-screen tools are used when they use paint and draw programs with excellent results at times. They understand the limitations of the program they put into floor-robots and know how to correct matters. In their word processing, pupils use different types and size of fonts and perform simple editing of text effectively.
151. By the end of key stage 2, pupils are very skilled in multimedia presentations involving animation and sound. They are very aware of the audience for their production and adjust the time different text is displayed to give sufficient reading time. They make sensible, selective use of the Internet. This is seen in their researches into the *Sea Empress* disaster at Milford Haven and the text editing they do to make it more relevant to the reader. Their work with spreadsheets is exceptionally good. They accurately produce their own formulae or use automatic keys to carry out calculations to create different types of graph, most of them with information labels. Their work in combining text and images is very good when using several contexts such as book reviews and castles of Wales.

Shortcomings

152. In key stage 2, pupils make insufficient use of emails.

Subject 5: 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

153. In both key stages, pupils sing tunefully and with good attention to posture and diction. Pupils' sense of rhythm is well developed, particularly in key stage 1.

Throughout the school, pupils use a wide range of instruments and, by year 2 and year 6, have a good knowledge of the names of the instruments and the sounds they make. They confidently and very sensibly perform as individuals and in groups of various sizes taking good account of the content of their performance. Pupils in all years listen most carefully to live or recorded music, particularly their own, and make thoughtful and constructive comments on what they hear. Pupils are very familiar with the electronic recording of their performances.

154. Key stage 1 pupils have a good understanding of the pitch of musical notes and use dynamics well in their musical performance. They appreciate the purpose of a conductor and identify points in a performance where the musical direction is particularly effective.
155. In key stage 2, younger pupils correctly select appropriate instruments to make particular sounds. Older pupils effectively compose lyrics and music to illustrate issues facing the locality and Wales in general, such as racism and vandalism. They listen closely to professionally performed works from other cultures to guide their creativity. For example, they listen to African protest songs identifying musical structure and consider who may be performing the work. By the end of key stage 2, pupils produce well thought out graphic scores. Their performance of these compositions includes good use of dynamics, texture and mood of musical phrasing, particularly in their more 'experimental' work. They make good use of recently introduced workbooks to write about their studies.

Shortcomings

156. Pupils' performance on tuned instruments is limited.

Subject 6: PHYSICAL EDUCATION

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

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

157. No lessons were observed at key stage 1 but standards in lower key stage 2 indicate good progress is made in years 1 and 2. During the inspection, games and swimming lessons were observed.

Good features

158. In both key stages, pupils develop a good understanding of the effect of physical exercise (PE) on their bodies. They understand the need to warm up and cool down at the beginning and end of PE sessions. Pupils know they have to dress appropriately and, also, to remove or cover any jewellery that may cause injury. They engage in the required range of activities in both key stages. At key stage 2, all pupils swim and also take part in outdoor and adventurous activities.

159. Pupils enjoy PE and many say that it is their favourite subject. Pupils join in with activities enthusiastically and they develop knowledge and skills progressively as they move through the school. They plan how they are going to perform their work. They subsequently perform activities with increasing control showing good skills and, evaluate the effectiveness of their own performance and that of others. They persevere well to improve the quality of their performance.
160. Pupils explore different activities confidently. They use the space around them well and collaborate effectively with others to develop routines or to practise and refine their techniques. By the end of key stage 2, all pupils swim at least 25 metres and understand the principles of water safety and survival; they do well in competitions with other local schools.
161. The school's involvement in the Dragon Sports Scheme and also the Physical Education in Schools Sport Scheme (PESS) have had a significant impact on standards. Pupils have benefited from involvement and this has helped to ensure they make good progress in PE.

Shortcomings

162. There are no significant shortcomings.

School's response to the inspection

The governors, staff and pupils of St. John the Baptist Voluntary Aided Primary School would like to thank the inspection team for the way in which they conducted the inspection. The process was both thorough and wide ranging and carried out in a courteous and professional manner.

The inspection findings recognise that the school has maintained its high standards and made good progress since the previous inspection and met most of the targets set in the action plan. The inspectors also recognise that their observations and recommendations are largely in accord with those made by the school in its self-evaluation report.

We are very pleased that the inspectors found that pupils show outstanding attitudes to their learning, always show good interest in their work and have the ability to sustain concentration in their lessons. This is inspired by the skill and dedication of all staff in the school. It is to our credit that the inspection team found that the overall quality of teaching and learning in lessons are higher than the National All Wales Targets. The commitment of all of the staff has also been acknowledged. The care and support systems the school have in place are outstanding and the report highlights the positive working environment that supports pupils' learning.

An action plan will be put in place to address the recommendations in the report. A greater emphasis will be placed on setting short term priorities which will help to define, more clearly, measurable success criteria. We will involve pupils in the self-evaluation of their work and continue to develop and streamline our assessment and evaluation systems.

Where it is possible to do so, staff and governors will address the recommendations before the end of the next academic year. We will make sure that all appropriate developments are included in the school's development plan.

A copy of the school's development plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Saint John the Baptist Voluntary Aided Primary School
School type	Voluntary
Age-range of pupils	3 to 11 years
Address of School	Chester Road Penymynydd Nr Chester
Post-code	CH4 0EN
Telephone number	01244 550838
Head teacher	Mr L Byrne
Date of appointment	January 1995
Chair of governors/ Appropriate authority	Rev Tudor Griffiths
Registered inspector	Mrs Margaret Morgan
Dates of inspection	12 – 14 April 2005

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	7	16	15	10	18	17	13	7	103

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21.3 : 1
Pupil : adult (fte) ratio in nursery classes	7 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2004	91%	92%	95.8%
Autumn 2004	95%	96%	95.6%
Spring 2005	95%	96%	95.7%

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					17
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	5.6	94.4	0.0	
		National	0.3	3.5	13.3	63.0	19.9	
En: reading	Teacher Assessment	School	0	0	11	61	28	
		National	0	4	14	55	27	
En: writing	Teacher Assessment	School	0	0	0	100	0	
		National	0	5	14	69	11	
En: speaking and listening	Teacher Assessment	School	0	0	6	94	0	
		National	0	3	12	63	22	
Mathematics	Teacher Assessment	School	0.0	0.0	0.0	94.4	5.6	
		National	0.3	2.2	10.5	62.5	24.4	
Science	Teacher Assessment	School	0.0	0.0	0.0	83.3	16.7	
		National	0.3	1.6	9.5	65.2	23.4	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94.4%	In Wales	80.1%

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

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			16		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School					0.0	0.0	6.3	75.0	18.8	0.0
		National					0.7	5.0	16.4	46.1	0.4	0.0
	Test/Task	School							18.8	37.5	43.8	0.0
		National					0.0	3.5	12.6	42.2	36.8	0.0
Mathematics	Teacher Assessment	School					0.0	0.0	18.8	50.0	31.3	0.0
		National					0.5	3.4	17.2	56.3	31.4	
	Test/Task	School					0.0	0.0	18.8	50.0	31.3	0.0
		National					0.0	3.3	15.3	42.9	35.5	0.0
Science	Teacher Assessment	School					0.0	0.0	18.8	56.3	25.0	0.0
		National					0.3	1.4	10.7	50.0	36.5	0.0
	Test/Task	School					0.0	0.0	0.0	68.8	31.3	0.0
		National					0.0	0.7	7.7	50.7	38.7	0.0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	86.4%	In the school	81.3%
In Wales	71%	In Wales	72.3%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors were at the school for an equivalent of 6 inspector days.
- Pre-inspection meetings were held with staff, parents and governors.
- 50 questionnaires were returned by parents and carefully analysed.
- The school's self-evaluation report and a comprehensive range of other documentation were scrutinised.
- The deputy head teacher acted as the nominee and provided additional information and documentation as required.
- 21 lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked with pupils and listened to them reading.
- Inspectors visited lunch-times and break-times.
- Inspectors attended daily acts of collective worship.
- Discussions were held with teaching and non-teaching staff.
- Post inspection meetings were held with staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Registered Inspector	Context, Recommendations, Summary Key Questions 1.1 – 1.9 Key Questions 2.1 – 2.8 Key Questions 5.1 – 5.6 Key Questions 6.1 – 6.7 Mathematics, Welsh second language, Physical education
Denise Shields Lay Inspector	Key Questions 1.12 Key Questions 3.8 – 3.14 Key Questions 4.1 – 4.9, 4.13 – 4.18 Key Questions 5.7 – 5.9
Glyn Gaskill Team Inspector	Key Questions 1.10 – 1.11, 1.13 – 1.16 Key Questions 2.9 – 2.12 Key Questions 3.1 – 3.7 Key Questions 4.10 – 4.12 Key Questions 7.1 – 7.7 Science, Information technology, Music

The contractor was:

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Acknowledgement

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

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

**Saint John the Baptist Voluntary Aided Primary School
Chester Road
Penymynydd
Near Chester
Flintshire
CH4 0EN**

Summary for Parents

School Number: 664 3331

Date of Inspection: 12 – 14 April 2005

by

**Margaret Morgan
W049 / 5542**

Date: 06 June 2005

Under Estyn contract number: T/212/04P

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Basic information about the school

Name of School	Saint John the Baptist Voluntary Aided Primary School
School type	Voluntary
Age-range of pupils	3 to 11 years
Address of School	Chester Road Penymynydd Nr Chester
Post-code	CH4 0EN
Telephone number	01244 550838

Head teacher	Mr L Byrne
Date of appointment	January 1995
Chair of governors/ Appropriate authority	Rev Tudor Griffiths
Registered inspector	Mrs Margaret Morgan
Dates of inspection	12 – 14 April 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	7	16	15	10	18	17	13	7	103

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

A SUMMARY REPORT FOR PARENTS

Saint John the Baptist Voluntary Aided Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information

about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Saint John the Baptist Voluntary Aided Primary School took place between 12 – 14 April 2005. An independent team of inspectors, led by Margaret 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.

Summary

Saint John the Baptist School is a good school with no important shortcomings. Pupils enter the school with ability levels that are just below the Local Education Authority (LEA) average. Irrespective of their background, all pupils make good progress and, by the end of both key stage 1 and key stage 2, pupils' performance is above the LEA and the national averages.

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 2
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

Subjects

The standards achieved in the six subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Information technology	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

All pupils with additional learning needs including those with Special Educational Needs (SEN) make good progress and achieve good standards commensurate with their age and ability.

Pupils achieve good overall levels in their use of key and basic skills. Their personal and social skills are very good and this is an outstanding feature of the school. Pupils have really positive attitudes towards others in the school and also the world at large.

The number of pupils in each year group in Saint John the Baptist School is small, making statistical analysis of the available data about Standard Assessment Task (SAT) results insecure.

In 2003 and 2004, all year 2 pupils achieved at least the expected level 2 in the three core subjects of English, mathematics and science in statutory teacher assessment. When the school's results are compared with those in similar schools, (English medium schools with up to four per cent of pupils entitled to receive free school meals) the school is in the top 25 per cent. However, fewer pupils achieved the higher level 3 than either the local or national averages.

In 2003, year 6 SAT results were above the local and national averages. The number of pupils achieving the higher level 5 was more than those obtaining the expected level 4. In 2004, when a quarter of the year 6 pupils had SEN, SAT results were not quite as good but they were still above the averages. When the SAT results are compared with those in similar schools, they are just about the average.

Over the past two years, results at key stage 2 have declined slightly but there have been higher numbers of SEN pupils than usual in year groups. Targets set for 2005 results indicate an upward turn once again. Overall, high standards have been maintained in the school.

When talking with pupils, they indicate their likes and dislikes as far as subjects are concerned and they have a general idea of how they are progressing. They are clear about behavioural and personal and social targets. However, pupils are less certain about how they are progressing in individual subjects and do not know what they need to do to improve the quality of their work. SEN pupils are very clear about what they need to do to improve in their particular area of difficulty and this promotes their good progress.

In all lessons, pupils' attitudes to learning and their involvement in lessons are outstanding features. Pupils have a clear understanding of the work they undertake. They make outstanding progress in their personal, social and moral development; their behaviour is exceptionally good. Pupils are very considerate towards adults and they show great respect for the views of their classmates.

Attendance is above the LEA and Wales averages. However, despite the best efforts of the school, too many families take their holiday during term time. Almost all pupils are punctual at the start of the school day.

The quality of education and training

The overall quality of teaching is good with no important shortcomings and, during the inspection, the grades awarded for the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	57%	33%	0%	0%

In the majority of lessons, teachers stimulate and challenge pupils to do their best. In key stages 1 and 2, teaching is well paced and teachers vary activities to ensure that pupils remain motivated and interested in their work. Teachers establish good working relationships with pupils. They successfully introduce humour into their teaching to ensure pupils' continued interest. Instructions are generally clear and pupils immediately settle down to their work. However, some adults' interventions occasionally lack focus. Sometimes teachers miss important teaching points and some younger more able pupils are insufficiently challenged.

All adults in the school ensure that pupils, irrespective of their backgrounds, receive equal opportunities to participate in school life.

Marking is undertaken regularly and follows the school's marking policy. Teachers place positive comments on pupils' work but include comments about how to improve the quality of work less frequently. Academic targets are set for pupils with SEN and statutory targets are set for pupils' performance at the end of key stage 2. However, shorter-term targets are not routinely set and discussed with pupils.

The management of assessment procedures is complex in key stages 1 and 2 but good for the under-fives. In key stages 1 and 2, teachers assess pupils' work in the core subjects of English, mathematics and science at the start of the school year and they identify areas for improvement. However, the assessments cover a narrow focus and the identified targets are not explained to pupils. Most formal assessment

takes place at the end of the year; this is too late for the outcomes to influence pupils' progress.

The curriculum provided by the school is good; it is equally accessible to pupils of all ages and abilities and fully meets statutory requirements. The curriculum is adequately supported by extra-curricular activities. Good use is made of visitors to the school to extend pupils' understanding of various issues.

The school receives exceptionally good support through donations from national companies; this money is well and wisely used to supplement resources. Pupils' awareness of sustainable development and global citizenship are appropriately covered within geography. A few recycling and energy saving initiatives are underway but there is no school policy or strategy in place to help to develop these issues consistently and progressively.

Provision for pupils with additional learning needs including those with special needs is good and fully meets the requirements of the SEN code of practice. SEN pupils are secure in the well-established routines. Work identified in pupils' individual education plans is realistic but challenging. There is effective support from outside agencies.

The school promotes pupils' spiritual, moral, social and cultural development well. The pastoral care pupils receive from adults in the school is good. Every pupil is valued and nurtured as an individual and close account is taken of his or her needs. All adults who work in the school know the pupils very well and pupils say that they trust them. Procedures for the protection of pupils are a notable strength of the school and health and safety processes are good. The arrangements to eliminate oppressive behaviour, bullying, harassment and racism are an outstanding feature.

Leadership and management

The leadership provided by the head teacher and the deputy head teacher is good; they are supported well by the governing body. All those who are part of the school community know and adhere to the aims and values that have been established.

Even though statutory targets for SAT results are set for year 6 pupils, they generally exceed the targets set. The school development plan outlines initiatives for three years. Targets and actions in the first year are reasonably precise but, because of the long-term nature of planning, subsequent targets set lose precision and challenge.

Although the governing body meets most regulatory and legal requirements, the school prospectus and the annual governors' report to parents have some omissions and do not meet the statutory requirements. No whole school risk assessment has taken place although one is planned for the near future.

The school has established a number of effective self-evaluation strategies in order to identify strengths and also areas that need further development.

The governors and senior managers have a good overview of funding. They work extremely hard to obtain very large amounts of additional funding in order to ensure that identified priorities are well resourced.

Actions taken over the years have had a positive effect on provision. The school has continued to develop and improve. The traditional high standards in the school have been at least maintained. The school has made good progress since the previous inspection. Five out of the six key issues identified at that time have been addressed appropriately through the subsequent action plan. However, the governors' annual report to parents still does not meet statutory requirements.

The school is generously staffed with appropriately qualified teachers. Teachers are adequately deployed to make best use of their expertise. Efficient use is made of learning resources. The school has adequate arrangements to review its spending and provides good value for money.

Recommendations

In order to continue to maintain its high standards, the school should:

- R1 Address the shortcomings in subject areas.
- R2 Ensure the governing body's annual report to parents and the school prospectus meet statutory requirements.
- R3 Develop an effective and manageable assessment system that includes greater involvement of pupils in setting academic targets.
- R4 Ensure the school development plan is a precise working document that contains short-term priorities that have clear targets for improvement.

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.

Acknowledgement

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