

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

**St Mary's C.I.W. Voluntary Aided Primary School  
Ael y Bryn,  
Brymbo, Wrexham  
LL11 5DA**

**School Number: 6653342**

**Date of Inspection: 06/02/06**

**by**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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St Mary's C.I.W. Aided 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 Mary's C.I.W. Aided took place between 06/02/06 and 08/02/06. An independent team of inspectors, led by Merfyn Douglas Jones 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 Mary's School is a small Voluntary Aided primary school situated in the village of Brymbo, near Wrexham. It caters for pupils aged between 3 and 11 years. The school was last inspected in January 2000.
2. The village suffered from the closure of the main local employer, the steel works, some years ago and there is still a legacy of economic deprivation in the area. The village is currently highlighted as being Urban Two Development status.
3. Currently, there are 93 pupils on roll and 16 nursery children receive part-time education. Most of the pupils come from the village and come from homes where English is the main language. Three per cent are from a minority ethnic group.
4. Some pupils travel from outside the area to attend the Resourced Provision Unit for pupils with moderate learning difficulties. Currently, there are 16 (15%) pupils with a statement of Special Educational Need (SEN), 19 on 'school action' and one on 'school action plus'. Three pupils receive support teaching in English as an additional language. Twenty-three per cent of pupils are entitled to free school meals. This is above the national average.
5. Including the headteacher, there are three full-time and three part-time teachers in the school. There are four full-time and three part-time learning support assistants (LSAs), including two NNEBs. The headteacher was appointed in January 2003.
6. **The school's aims are to:**
  - provide a broad and balanced Christian education of quality for all its children, regardless of gender, race or ability and match this education to their individual needs;
  - ensure a Christian atmosphere where children and parents can feel happy, secure and valued, leading to the development of positive attitudes;
  - create and maintain stimulating surroundings where the emphasis is on learning through direct experience in order that each child is motivated to achieve his or her potential.

### The school's priorities and targets

7. The school's main priorities and targets for 2005 – 2006 are to:
  - develop the role of subject leaders;
  - implement Personal, Health and Social Education (PHSE) scheme;
  - review moderation files;
  - develop Welsh and bilingualism;
  - evaluate coverage of *global citizenship* and *sustainable development*.
  - purchase new fiction and non-fiction books;
  - introduce a school council;
  - develop the role of the governing body (GB).

## Summary

8. St Mary's C in W (Aided) Primary School is a caring school where pupils have equality of opportunity and are well guided and supported.

9. The inspection team agreed with the school's self-evaluation in two out of the seven key questions.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 3
2 How effective are teaching, training and assessment?	Grade 3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 3
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 3
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

### Grades for the Subjects and/or Areas of Learning for Under-fives

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

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Science	3	2
Information technology	3	3
Design and technology	3	3
Music	3	3
Physical education	3	2

10. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

11. Pupils with Special Educational Needs (SEN), including those in the Resourced Provision Unit (RPU), make good progress and achieve targets set in their individual education plans (IEPs). Pupils with English as an additional language (EAL) make good and sometimes very good progress.

12. Early-Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT). In both KS1 and KS2, pupils' standards and progress in all the key skills are good.

13. Considering the strong English background of the pupils, their bilingual skills are reasonably well developed and have more good features than shortcomings.

14. Analysis of value added data shows that pupils make better than expected progress from entry to the end of KS2. Generally, in both KS1 and KS2, compared with similar schools, standards in the core subjects of English, mathematics and science are slightly above the local and national averages. Over the last three years, pupils' attainment in both key stages, including pupils in the resourced provision, has remained close to local and national averages.

15. Pupils' problem-solving skills are good. However, their bilingual and creative skills have some shortcomings.

16. Learners have positive attitudes and they are well behaved throughout the school. The good behaviour observed is a consistent feature. Learners progress well in their personal, social, moral and wider development. They have high standards of self-discipline and show respect and courtesy.

17. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community. However, pupils' knowledge of other religions and cultures is limited.

### **The quality of education and training**

18. The quality of teaching in the 23 lessons observed was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	55%	35%	5%	0%

19. Teachers have a good relationship with their pupils and there is a good teacher-pupil interaction with plenty of praise and encouragement. They display a caring attitude towards the pupils and offer a firm and consistent approach to discipline. Their planning is effective and caters well for the promotion of the key skills across the curriculum.

20. Teaching in the Early-Years class is often good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning. In the RPU, teaching is consistently good, with pupils receiving outstanding support and guidance.

21. Where teaching is less than good:

- tasks are not well matched to pupils' abilities;

- inappropriate worksheets stifle pupils' creative skills;
- lessons are overlong and lack pace and rigour.

22. Teachers promote pupils' problem-solving skills well in different subjects, but miss opportunities to develop their creative skills, often because of the quality of some of the worksheets used. The promotion of pupils' bilingual skills across the curriculum is variable, often linked to the teachers' ability and lack of confidence in the Welsh language.

23. Teachers work hard to provide opportunities to develop pupils' moral and social skills through well planned whole-school assemblies and circle time. However, opportunities to develop pupils' spiritual and cultural understanding are sometimes missed.

24. Assessment opportunities are regularly incorporated into teachers' planning, but assessment in the foundation subjects is under-developed. Pupils are involved in individual target setting and are keen to improve their performance.

25. Parents have a meeting with teachers each term to discuss their children's progress. Annual written reports to parents are of good quality and conform to statutory requirements.

26. The curriculum appropriately addresses the National Curriculum (NC) programmes of study. It is balanced and meets all legal requirements. Co-ordinators ensure that suitable schemes of work are in place for all subjects and that these provide effective continuity and progression.

27. The curriculum in the RPU of the school is outstanding. Pupils with specific learning difficulties enjoy a broad range of experiences and opportunities to achieve success.

28. The school currently develops pupils' personal and social skills well through assemblies and religious education lessons and has recognised the need to develop this aspect of its work further by taking a more systematic approach to PSE across the whole curriculum.

29. At the International Eisteddfod, pupils are introduced to a diversity of cultural traditions and this helps them begin to develop an understanding of other cultures. Pupils' understanding of the multicultural nature of their own country is under-developed.

30. There are good links with the heritage group that help pupils understand industrial links with the past and the place and purpose of regeneration. Opportunities to develop pupils' understanding and acceptance of the importance of global citizenship and diversity are limited and there is very little evidence that the school promotes education for sustainable development

31. The school knows the individual needs and circumstances of its pupils and responds to them well. The school supports pupils and encourages them, regardless

of social, educational, ethnic or linguistic background, to develop self-confidence and a desire to succeed.

32. Child protection arrangements are good and pupils are well cared for, guided and supported. Consequently, the school is a happy, caring community where pupils feel secure and valued. The school places a strong emphasis on the safety and well being of pupils.

33. The school effectively diagnoses individual learning needs and pupils are provided with good quality IEPs. Pupils with SEN, including those in RPU, are supported very well by the school, and this helps them to make good progress.

34. The school is careful to ensure that there are equal opportunities for all pupils to take part in activities regardless of gender, ethnicity, religion or any other issue.

35. Attendance records are systematically and accurately kept and pupils' behaviour and performance are appropriately monitored.

### **Leadership and management**

36. The school has clear aims and values regarding learning, behaviour and relationships that are understood and shared by members of staff and governors.

37. The headteacher has a broad vision and provides steady and calm leadership. He leads by example, and has created a supportive environment within which the members of staff work as a team for the benefit of all the pupils.

38. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented by members of staff.

39. The school is aware of the Welsh Assembly Government's (WAG's) priorities and is beginning to take account of them. However, the provision for promoting global citizenship, healthy eating, sustainability and diversity is under-developed.

40. The headteacher takes the lead in monitoring and evaluating teaching and learning. However, the role of the subject leaders is not yet fully developed in these aspects.

41. The targets set by the governing body (GB) in the school development plan (SDP) are numerous and not appropriately prioritised in terms of a major focus. Governors are supportive of the school and are aware of their responsibilities. However, there is an over-reliance on the headteacher for information, and less so on the independent monitoring of school life. The GB meets all regulatory and legal requirements.

42. The school has set up a self-evaluation process that involves the teaching staff and governors. However, the views of non-teaching staff, parents and pupils were not taken into account for the production of the school's self-evaluation document.

43. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. Monitoring of teaching and learning in all subject areas is not yet established.

44. The governors and staff ensure that adequate resources are provided to ensure that objectives are met and there are on-going reviews to monitor progress.

45. The inspection team agreed with the judgements made by the school on two of the seven key questions. Where there was a difference in judgements, the inspection team identified shortcomings and awarded one grade lower.

46. There is sufficient qualified and well deployed specialist and experienced teaching support staff. The ratio of pupils to teaching staff and the ratio of adults to children in the nursery and reception classes are appropriate.

47. The school building is clean and well maintained by the caretaker and his staff to create a pleasant environment for all who work there. There are sufficient good quality learning resources to meet the needs of the curriculum.

48. The school identifies priorities for spending and plans the use of its budget carefully to achieve good value for money.

## **Recommendations**

In order to improve further, the school need to:

R1 continue to:

- a. raise pupils' standards of achievement in subject areas; and
- b. improve pupils' bilingual and creative skills.

R2 improve the quality of teaching by addressing the shortcomings identified;

R3 further develop the role of subject leaders in monitoring teaching and learning and in assessment procedures for the foundation subjects;

R4 take more account of the national priorities of healthy eating, global citizenship, sustainability and diversity;

R5 review the format and structure of the school's self-evaluation process to involve all stakeholders and to include all aspects of school life;

R6 further extend the governing body's management role.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

49. The findings of the inspection team do not match those made by the school in its self-evaluation because no judgements had been made in subject areas.

50. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	52%	38%	5%	0%

Standards in the Areas of Learning in the Early Years are as follows:

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

Standards of achievement in the subject areas inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	3	2
Information technology	3	3
Design and technology	3	3
Music	3	3
Physical education	3	2

51. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

52. Baseline assessments indicate that standards on entry are generally below the Local Education Authority (LEA) averages for many children.

53. Pupils with SEN, including those in the Resourced Provision Unit (RPU), make good progress and achieve targets set in their individual education plans (IEPs). Pupils with English as an additional language (EAL) make good and sometimes very good progress.

54. Early-Years children make good progress and achieve good standards in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT).

55. In both KS1 and KS2, pupils' standards and progress in all the key skills are good.
56. Considering the strong English background of the pupils, their bilingual skills are reasonably well developed and have more good features than shortcomings. Pupils, including those in nursery and reception and in the RPU, use simple Welsh phrases during the school day. Their knowledge of the heritage and culture of Wales is limited.
57. They show good development in problem-solving skills in different subjects. However, their creative and bilingual skills have some shortcomings.
58. Analysis of value added data shows that pupils make better than expected progress from entry to the end of KS2.
59. Generally, in both KS1 and KS2, compared with similar schools, (i.e. schools with similar numbers of pupils entitled to free school meals), standards in the core subjects of English, mathematics and science are slightly above the local and national averages.
60. In 2005, 82 per cent of KS1 pupils attained level 2 or better in English, by teacher assessment, compared with an average of 83 per cent nationally. In mathematics, they attained 91 per cent compared to 87 per cent nationally and, in science, 91 per cent compared to 88 per cent nationally.
61. In the 2005 national assessment tasks, 78 per cent of KS2 pupils attained at least level 4 in all three core subjects compared to national figures of 79 per cent in English, 79 per cent in mathematics and 90 per cent in science.
62. Over the last three years, pupils' attainment in both key stages, including pupils in the RPU, has remained close to local and national averages.
63. Generally, there is little difference between the performance of girls and boys.
64. Pupils are well motivated and are eager to learn. They listen attentively and follow instructions well when undertaking tasks. The majority work hard and productively within the framework provided for them.
65. Learners have positive attitudes and they are well behaved throughout the school. The good behaviour observed is a consistent feature.
66. The average level of attendance is currently 92%. There is little evidence to show that efforts are being made to significantly improve this figure. The majority of pupils are punctual but a minority often arrives late for morning school.
67. Learners progress well in their personal, social, moral and wider development. They have high standards of self-discipline and show respect and courtesy. The older pupils readily offer support to others. They have a good understanding of right and wrong and what is expected of them.

68. Children in the early years develop their personal and social skills extremely well. Relationships with both staff and peers are outstanding.

69. Discussions with pupils confirm that they are aware of equal opportunity issues and they show respect for diversity within the school community. However, pupils' knowledge of other religions and cultures is limited.

70. Pupils have opportunities to participate in a variety of ways within the local community and to develop as young citizens. However, they have little experience of links to the workplace and, as such; their understanding of the world of work is under-developed.

**The quality of education and training**

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

**Grade 3: Good features outweigh shortcomings**

71. The findings of the inspection team did not match the judgement made by the school in its self-evaluation because the team identified more shortcomings.

72. The quality of teaching in the 23 lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	55%	35%	5%	0%

73. Sixty per cent of lessons were graded as 2 or better. The Welsh Assembly Government (WAG) target is 65% to be grade 2 or better by 2007.

74. Teachers have a good relationship with their pupils and there is a good teacher-pupil interaction with plenty of praise and encouragement. They display a caring attitude towards the pupils and offer a firm and consistent approach to discipline.

75. Their planning is effective, highlighting objectives for taught sessions, and caters well for the promotion of key skills across the curriculum.

76. Teaching in the Early-Years class is often good, providing a wide variety of activities and experiences that are clearly linked to the Desirable Outcomes for Children's Learning.

77. In the RPU, teaching is consistently good, with pupils receiving outstanding support and guidance. Activities are based on pupils' targets in their individual education plans (IEPs) and are well matched to their abilities.

78. Learning Support Assistants (LSAs) plan and co-operate closely with the teachers and with each other, making a considerable contribution to pupils' and children's learning.

79. In the best lessons teachers:

- ask open and challenging questions to develop an enquiring attitude to learning;
- have high expectations and motivate the pupils with appropriate resources and interesting activities;
- use a wide range of organisational strategies and a good mix of teaching techniques to encourage independent learning.

80. Where teaching is less than good:

- tasks are not well matched to pupils' abilities;
- inappropriate worksheets stifle pupils' creative skills;
- lessons are overlong and lack pace and rigour.

81. Teachers promote pupils' problem-solving skills well in different subjects, but miss opportunities to develop their creative skills, often because of the quality of some of the worksheets used.

82. The promotion of pupils' bilingual skills across the curriculum is variable, often linked to teachers' ability and lack of confidence in the Welsh language.

83. Teachers work hard to provide opportunities to develop pupils' moral and social skills through well planned whole-school assemblies and circle time. However, opportunities to develop pupils' spiritual and cultural understanding are sometimes missed.

84. Teachers promote equality of opportunity well, ensuring that all pupils are treated fairly and equally. Pupils, who have English as an additional language (EAL), are given appropriate work and language experiences to increase their confidence. SEN pupils are well supported in classes and in withdrawal groups.

85. Work is regularly marked and sometimes includes supportive comments and suggestions for improvement.

86. Assessment opportunities are regularly incorporated into teachers' planning. This is particularly effective in the early years, where on-going assessment directly informs further planning and enables early identification of special needs and subsequent support.

87. Statutory assessment takes place for the under-fives and at the end of KS1 and KS2. Targets, which are monitored each term, are set for all pupils in English, mathematics and science. The school's progress is monitored in relation to local and national results.

88. A range of standardised tests enables the school to track pupils' progress in the core subjects, but assessment in the foundation subjects is under-developed.

89. Pupils are involved in individual target setting and are keen to improve their performance. Targets are regularly reviewed and parents kept well informed.

90. Parents have a meeting with teachers each term to discuss their children's progress. Annual written reports to parents are of good quality and conform to statutory requirements.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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91. The findings of the inspection team are one grade lower than the judgement of the school in its self-evaluation report because more shortcomings were identified.

92. 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.

93. The curriculum appropriately addresses the National Curriculum (NC) programmes of study. It is balanced and meets all legal requirements. There are appropriate policies for the teaching of sex education, drugs awareness and personal and social education, which provide good guidance. The school also effectively promotes road safety and staying safe through its links with the community police officer.

94. The school is aware of the need to increase musical, sporting and recreational opportunities for pupils to enrich and broaden their experiences outside the main school curriculum.

95. Co-ordinators ensure that suitable schemes of work are in place for all subjects and that these provide effective continuity and progression, though, currently, their monitoring role is under-developed. Curriculum planning clearly identifies key skills and this helps teachers promote these well. Assessment opportunities are also identified to assist teachers in evaluating progress. Homework is regularly set and makes a suitable contribution to pupils' learning.

96. The school provides equal opportunities for both girls and boys in all activities and the small minority of pupils from other ethnic groups is included very well. The three pupils for whom English is not the language of home make very good progress. Work for pupils with special educational needs (SEN) is appropriately differentiated and they receive good support

97. The curriculum in the RPU of the school is outstanding. Pupils with specific learning difficulties enjoy a broad range of experiences and opportunities to achieve success. They integrate well into mainstream classes at particular times of the day for subjects such as music, and this further enhances their development.

98. There are currently no gifted or talented pupils registered. The school is able to meet the needs of any that may be identified in the future through the guidance of its very effective SEN coordinator (SENCO).

99. The school currently develops pupils` personal and social skills well through assemblies and religious education lessons and has recognised the need to develop this aspect of its work further by taking a more systematic approach to Personal and Social Education (PSE) across the whole curriculum.

100. The newly established school council has already begun to contribute well to developing pupils` independence as they consider plans to change the play area, discuss new ideas and plan appropriate action. Pupils also begin to consider their role as fund-raisers for those less fortunate than themselves when they plan a non-uniform charitable event and raise money for Hope House.

101. Pupils` moral development and their sense of right and wrong are good as a result of the high standards the school expects and the way in which it promotes Christian values. Pupils study Judaism and Hinduism in their religious education lessons and show respect for the religious beliefs of the small number of Muslim pupils in the school.

102. The school provides some experiences for pupils in its integration of *Y Cwricwlwm Cymreig*. They study Welsh artists, sing Welsh songs and take part in Welsh dances. At the International Eisteddfod pupils are introduced to a diversity of cultural traditions and this helps them begin to develop an understanding of other cultures. Pupils` understanding of the multicultural nature of their own country is under-developed.

103. Collective worship contributes well to developing pupils` spirituality. The headteacher and members of staff provide good role models during assemblies and pupils respond well to the special ethos created in the school hall. The school has recently formed a very positive relationship with the newly appointed vicar, a former teacher, who also contributes well to pupils` spiritual development.

104. In the Early Years and RPU, pupils` spiritual development is also promoted well through the main curriculum and the learning environment. This aspect is under-developed in the rest of the school.

105. All pupils take part in educational visits and a number of adults from the local community regularly visit the school. The visits and visitors impact positively on standards. Pupils also entertain senior citizens and visit a local residential home for the elderly. The school makes appropriate use of the local church to develop pupils` knowledge in religious education and history.

106. There are good links with the heritage group that help pupils understand industrial links with the past and the place and purpose of regeneration.

107. Pupils of both sexes have the opportunity to play football and play the recorder. Older pupils receive swimming tuition and also have the opportunity to attend a three-day Welsh residential course.

108. Opportunities to develop pupils` understanding and acceptance of the importance of global citizenship and diversity are limited.

109. The school promotes, whenever possible, opportunities to raise pupils' awareness of the workplace through visits and the contribution of visitors to the curriculum.

110. There is very little evidence that the school promotes education for sustainable development. There are no recycling initiatives and the school does not promote a healthy-eating policy.

111. Pupils have limited opportunities to develop entrepreneurial skills. The pupils are active in carrying out sales of crisps and soft drinks and the newly developed school council should provide opportunities in aspects of good citizenship.

112. The school is a member of a local consortium comprising of seven feeder schools whose pupils transfer to Bryn Alyn Comprehensive School. The transition arrangements are well co-ordinated.

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

<b>Grade 2:</b> Good features and no important shortcomings
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113. The findings of the inspection team match the judgement made by the school in its self-evaluation

114. The school knows the individual needs and circumstances of its pupils and responds to them well. The school supports pupils and encourages them, regardless of social, educational, ethnic or linguistic background, to develop self-confidence and a desire to succeed.

115. The school has persevered, despite limited success, to involve parents in supporting their children and in furthering their own knowledge of new developments in education. Parents are however overwhelmingly supportive in their comments about the school.

116. The school consults closely with parents of any pupils that have SEN or disabilities and seeks professional advice from outside agencies when necessary.

117. Arrangements for helping the youngest children settle into school are very good. Many of them attend the playgroup that meets twice weekly in the school with their parents or carers. Small numbers of three-year-olds also now attend the nursery on a part-time basis and this helps them integrate slowly and confidently into life at school.

118. Induction of new pupils into the older age groups is currently informal, though the school has recognized the need for more formal arrangements in the future. Pupils are encouraged to befriend newcomers and this works well because the school is small and adults and children care for one another instinctively.

119. Although the school has very few pupils from ethnic groups other than white and British, it recognizes and respects diversity in line with its Christian ethos and promotes good race relations. Pupils newly arrived in Britain and those whose first

language is not English, are warmly welcomed by both adults and pupils. These pupils integrate well and make good progress due to the support they receive.

120. The school effectively diagnoses individual learning needs and pupils are provided with good quality IEPs. Parents are invited to discuss IEPs and the school encourages them to be involved in the support process. Pupils with SEN, including those in the RPU, are supported very well by the school, and this helps them to make good progress. The school makes appropriate provision to support any pupils that exhibit challenging behaviour.

121. The school is careful to ensure that there are equal opportunities for all pupils to take part in activities regardless of gender, ethnicity, religion or any other issue. All policies to prevent discrimination are in place and the school avoids any kind of stereotyping.

122. There are clear procedures for reporting any incidents of harassment or bullying. The school also uses data on performance of different groups of pupils to monitor any anomalies and ensure that all pupils achieve as well as they can.

123. Child-protection arrangements are good. Pupils are well cared for, guided and supported. Consequently, the school is a happy, caring community where pupils feel secure and valued.

124. The Community Police Officer visits the school regularly and has supplied reflective jackets for pupils to wear which contribute to their safety and well being.

125. Attendance is systematically monitored. The school clerk collates the data using an electronic database on a weekly basis. The school receives regular support in monitoring patterns of attendance by the Education Welfare Officer (EWO) and, where patterns of absence give cause for concern, appropriate action is taken. The school acknowledges punctuality is variable with a minority arriving late.

126. There have been three temporary exclusions during the last twelve months. The pupils concerned no longer attend the school.

127. Pupils' behaviour and performance are appropriately monitored and there is a productive dialogue with parents.

128. The school places a strong emphasis on the safety and well-being of pupils. Two members of staff have received a good level of training in First Aid and a Fire Drill is carried out each term.

129. The school has one fully-trained member of staff to ensure the protection of children but the appointed governor has not, as yet, received appropriate training.

130. Within their own school community, pupils demonstrate tolerance and respect for individual differences. They are clearly supportive of one another and mindful of the needs of others.

131. The school has sound policies to guide the measures it might need to eliminate oppressive behaviour, racial discrimination and all forms of harassment.

132. None of the pupils at the school is physically disabled or a wheelchair user. Alterations to the school premises would have to be made to accommodate any disabled child who might attend in the future.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

133. The findings of the inspection team differ from the judgements made by the school in its self evaluation. A lower grade was given on the basis of the shortcomings identified.

134. The school has clear aims and values regarding learning, behaviour and relationships that are understood and shared by staff and governors. There is a strong commitment to the care of pupils and to equality of opportunity for all which are reflected in the school work.

135. The headteacher has a broad vision and provides steady and calm leadership. He leads by example, and has created a supportive environment within which the members of staff work as a team for the benefit of all the pupils. The returned questionnaires from parents indicate a strong respect for the headteacher and staff.

136. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and are understood and implemented by members of staff.

137. The school is aware of the WAG's priorities and is beginning to take account of them. However, the provision for promoting global citizenship, healthy eating, sustainability and diversity is under-developed.

138. The headteacher and members of staff work closely with other local schools and join in cluster initiatives to raise pupils' standards and teachers' assessment skills through moderation.

139. The headteacher takes the lead in monitoring and evaluating teaching and learning. However, the role of the subject leaders is not yet fully developed in these aspects.

140. Pupils' individual target setting is well established and regularly monitored.

141. The targets set by the governing body (GB) in the school development plan (SDP) are numerous and not appropriately prioritised in terms of a major focus. However, the SDP is detailed and clearly sets out responsibilities, costing, time-scale and success criteria. It is regularly reviewed by staff and governors.

142. Induction procedures for newly-appointed members of staff are very supportive and effective.

143. There is an effective staff appraisal system which links teachers' professional development and the priorities set by the school in its SDP. Non-teaching staff are encouraged to achieve higher qualifications and improve their expertise and this is having a beneficial effect on improving their effectiveness and raising standards.

144. The school has effectively organised and implemented the statutory requirements regarding planning, preparing and assessing (PPA) time for teachers. The headteacher and governors are presently monitoring its effectiveness

145. Governors are supportive of the school and are aware of their responsibilities. They have regular meetings with the headteacher who keeps them fully informed of progress and of new developments. However, there is an over-reliance on the headteacher for information and less so on the independent monitoring of school life

146. The GB meets all regulatory and legal requirements.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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147. The findings of the inspection team differ from the schools self-evaluation in that the school judged this key question as Grade 2. The team identified some shortcomings and awarded a grade lower.

148. The school has set up a self-evaluation process that involves the teaching staff and governors. However, the views of non-teaching staff, parents and pupils were not taken into account for the production of the school's self-evaluation document.

149. Teachers know their pupils well in terms of their progress, both academically and socially. They regularly monitor their progress in the core subjects through pupil tracking and target setting. The analysis of assessment results, including end-of-key-stage tests, helps to identify trends and weaknesses which are then well addressed in future planning.

150. Co-ordinators monitor the standards in their subject areas through scrutiny of samples of pupils' work and teachers' planning. Monitoring of teaching and learning in all subject areas is not established.

151. The self-evaluation report identifies the school's strengths and areas for improvement, and these are used to inform the priorities in the SDP. However, no evaluation was made of standards in subject areas.

152. The governors and staff ensure that adequate resources are provided to ensure that objectives are met and there are on-going reviews to monitor progress.

153. Recent measurable improvements in standards in reading and handwriting, for example, are as a direct result of previous plans and actions in the SDP.

154. The school has made some good progress since the last inspection. Three of the six key issues have been well addressed while three have been partly addressed.

155. The inspection team agreed with the judgements made by the school on two of the seven key questions. Where there was a difference in judgements, the inspection team identified shortcomings and awarded one grade lower.

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

<b>Grade 2:</b> Good features and no important shortcomings
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156. The findings of the inspection team match those of the school in its self-evaluation report

157. The school has improved the accommodation for nursery and reception children since the last inspection. They now have full access to an appropriate soft play area and their own toilet facilities.

158. There is sufficient qualified and well deployed specialist and experienced teaching and support staff. The ratio of pupils to teaching staff and the ratio of adults to children in the nursery and reception classes are appropriate. Children under five are taught by a teacher and a Nursery Nurse. Teachers are ably assisted by LSAs and additional volunteers, including grandparents. Auxiliary Support Workers, adult volunteers and trainees also ensure that lessons in KS1 and KS2 are more than adequately staffed.

159. All members of staff have appropriate job descriptions that clearly identify roles and responsibilities. Newly qualified members of staff are well supported and mentored by the headteacher. Members of staff have clear roles and responsibilities and receive appropriate continuing professional development through school in-service and attending outside training courses. Members of staff are also developed through performance management. The school has highlighted the need to train non-teaching staff.

160. Although the school is very old and was originally designed for a different age group and style of education, it has been adapted well for its current pupils. Accommodation is spacious for the number of pupils and there is sufficient space for withdrawal of groups for extra support or for meetings with other professionals. There is adequate space outside for pupils to play, although there are no green areas or outdoor opportunities for pupils to explore the natural world.

161. The building is clean and well maintained by the caretaker and his staff to create a pleasant environment for all who work there. Classrooms are colourfully decorated with interactive displays and examples of pupils' work. This provides

attractive surroundings for pupils that reinforces their learning and stimulates discussion.

162. The area allocated to the RPU, though small for the current number of pupils, is bright and attractive. It is very well resourced with stimulating pictures, interesting books and good quality equipment. This learning environment with its effective use of background music during registration time and its multi-sensory experiences for pupils is an outstanding feature of the school.

163. The school has sufficient good quality learning resources to meet the needs of the curriculum. Resources are suited to the needs, educational context, age and ability of the pupils. The library is now adequately stocked with suitable books that encourage pupils to develop their research skills and the newly acquired musical instruments from different cultures are beginning to have an impact on pupils' awareness of different musical styles and traditions.

164. The school identifies priorities for spending and plans the use of its budget carefully to achieve good value for money. Governors keep the budget under careful review. The school also carefully prioritises funding from its trustees for the benefit of pupils. It has recently allocated this for the development of part of the library to form a computer suite.

## Standards achieved in subjects and areas of learning

### Under-fives

**Grade 2:** Good features and no important shortcomings

165. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

### Language Literacy and Communication Skills

**Grade 2:** Good features and no important shortcomings

166. Nursery and reception children's listening and speaking skills are good. They listen carefully to adults and to each other and speak with growing confidence about their experiences. Children are particularly confident when speaking to each other during role-play. Children in both age groups know a good range of songs and rhymes in both English and Welsh. They are becoming confident Welsh speakers, although none is from a family that uses Welsh as a first language.

167. Nursery and reception children handle books confidently and, as a result of regular opportunities to choose their own books, they begin to see themselves as readers. They describe the pictures and events in the books and they select and follow the direction of the print. When reading big books with an adult, children realise that print carries meaning. They retell the main points of a story and predict what will happen next.

168. Nursery children arrange cut out pictures that retell a story in the correct order. Most children recognise their own name and correctly place their name card in the activity pocket. Reception children recognise many letter symbols and sounds they have learnt in early phonic work and the initial letters of the names of shapes they examine in their mathematical work.

169. Nursery and reception children quickly develop early writing skills because they are encouraged to write as part of their play. Reception children accurately record the name of the activity they have chosen on their planning sheet. Most reception children have good pencil control when writing their own sentences about characters from their first readers. They begin to use early phonic strategies to spell simple words and to read back what they have written.

### Personal and Social Development

**Grade 1:** Good with outstanding features

170. Nursery and reception children know that caring for friends is important. They explain how to be a good friend. Through discussing the actions of characters in books, children as young as three learn to empathise with the feelings of others.

171. In the nursery, children quickly develop confidence in exploring the learning environment. They develop responsibility for recording their own activities. They respond well to adults and develop very good relationships with other children. They co-operate, take turns and play well together.

172. Nursery children quickly learn the routines of school. They ask for a tissue, visit the toilet and wash their hands independently and understand why they should do these things. They change for physical education with growing independence, folding their clothes and carefully organising the storage of their shoes and socks.

173. Reception children socialise extremely well with their peers and with adults. They are friendly and work collaboratively on activities. They encourage and support each other and help the younger children to settle into school. Children develop a genuine enthusiasm for school, concentrate well and persevere with their tasks.

174. Children's overall personal and social development is an outstanding feature.

### **Mathematical Development**

<b>Grade 2:</b> Good features and no important shortcomings
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175. Nursery and reception children sort, match, order and count in both English and Welsh. They count objects correctly and begin to match the number to the symbol. Reception children recognise and name two-dimensional and three-dimensional shapes and begin to explain the differences. They discuss their properties with growing competence.

176. Reception children match shapes correctly, recognise repeating patterns and record their work accurately. They count up to twenty and some go beyond this.

177. Children in Nursery and reception understand the purpose of mathematics in daily life when they calculate how many of their classmates will be having sandwiches and how many choose cooked dinner. With help from their teacher they learn how to tally and add.

### **Knowledge and Understanding of the World**

<b>Grade 2:</b> Good features and no important shortcomings
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178. Children in nursery and reception correctly describe seasonal changes such as trees losing their leaves and weather conditions. Reception children correctly name the day of the week and say which month it is. They explain simply why a rainbow might appear in the sky and give reasons why snow melts.

179. Children know that time is divided into day and night; they explain that some animals are active at night while others sleep.

180. Both nursery and reception children develop an understanding of the work of the Lifeboat Service through their study of the world of work. They re-enact the process of search and rescue of those in trouble at sea during their role-play.

181. Children begin to consider problems and solve them effectively when they construct bridges and tunnels to overcome obstacles.

182. Nursery and reception children develop good IT skills and make good use of ICT to consolidate their learning in all areas of the curriculum. They understand the place of technology in daily life when they listen to audio tapes and use the computer to explore CD-ROMs. They demonstrate good control of the mouse and are developing confidence in basic keyboard skills.

183. Children in nursery and reception understand the part that religion plays in people's lives through the way in which the school promotes the Christian faith. They also develop their knowledge of other belief systems well, as a result of hearing stories from other cultures and from studying the Chinese New Year.

### **Physical Development**

**Grade 2:** Good features and no important shortcomings

184. Nursery and reception children demonstrate good co-ordination when using a wide range of toys and equipment. They use small tools competently to cut, shape and roll play dough. They use scissors and glue spreaders carefully and accurately to make a collage. Children use a range of drawing materials confidently in their artwork.

185. Nursery and reception children know that they need exercise to ensure good health and begin to understand that their heart beats faster when they run and jump.

186. They use wheeled toys, hoops and skittles in the outdoor play area with growing confidence and skill. Their gross motor skills are developing well.

187. In physical activities, children demonstrate a good degree of control over their bodies when they stop and start in response to instructions or to a music stimulus.

### **Creative Development**

<b>Grade 1:</b> Good with outstanding features
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188. Nursery and reception children make very good progress in their creative development, particularly in music and drama because of the stimulating experiences that are provided. They role-play imaginatively using a toy lifeboat and lifejackets, phoning the emergency services, making notes and helping those in danger.

189. Children's achievement in musical activities is outstanding. For example, they listen attentively to a piece of Chinese flute music and imaginatively suggest that it could be used to represent the movements of a gentle, shy creature. They make thoughtful suggestions about how to record their ideas graphically.

190. Children create loud and soft sounds by rhythmic clapping, demonstrating very good control. They demonstrate very good sense of timing and an ability to stay in tune when they sing without accompaniment. They begin to apply what they have learnt when they explore musical instruments.

191. Children draw and paint very well using a range of media and techniques; they make choices about what materials to use when creating collages. Children describe the way in which colours blend when painting a rainbow.

## Science

**Key Stage 1: Grade 3** – Good features outweigh shortcomings

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

### Good features

192. In KS1, pupils develop good observational skills. When sorting a range of materials by their properties, pupils correctly identify similarities and differences. They also carefully observe and record how some materials are changed by such processes as heating and cooling.

193. Their understanding of the life-cycle of the frog is good and they correctly differentiate between living and non-living things. They recognise and identify a range of common animals.

194. Pupils are aware of the effect of exercise on their bodies and correctly name the major parts of the human body.

195. In KS2, pupils develop a firm understanding of fair testing and appreciate its importance in evaluating the evidence gained. They predict, observe, measure and record their investigations carefully.

196. Pupils, including those in the RPU, make good progress in their understanding of forces. They are very aware of magnetic, elastic and muscle forces and understand the effect of friction on movement and its advantage and disadvantage in every-day life.

197. They recognise the differences between solids, liquids and gases according to their properties and suggest ways in which solids can be separated from liquids.

198. Pupils use the correct scientific terminology, for example, when discussing the water cycle or when describing their observations in investigations.

### Shortcomings

199. In KS1, pupils' investigational skills are under-developed due to the restrictive format of worksheets.

200. Pupils' understanding of 'Healthy Eating' is under-developed.

## Information technology

**Key Stage 1:** Grade 3 – Good features outweigh shortcomings

**Key Stage 2:** Grade 3 – Good features outweigh shortcomings

201. No lessons were seen during the inspection. Judgement is based on scrutiny of pupils' work, listening to learners, pupils' use of ICT as a key skill and discussions with staff.

### Good features

202. In both Key stages pupils use ICT appropriately, some with adult support, to promote and enhance their learning in other subjects. Pupils in the RPU, use ICT with increasing confidence and skill to generate bar graphs that reinforce their learning in science.

203. In KS1, pupils understand the use of information technology in daily life and begin to use it in their work.

204. Pupils in Year 2 use the digital camera to take photographs of the school environment for their work on materials.

205. Pupils' word-process their stories in literacy lessons and explain correctly how to use the arrow key to create a capital letter and where to find the shift key. They also correctly discuss the use of the space bar.

206. They develop their competence in generating accurate bar graphs to explain their findings in science investigations.

207. They use software creatively to compose their own piece of music and also record their musical compositions onto audiocassette when evaluating their work.

208. In KS2, pupils in Y3 and Y4 use art packages effectively to design folders for their work and to produce Christmas cards. They begin to create databases about themselves and generate different types of graphs relating to their work in science.

209. Pupils use support material to help them with telling the time from the BBC website. They also use a number of computer games to help them understand place value.

210. Y5 and Y6 pupils use word-processing skills confidently to produce stories and poems. Pupils highlight, change and resize text and change font colour. They use the copy and paste tools to rearrange sentences in their literacy lesson. They also learn how to move and resize video clips correctly and insert them into their work.

211. Pupils create a spreadsheet and use the formatting tool to ensure that prices are displayed in currency format. They use a formula to multiply and add. Some pupils carry out investigative work on perimeter using computer programs.

### Shortcomings

212. Pupils in both key stages lack confidence in using ICT equipment independently.

213. Pupils do not build systematically on their skills and apply their knowledge to increasingly challenging situations and problems.

## Design technology

**Key Stage 1: Grade 3** – Good features outweigh shortcomings

**Key Stage 2: Grade 3** – Good features outweigh shortcomings

### Good features

214. In KS1, pupils make good use of construction kits. They cut and shape, stick and glue, fold and twist various items, using a range of materials and components effectively.

215. They know that control is integral to many everyday devices and enter and store instructions to create movement in a programmable toy.

216. When exploring the use of dowelling and wooden wheels, pupils demonstrate good skills of assembling axles and wheels in different ways to create movement.

217. In KS2, pupils' understanding of designing and creating an item for a purpose or a need is developing well. They plan, select and use appropriate tools and materials and are well aware of the need for safe practices when using tools.

218. Pupils successfully use simple pneumatic systems, levers and cams to create movement in different designs.

219. They are developing good evaluating skills and always look for ways of improving the finished item.

220. They display good use of different methods of strengthening joints and of the need to choose suitable materials for a purpose.

### Shortcomings

221. Pupils' creative skills and appreciation of design are under-developed.

## Music

**KS1: Grade 3** - Good features outweigh shortcomings

**KS2: Grade 3** - Good features outweigh shortcomings

### Good features

222. In KS1, pupils listen with interest to music from Peter and the Wolf. They recognise the sounds of some of the instruments and name them. Pupils correctly indicate when instruments start, stop playing or change, and say whether the sounds are high or low. They sing a range of songs from different periods, cultures and traditions with enthusiasm and developing skill.

223. In KS2, pupils in Y3 and Y4 have a good knowledge of dance music from different cultures. When listening carefully to dance music, pupils correctly identify

the country from which it originates. As a result of this, they begin to successfully associate different instruments with different cultures.

224. Pupils competently perform some of these dances and compare the differences in formation. They confidently make notes on the speed of the music, instruments used and their own response to the style. Pupils knowledgeably discuss body percussion as an instrument in Flamenco music. They also describe the characteristics of an accordion and how it is played.

225. Pupils in Y5 and Y6 explain how to structure a musical composition. They work collaboratively to create and perform their own music using tuned and untuned percussion instruments from a range of cultures.

226. Pupils use correct musical terms, such as rondo and melody, and give examples of how to structure a main theme. They carefully evaluate their own work and the work of others.

227. They sing traditional folk songs well; they have a good sense of rhythm and pitch in their singing.

### **Shortcomings**

228. In KS1, pupils' understanding of rhythm and pitch is under-developed.

229. When creating their own musical compositions, pupils do not explore a sufficient variety of sound sources.

230. Older pupils in KS2 show insufficient independence in exploring, developing and refining their compositions over a sustained period.

<b>Physical education</b>
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<b>Key Stage 1: Grade 3</b> – Good features outweigh shortcomings
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<b>Key Stage 2: Grade 2</b> – Good features and no important shortcomings
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### **Good features**

231. Pupils in both key stages follow instructions well and work hard, with sustained energetic activity and sensible behaviour, to improve their own performance. They understand the importance of warm-up activities and the effect of exercise on their bodies.

232. In KS1, pupils make good use of space and are aware of others when moving around the hall. They move in different ways, demonstrating good body control.

233. In KS2, pupils create a variety of shapes with their bodies and move at different levels and in different directions. They demonstrate good control of their body movements when transferring a planned sequence on to the large apparatus.

234. Older pupils move appropriately to music, linked to their study of the Victorian period, successfully demonstrating different moods and feelings, such as sadness and anger, through actions. They show good body control and balance.

235. Good use is made of the time allocated to swimming and recent records indicate that pupils make good and sometimes very good progress in this activity.

### **Shortcomings**

236. In KS1, pupils' hand and eye coordination is under-developed.

## School's response to the inspection

The team carried out a very thorough and professional inspection in our view. We believe the report gives an honest and accurate snapshot of the school at the present time, and gives constructive recommendations on how the school can move forward in the future.

We are delighted that the inspection team acknowledged that the pupils are well motivated and eager to learn, and that their good behaviour and positive attitudes are a consistent feature throughout the school. We believe that by fostering and encouraging such attitudes pupils can fulfil and exceed their potential.

It is also very pleasing that the report acknowledges that our pupils make better than expected progress during their time at this school, in terms of value added data, and that the school has made some good progress since the last inspection.

We are also delighted that our Resourced Provision class is identified as being an outstanding feature of the school.

We are also very pleased that the inspectors noted that parents of the school have a high regard for the school, and have a strong respect for the staff.

The school will be producing, within the prescribed timescale, an Action Plan to deal specifically with the recommendations of the report. This Action Plan will be sent to all parents and future annual reports to parents will provide updated information regarding its implementation.

I would like to thank the inspection team for the courtesy they showed the staff and pupils, and for the positive approach they took to the inspection which will help us to feel ownership towards the report and subsequent action plan

## Appendix A

### Basic information about the school

Name of school	St Mary's C.I.W. Voluntary Aided
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Ael y Bryn Brymbo Wrexham
Postcode	LL11 5DA
Telephone number	01978 78340

Headteacher	Mr Martin Matthias
Date of appointment	January 2003
Chair of governors/ Appropriate authority	Mr B Andrew Wrexham County Borough
Registered inspector	Merfyn Douglas-Jones
Dates of inspection	6 <sup>th</sup> – 8 <sup>th</sup> February 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	8	9	15	15	11	15	12	16	101

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	3	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	84.3%	93.4%	92%
Summer 2005	89.8%	94.6%	91%
Autumn 2005	82.5%	91.5%	93%

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	2

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1: 2005

National Curriculum Assessment KS1 Results 2005__			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	18	55	27
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	18	55	27
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	9	27	45	18
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	18	55	27
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	9	64	27
		National	0	3	10	63	24
Science	Teacher Assessment	School	0	0	9	64	27
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82%	In Wales	81%

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

**National Curriculum Assessment Results  
End of Key Stage 2: 2005**

National Curriculum Assessment KS2 Results 2005__							Number of pupils in Y6		14		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	21	7	43	29
		National	1	0	0	1	1	5	16	46	30
	Test/Task	School	0	7	0	0	0	14	0	14	64
		National	1	1	1	0	0	4	13	42	37
Welsh <b>N/A</b>	Teacher assessment	School									
		National									
	Test/Task	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	21	7	50	21
		National	0	0	0	0	1	3	17	46	31
	Test/Task	School	0	7	0	0	0	0	21	35	43
		National	1	1	1	0	0	3	15	43	36
Science	Teacher assessment	School	0	0	0	0	0	21	0	50	29
		National	0	0	0	0	0	2	11	50	37
	Test/Task	School	0	7	0	0	0	0	14	35	43
		National	1	0	0	0	0	1	8	51	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	71%	In the school	78%
In Wales	70%	In Wales	73%

- 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 and a peer assessor inspected the school over six inspector days.

The headteacher as the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff and the governing body to discuss the life and work of the school. A pre-inspection meeting was also arranged for parents but no parents attended.

Twenty-eight questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.

Twenty-three lessons or part lessons were observed.

Samples of pupils' work, practical and written, from across the ability range in each year group, including Early Years, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and with the governing body to discuss the outcomes of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Merfyn Douglas-Jones Registered Inspector	Context, summary and recommendations Key Questions 1, 2, 5 and 6 Subjects: Science, Design and Technology, Physical education
Mrs Jan Marsden Team Inspector	Key Questions 3, 4 and 7 Subjects: Early Years, Information Technology and Music
Mr John Foley Lay Inspector	Contributing to all key questions
Mr Martin Matthias Nominee	Providing evidence and support
Miss Marina Roberts Peer Assessor	Contributing to all key questions and subject areas

### Contractor:

#### **Baker-Phillips Educational Communications**

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### Acknowledgement

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