

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

**A report on the quality of education in**

**St Mary's Church in Wales VA Primary School  
Park Street  
Ruabon  
Wrexham  
LL14 6LE**

**School number: 6653341**

**Date of inspection: 3 November 2009**

**by**

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78888**

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## Introduction

St Mary's Church in Wales VA Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

St Mary's Church in Wales VA Primary School took place between 03/11/09 and 05/11/09. An independent team of inspectors, led by Stephen Dennett 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

## Year groups and key stages

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

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

Primary phase:

Year	R	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



## **Context**

### **The nature of the provider**

1. St Mary's Church in Wales Voluntary Aided Primary School is located in the village of Ruabon, five miles south of Wrexham. The social and economic backgrounds of pupils are neither advantaged nor disadvantaged. Around 16% of pupils are eligible for free school meals, which is much the same as the local authority (LA) and national averages.
2. The school provides education for pupils aged three to eleven. Around 13% of the pupils have been identified as having additional learning needs (ALN) and approximately 2% of pupils have statements of special educational need (SEN). Around 4% of pupils speak English as an additional language (mainly Polish, Tagalog and Chinese), but no pupils speak Welsh as a first language. No pupils are 'looked after' by the local authority.
3. At the time of the inspection, there were 180 pupils on the school's roll, with an additional 25 children in the nursery (12.5 full-time equivalent). The number of pupils on roll has fallen since the school was last inspected in November 2003. The present headteacher took up his post in April 2001.

### **The school's priorities and targets**

4. The school's mission statement says 'at St Mary's we will ensure that all children receive a well-balanced education with equal opportunities for all, carried out in a safe and caring environment'. There are suitable aims which reflect a commitment to high standards, life-long learning and pupils' personal development. Current priorities are to:
  - integrate effective thinking and learning skills across the curriculum;
  - further raise standards in aspects of mathematics;
  - further raise standards in story writing;
  - integrate the Foundation Phase into key stage 1;
  - fully integrate education for global citizenship and sustainability into the curriculum;
  - further develop the monitoring role of all staff;
  - further boost and maintain bilingualism throughout the school;
  - introduce cross-phase moderation of pupils' work in the core subjects (including Welsh) by 2010;
  - improve community and business links, and
  - further develop the outside learning area.

## Summary

5. St Mary's is a good school which provides a stimulating and caring environment for its pupils. Its promotion of pupils' personal development, including their spiritual and moral development, is outstanding. Teaching is good and pupils clearly enjoy learning. There are excellent relationships between pupils, staff and all involved in the school. It is well led and managed. The promotion of education for sustainable development is outstanding.

### Table of grades awarded

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

6. During the time of the inspection, pupils' achievement in subjects inspected in 32 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	59%	25%	3%	0%

7. The percentage of lessons where pupils' achievement was graded 1 or 2 (72%) was below the average reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. However, it was just above the percentage of lessons (12%) in which pupils' achievement was grade 1.
8. In the 2009 teacher assessments at the end of Year 2 and Year 6, the school was in the upper 50% compared with schools with a similar number of pupils eligible for free school meals. Compared with all primary schools in Wales, the school was also in the upper 50%. The overall trend at key stage 1 is upward. Standards at key stage 2 have been maintained above the national average over the last three years. There is no significant difference in the performance of boys and girls.

### Areas of learning for Foundation Phase

Area of learning	Inspection grade	
	N	R
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

### Grades for pupils' achievement in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Science	2	2
Information and communications technology	3	2
History	2	2
Geography	2	2
Physical education	3	3

10. The education provided by the school meets the needs of pupils well. Standards are above age-related expectations at the end of Y6 and pupils make good progress in relation to their starting points and capabilities. As a result, their achievement is good. Nearly all achieve agreed learning goals.
11. Pupils' communications and numeracy skills are good. Their information and communications technology (ICT) skills are more variable. They are good at key stage 2 and satisfactory at key stage 1. Pupils do not use their Welsh language skills consistently in many classes and this aspect of their education is underdeveloped. Their independent learning, problem-solving and creative skills are good at both key stages.
12. Pupils' attitudes to their work are positive. Behaviour is good overall and sometimes very good. The average attendance rate for the past three terms is around 94%, which is above both the national and LA averages.
13. Pupils' spiritual, moral and cultural development is good overall, and their spiritual and moral development is very good. Their awareness of equality issues and cultural diversity is good. Pupils are well prepared for participation in the community and for the next phase of their education.

### The quality of education and training

14. The quality of teaching in the 32 lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	65%	16%	3%	0%

15. The percentage of lessons graded 1 or 2 (82%) is close to the national average reported in HMCI's report for 2007-2008 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is exactly the same as the percentage of lessons (16%) where teaching was grade 1.
16. Examples of good teaching were observed in all classes. Throughout the school, teachers have very good working relationships with pupils which create a positive climate for learning. Teaching assistants and support staff provide effective help and guidance for individuals and groups of pupils and show sensitivity in their dealings with pupils. Occasionally, teachers do not provide sufficient challenge for more able pupils and the pace of some lessons is too slow to ensure pupils make sufficient progress.
17. The overall quality of assessment, recording and reporting to parents is good with no important shortcomings. Teachers have good knowledge of the standards achieved by their pupils and identify national curriculum levels accurately. The quality of oral feedback to pupils is good. Marking is generally supportive and in

the best practice, it identifies the next steps that a pupil needs to take in order to improve. Reports to parents meet statutory requirements and have suitable targets for improvement.

18. The school provides a good and appropriate range of learning experiences to meet the needs of pupils. The curriculum is well planned to ensure continuity and progression across the school and schemes of work are of good quality. Key skills and basic skills are taught systematically.
19. Provision for personal and social education (PSE) is well established and the school follows national guidelines well. The school provides a good range of extra-curricular and out of school activities which help to raise self esteem and confidence and enrich pupils' experiences. The way in which pupils' spiritual, moral, social and cultural development is promoted is an outstanding feature of the school. The school makes a very positive contribution to pupils' well-being.
20. The school's partnerships with parents, other local schools, higher education institutions and the community are very good. The pupils benefit from a range of activities that increases their awareness and understanding of the 'world of work' throughout the school. Pupils have an excellent understanding of sustainable development and conservation issues, particularly at key stage 2, through energy efficiency awareness initiatives and a comprehensive recycling programme.
21. Pupils' awareness and understanding of other cultures the wider international dimension and global citizenship is good. The school plays an active role in laying the foundations for lifelong learning. National priorities such as the Basic Skills Quality Mark, the long standing involvement with the 'Healthy Schools' initiative and the promotion and understanding of sustainable development, diversity and equal opportunities are strengths of its provision.
22. The school provides pupils with good care, support and guidance and works very closely and effectively with external agencies to ensure this. An outstanding feature of the school's provision is the very effective way children are enabled to settle into the nursery.
23. The school's monitoring of attendance, punctuality, behaviour and academic guidance is good.
24. The child protection policy is clear and has recently been reviewed. The school's procedure for dealing with any issue of concern and the most appropriate course of action is outlined clearly. Staff and governors have been made fully aware of procedures within the school and of their roles and responsibilities.
25. Provision for ALN has good features that outweigh shortcomings. Support for pupils with SEN is effective and this enables them to make good progress. The recently appointed special needs co-ordinator (SENCo) has made a good start on reorganising provision and the overall management of ALN is good. However, support for more able and talented pupils is in an early stage of development and at present they are not given sufficiently challenging work which matches their capabilities.
26. Support for pupils with behavioural difficulties is good, and is enhanced by well timed co-operation from outside support agencies. The school's arrangements for eliminating harassment, any signs of oppressive behaviour or discrimination are effective. Support for pupils with EAL is good and enables them to make good progress in their acquisition of language.

27. There are clear policies on equality, inclusion and diversity matters. Multicultural themes are promoted effectively through religious education, dance, music and geography.
28. The school has made several alterations to the building and, by its ethos of care, ensures everyone is included and treated equally. However at present it has only a draft disability equality scheme in place and its accessibility plan requires completion.

### **Leadership and management**

29. The headteacher provides good pastoral leadership for the school. There is a clear sense of common purpose and all staff members are committed to the school's aims and values which they promote both in their work and through personal example. The senior leadership team (SLT) support the headteacher effectively and make a substantial contribution to the management of the school. The school takes good account of national priorities.
30. The headteacher and SLT analyse the school's performance data well and use the information effectively to compare the school's results with local and national averages and to set targets. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual.
31. The governing body is very supportive of the headteacher and staff. The monitoring of provision by governors takes the form of sitting in on lessons and talking to both pupils and practitioners. The governing body approves each target and also has opportunities to make contributions to the improvement plan. Although nearly all legal requirements are met, governors have yet to ratify the school's disability equality scheme and accessibility plan.
32. The schools' procedures for self-evaluation are good. Leaders are well informed about the school's performance and subject leaders have developed detailed action plans, which are rooted in careful monitoring of standards and provision. Good account is taken of the view of all interested parties.
33. The self-evaluation report produced for the inspection was a well written document, which clearly expressed its view about the school's performance and provision. The judgements of the inspection team matched those of the school in all of the seven key questions.
34. The school has made good progress in addressing most of the other key issues raised by the last inspection, although only minimal improvements have been made to the accommodation.
35. The school has an appropriate number of teachers who are suitably qualified. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
36. Pupils have access to appropriate learning resources that match the demands of the curriculum and the quantity is generally good and managed well.
37. The accommodation has a number of shortcomings. Internal spaces are cramped and do not provide the school with sufficient space to develop the Foundation Phase or the skills-base curriculum effectively.

38. Financial management is good and the school is on course to meet its financial commitments this year. All available resources are effectively managed so that the school achieves good value for money.

## Recommendations

In order to raise standards further and improve provision, the school needs to:

- R1 Improve provision for more able and talented pupils so that they can achieve their full potential; \*
- R2 Further improve pupils' use of their Welsh language skills; \*
- R3 Seek ways of improving the accommodation, especially in the nursery, so that it better meets the demands of the skills-based curriculum and the Foundation Phase; \*
- R4 Ensure the school meets legal requirements by completing its disability equality scheme and accessibility plan; and
- R5 Address the shortcomings identified in subjects\*.

*\* The school has already identified aspects of this recommendation in its improvement plan. (SIP)*

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

- 39. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 40. In the 2009 teacher assessments at the end of Year 2, 93% of pupils attained the expected level 2 in English and mathematics. In science, 96% attained level 2. In all three core subjects (the core subject indicator), 89% of pupils attained at least level 2. This places the school in the upper 50% compared with schools with a similar number of pupils eligible for free school meals and all primary schools in Wales.
- 41. In the 2009 teacher assessments at the end of Year 6, 84% of pupils attained the expected level 4 in English and mathematics. In science, 92% attained level 4. In the core subject indicator, 80% of pupils achieved level 4, which places the school in the upper 50% compared with similar schools and all primary schools in Wales.
- 42. The overall trend at key stage 1 is upwards. Standards at key stage 2 have been maintained at above average levels for the past three years. There is no significant difference in the performance of boys and girls.

43. In 2009, the school exceeded both its realistic and challenging targets in all core subjects at both key stages.

#### Grades for pupils' achievement in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Science	2	2
Information and communications technology	3	2
History	2	2
Geography	2	2
Physical education	3	3

44. During the time of the inspection, pupils' achievement in subjects inspected in 32 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	59%	25%	3%	0%

45. The percentage of lessons where pupils' achievement was graded 1 or 2 (72%) was below the average reported in HMCI's report for 2007-2008 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. However, it was just above the percentage of lessons (12%) in which pupils' achievement was grade 1.
46. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Area of learning	Inspection grade	
	N	R
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

47. The education provided by the school meets the needs of pupils well. Standards are above age-related expectations at the end of Y6 and pupils make good progress relation to their starting points and capabilities. As a result, their achievement is good. Nearly all achieve agreed learning goals.
48. Pupils' communications and numeracy skills are good. Their ICT skills are more variable. They are good at key stage 2 and satisfactory at key stage 1. Pupils independent learning, problem-solving and creative skills are good at both key stages.
49. The pupils' Welsh language skills have improved well since the last inspection. However, pupils do not make sufficient use of bilingual skills to communicate effectively in Welsh and their use of incidental Welsh is mainly confined to formal situations. They exchange greetings and respond to simple instructions and requests, but lack confidence and show uncertainty in their ability to communicate in Welsh as they progress through the school.

50. Pupils' attitudes to their work are good. In both key stages, nearly all are enthusiastic learners who enjoy their work. The behaviour of pupils is good and they are polite, friendly and respectful.
51. The school places importance on achieving high levels of attendance and this is emphasised to parents, carers and children. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was 94.3%, which is above national and LA targets. The vast majority of pupils are punctual and the school day functions effectively.
52. Pupils' spiritual, moral and cultural development is good overall, although their spiritual and moral development is outstanding. They respond appropriately in assemblies and they reflect on important issues in life responsibly. Pupils' social skills are developing well and older pupils are given responsibility for a range of tasks around the school, such as monitors. Pupils' awareness of equality issues and cultural diversity is good.
53. The role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is good. Pupils said they felt appropriately prepared for participation in the community and for the next phase of their education.

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

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

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

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. The quality of teaching in the 32 lessons seen is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16%	65%	16%	3%	0%

56. The percentage of lessons graded 1 or 2 (82%) is close to the national average reported in HMCI's report for 2007-2008 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is exactly the same as the percentage of lessons (16%) where teaching was grade 1.
57. Examples of good teaching were observed in all classes and lessons with outstanding features were observed in key stage 1, key stage 2 and in the Foundation Phase. Throughout the school, teachers have very good working relationships with pupils which create a positive climate for learning. This is an outstanding feature.
58. Teaching standards in the Foundation Phase are consistently good or better and staff who work with pupils of this age group show a real understanding of principles and good practice in the early years and give children a good start to their school career. Class teachers for the Foundation Phase organise support staff and students very well and this good planning for the use of additional adults and stimulating use of resources are a strong feature in the quality of teaching for early years.

59. Throughout the school, staff strive to encourage bilingualism and the use of incidental Welsh, however good features outweigh shortcomings in this area and many staff are still developing their own confidence in using the language.
60. Teaching assistants and support staff provide effective help and guidance for individuals and groups of pupils and show sensitivity in their dealings with pupils.
61. Across the school, where lessons were judged to have outstanding features, these include:
  - very effective use made of a range of teaching methods;
  - excellent use of questioning to extend pupils' understanding;
  - very high expectations of pupils' performance and behaviour;
  - effectively differentiated work for all abilities; and
  - very good subject knowledge and ability to enthuse pupils.
62. In lessons where teaching was judged to be good with no important shortcomings, the good features include:
  - consistent and firm behaviour management;
  - clear introductions and explanations at an appropriate level;
  - learning experiences well matched to pupils' full range of abilities;
  - well planned work with clear objectives;
  - teachers having good subject knowledge and understanding of recent developments in the age groups taught;
  - sensitive intervention to extend learning; and
  - stimulating use of resources.
63. In the few lessons where there were some shortcomings, these include:
  - lack of challenge in the work set, especially for more able pupils;
  - lessons which proceed at a slow pace; and
  - teachers lacking confidence in the subject of the lesson.
64. Lessons include a clear indication of what pupils will learn and schemes of work give excellent support in helping teachers to plan effectively for pupils' learning. Teachers are successful in meeting individual needs for pupils with SEN. However, the needs of more able pupils are not met as well. The school actively promotes equality of opportunity and addresses issues of gender, race and disability equality effectively.
65. The overall quality of assessment, recording and reporting to parents is good with no important shortcomings. Assessment of pupils with SEN is thorough with new and effective systems in place. On entry to the school, children in the nursery and reception classes are assessed carefully through standardised tests and ongoing observations. Outcomes from the assessments are used effectively to adjust planning so that children's needs are met well.
66. At key stages 1 and 2, the assessment system is based on standardised tests and class teachers' own assessments and is thorough and comprehensive. End

of key stage assessments are analysed thoroughly for trends and opportunities to improve standards of learning. Teachers have good knowledge of the standards achieved by their pupils and identify national curriculum (NC) levels accurately.

67. The quality of oral feedback to pupils is good. Marking is generally supportive and in the best practice, it identifies the next steps that a pupil needs to take in order to improve. However, there are some inconsistencies in the quality of marking throughout the school.
68. Pupils are beginning to evaluate their own work and that of others and strategies are in place to encourage pupils to reflect on their progress at both key stages. Individual target setting is well established and many pupils talk about their targets knowledgeably.
69. Reports to parents meet statutory requirements and have suitable targets for improvement. Appropriate arrangements are in place for teachers to report to parents.

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

<b>Grade 2: Good features and no important shortcomings</b>
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70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. The school provides a good and appropriate range of learning experiences to meet the needs of pupils. However, although the experiences provided to meet the needs of pupils with SEN are appropriate, those for more able pupils are insufficiently challenging. Arrangements to meet the needs of pupils who have English as an additional language are good and ensure that these pupils have full access to all activities. Planned activities and experiences across the school are equally accessible to all pupils.
72. The overall quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Children receive a variety of stimulating learning experiences that develop their interests and enthusiasm well and encourage them to become independent learners. Despite the lack of space in the nursery and reception classes, clear routines and a secure and consistent environment outdoors as well as indoors, are strengths of the provision.
73. The curriculum is well planned to ensure continuity and progression across the school and schemes of work are of good quality. Medium term planning highlights learning objectives and key skills are effectively built into short term planning. Key skills and basic skills are taught systematically and effectively but the monitoring of key skills is at an earlier stage of development. The school is developing strategies to move from separate subject teaching to a topic based curriculum.
74. Provision for PSE is well established and the school follows national guidelines well. The programme of study is planned well and appropriate attention is given to aspects such as personal development, sex and relationships education and substance misuse.

75. The school provides a good range of extra curricular and out of school activities which help to raise self esteem and confidence and enrich pupils' experiences. Clubs include an activity club for key stage 1 pupils and a range of clubs such as art, hockey, athletics, football and non-contact boxing for pupils in key stage 2.
76. Pupils benefit from visits to places connected with their class topics for example, pupils in Year 1 visit Wrexham toy museum, those in Year 5 visit Chirk Castle to enhance their work in history and those in Year 6 visit Llanberis slate museum. Pupils in Year 6 also have the opportunity of residential visits such as a three day visit to Llanwrtyd Wells to take part in outdoor and adventurous activities. Pupils also visit Llangollen Eisteddfod and observe singing and dancing from around the world. The curriculum is greatly enhanced by science workshops, authors, poets and artists in residence who visit the school in addition to visits such as annual visit to hear the Liverpool Philharmonic Orchestra.
77. The way in which pupils' spiritual, moral, social and cultural development is promoted is an outstanding feature of the school. The school has excellent links with the local church where pupils lead services to celebrate the main events on the school calendar. Pupils are helped to be considerate by good quality and meaningful acts of collective worship which allow pupils opportunities to reflect on issues that affect their own and other people's lives. Pupils are effectively encouraged to distinguish between right and wrong, to take responsibility for their own actions and to support those who are less fortunate than themselves.
78. Pupils are encouraged to take on responsibilities within the school such as the school council, playtime 'buddies' or prefects and this effectively instils a strong sense of social development and sense of belonging.
79. The promotion of pupils' cultural experiences is good. Through well planned projects such as 'geography day' in key stage 2, pupils learn about the traditions and cultures of the wider world and visitors to the school also help to enhance cultural awareness. For example, a visitor talked to pupils about Diwali and a Bollywood author visited the school and taught pupils an Indian dance.
80. *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, has been effectively integrated into all schemes of work and a range of opportunities such as visits to the local area are used to enhance and develop pupils' knowledge and understanding of the culture of Wales.
81. The school's partnerships with parents, other local schools, higher education institutions and the community are very good and continue to develop well. The school provide parents with information about the work to be taught during the year and with regular newsletters and parents' evenings and there is a constructive home/school agreement in place.
82. The pupils benefit from a range of activities that increases their awareness and understanding of the 'world of work' throughout the school. A number of visits are made by professional, public safety and other work based people to tell pupils about their duties and work, and support with school projects. Visits are also made to some local businesses and they in turn support the school with donations to support school based fund raising activities and projects.
83. There are a few examples where pupils have gained business based activities such as producing a school newspaper and they are currently involved with

designing, producing and selling Christmas card packs. However, such opportunities to provide the pupils with entrepreneurial experiences are limited.

84. Pupils develop an excellent understanding of sustainable development and conservation issues particularly at key stage 2 through energy efficiency awareness initiatives and a comprehensive recycling programme. The school council and eco group are currently involved with environmental improvements to the school grounds. Currently the school is working towards achieving the Green Flag award and the extent to which pupils and staff are involved is an outstanding feature of the work of the school.
85. Pupils' awareness and understanding of other cultures the wider international dimension and global citizenship is good. Through the PSE programme, assemblies, class based activities and recent international contacts this is a developing aspect of the school's provision.
86. The school plays an active role in laying the foundations for lifelong learning. National priorities such as the Basic Skills Quality Mark, the long standing involvement with the 'Healthy Schools' initiative and the promotion and understanding of sustainable development, diversity and equal opportunities are strengths of its provision.

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

<b>Grade 2: Good features and no important shortcomings</b>
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87. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
88. The school provides pupils with good care, support and guidance and works very closely and effectively with external agencies to ensure this. In addition to the support provided through the tracking of pupils' progress, a good feature is the use of a 'cause for concern' sheet by staff to alert the SENCo of possible educational problems.
89. The school has good arrangements for working in partnership with parents and carers. In addition to the good range of information provided, their views have been sought on the effectiveness of the school's provision through questionnaires.
90. The school is good at encouraging and supporting the involvement of pupils in the consultation and decision making processes. The views of the school council and eco group are implemented effectively and there has recently been a pupil and parents' questionnaire on eliminating bullying.
91. An outstanding feature of the school's provision is the very effective way children are enabled to settle into the nursery. This is also a good feature across the school as pupils progress through the year groups, where transition arrangements are well planned and securely embedded. Another strong feature is the good programme for pupils when they transfer to the secondary school.
92. The school's monitoring of attendance, punctuality, behaviour and academic guidance is good. Registration periods are well organised with the recording of attendance meeting Welsh Assembly Government (WAG) guidelines. The

rewards system encourages good attendance and positive behaviour. The tracking of pupils' progress is good.

93. The PSE programme is well planned and comprehensive. Several external agencies play a very good part in supporting the delivery of the programme. It covers many areas of the curriculum and supports the development of key initiatives including global citizenship, diversity, race relations, equality and inclusion. Class discussions are used effectively for developing pupils' confidence and taking responsibility for their actions.
94. The school council plays an important part in the life of the school. It provides an effective 'voice' for the pupil body and enables pupils to receive good opportunities to develop their decision making and social skills. It is particularly proactive in identifying and supporting pupil involvement in personal, social and health education matters.
95. The child protection policy is clear and has recently been reviewed. The school's procedure for dealing with any issue of concern and the most appropriate course of action is outlined clearly. Staff and governors have been made fully aware of procedures within the school and of their roles and responsibilities.
96. The school is a secure environment and protects the pupils from harmful situations and regularly reminds them of health and safety through its daily procedures and displays. A clear health and safety policy is in place.
97. Provision for ALN has good features that outweigh shortcomings. The school's procedures for identifying pupils with SEN at an early stage are effective. Good use is made of baseline assessment and teachers' early monitoring to identify those who would benefit from additional support and from the provision of an individual education plan (IEP). They are clear and record specific targets and required strategies for teaching, together with criteria for the successful achievement of targets and a date for review.
98. Support for pupils with SEN is effective and this enables them to make good progress. An effective range of strategies are used, including small group and individual support. Pupils with statements of SEN are also supported well. The recently appointed SENCo has made a good start on reorganising provision and the overall management of ALN is good. However, support for more able and talented pupils is in an early stage of development and at present they are not given sufficiently challenging work which matches their capabilities. This is a shortcoming that has been identified in the SIP.
99. Support for pupils with behavioural difficulties is good, and is enhanced by well timed co-operation from outside support agencies. The school's arrangements for eliminating harassment, any signs of oppressive behaviour or discrimination are effective. Support for pupils with EAL is good and enables them to make good progress in their acquisition of language.
100. There are clear policies on equality, inclusion and diversity matters. Multicultural themes are promoted effectively through religious education, dance, music and geography. The importance of racial equality and challenging stereotypical attitudes are effectively developed through PSE, assemblies and class discussions.
101. The school has made several alterations to the building and, by its ethos of care, ensures everyone is included and treated equally. However at present it has only

a draft disability equality scheme in place and its accessibility plan requires completion.

## **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 headteacher provides good pastoral leadership for the school. His vision for the school is reflected in its mission statement which expresses its commitment to developing the full potential of each individual in a happy, secure environment which is based on mutual respect. At the same time, he demonstrates care and concern for both staff and pupils and a firm commitment to the inclusion of pupils and all staff in all aspects of school life.
104. The way in which the school's aims and values are clearly reflected in the daily life and work of the school is good. There is a clear sense of common purpose and all staff members are committed to the school's aims and values which they promote both in their work and through personal example. The headteacher, deputy headteacher and staff succeed in creating a caring ethos and an inviting and stimulating environment which promote equality for all and effective learning.
105. The SLT support the headteacher effectively and make a substantial contribution to the management of the school. Subject co-ordinators provide effective leadership and they monitor standards in their subjects identifying areas for improvement. These are shared with colleagues in order to ensure they understand what is expected of them in the process of raising standards.
106. The school takes good account of national priorities. The raising of standards in literacy and numeracy are on-going targets and the school has invested considerably in preparing for the foundation phase, which is being implemented well. An effective start has also been made on introducing the skill-based curriculum. Another priority is the school's commitment to sustainability, which has led to pupils having an excellent understanding of this aspect of the wider curriculum.
107. The headteacher and SLT analyse the school's performance data well and use the information effectively to compare the school's results with local and national averages and to set targets. Although the process is effective overall there is insufficient challenge for more able pupils. Challenging and realistic targets are set for each year group and the end of each key stage.
108. Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual.
109. The governing body is very supportive of the headteacher and staff. Governors receive a termly report from the headteacher which informs them of all aspects of the school's life and work. The monitoring of provision by governors takes the form of sitting in on lessons and talking to both pupils and practitioners.

110. Governors are proud of the school and contribute positively to school improvement. Some come into school to work with pupils and others contribute by sharing their expertise with the school. The governing body approves each target and also has opportunities to make contributions to the SIP. Although nearly all legal requirements are met, governors have yet to ratify the school's disability equality scheme and accessibility plan.

**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 match the judgement made by the school in its self-evaluation report.
112. The schools' procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information. Leaders are well informed about the school's performance and subject leaders have developed detailed action plans, which are rooted in careful monitoring of standards and provision.
113. Good account is taken of the view of all interested parties. Pupils are consulted through the school council, which provides a very good 'voice' on pupils' affairs. Parents are contacted regularly for their views. There are good links with the high school, other schools in the area and the LA. All are well informed about the school's procedures for self-evaluation.
114. The self-evaluation report produced for the inspection was a well written document, which clearly expressed its view about the school's performance and provision. The judgements of the inspection team matched those of the school in all of the seven key questions.
115. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are effectively included as targets in the SIP. Targets are realistic but challenging.
116. There are several areas where the school can demonstrate that the actions it has taken have resulted in measurable improvement. For example, standards in geography have improved considerably since the last inspection especially in the monitoring of skills. The school has made good progress in addressing most of the other key issues raised by the last inspection, although only minimal improvements have been made to the accommodation.

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

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

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience, which are used well, both in lessons and in the provision of extra-curricular experiences.

119. The quality of pupil support given by dedicated teaching assistants is a strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
120. A range of training opportunities ensures that teachers' and teaching assistants' needs and school priorities are met well. All staff benefit from appropriate training that improves their expertise in different curriculum areas and has a positive effect on standards. In addition, whole-school training is geared towards addressing priorities indicated in the SIP.
121. Periods for teachers to have time for planning, preparation and assessment (PPA) are timetabled effectively. However, lessons covered by support teachers during PPA time are not always taught as effectively as they should. The school has effectively allocated and used resources for workforce remodelling. All teaching and support staff undertake relevant training which contributes significantly to pupils' learning.
122. Pupils have access to appropriate learning resources that match the demands of the curriculum and the quantity is generally good and managed well. New materials are purchased according to priorities on the SIP. The school library is well resourced, as is the ICT suite, which contributes to the raising of standards.
123. The accommodation has many shortcomings. The outside area for nursery and reception children is well designed for the introduction of the Foundation phase and learning through play. However, as the Foundation Phase develops to include Y1 and Y2, the limited available space will become an issue. Likewise the available teaching space for all pupils is very limited; it is not adequate to fully implement the requirements of the Foundation Phase and the skills-based curriculum. Nevertheless, all areas of the school are used well. The buildings are in good decorative order overall and are well maintained. Various displays in the classrooms enhance the learning environment. The school is fortunate to use the large hall of the adjoining community centre.
124. Financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the governing body's finance committee. Good financial protocols enable the headteacher to manage the financial implications of maintaining a very good level of staffing and updating equipment to meet the requirements of the Foundation Phase. All available resources are effectively managed so that the school achieves good value for money.

## **Standards achieved in subjects and areas of learning**

### **Foundation phase for under 5s**

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

125. The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.

#### **Personal and social development, well being and cultural diversity**

**Nursery: Grade 1: Good with outstanding features**

**Reception: Grade 1: Good with outstanding features**

### **Outstanding features**

126. In the nursery and reception class, children develop excellent relationships with adults and with one another. They show outstanding enthusiasm for learning and eagerly explore new experiences.
127. Children in both classes have a very good understanding of the class routines and show outstanding levels of co-operation in activities such as role play and outdoor activities. Behaviour throughout the Foundation Phase is exemplary.

### **Good features**

128. Children leave their parents and carers happily at the start of the school day and the majority quickly become absorbed in the class routines and show good levels of concentration.
129. All children experiment confidently with new learning opportunities. They display a sense of wonder when, for example, they observe the power of the wind and watch leaves dancing on the parachute.
130. Nearly all children play and work independently and persevere to finish their tasks. They show curiosity and interest in all their activities and are eager to investigate, experiment and explore.
131. Children understand the need to share and show kindness and respect towards other children and adults. They understand the need for personal hygiene and show independence when brushing their teeth, putting on painting aprons or washing their hands.
132. Through regular visits and visitors, children are beginning to develop an understanding of their own and other cultures.

### **Shortcomings**

133. There are no important shortcomings.

### **Language, literacy and communication skills**

**Nursery: Grade 2: Good with no important shortcomings**

**Reception: Grade 2: Good with no important shortcomings**

### **Good features**

134. Throughout the Foundation Phase, nearly all children listen well to adults and to their peers, especially during whole class and story sessions. They answer questions confidently and are eager to share their news and ideas with increasing fluency and clarity.
135. Children in the nursery handle books confidently and distinguish between pictures and text. They enjoy listening to stories and show anticipation in finding out how a story will end. More able children retell simple stories in their own words using a good range of vocabulary.
136. In the nursery, children join in enthusiastically when singing or saying rhymes and develop a good sense of the rhythm. Many children recognise their own name and more able children know some letter sounds.
137. All children enjoy mark making and show a good understanding of the functions of writing when they write independently.

138. Children in reception have a good awareness of the sounds of different letters and use these skills effectively when undertaking reading activities. They read familiar words and point and follow a simple story when taking part in group reading activities. More able children read simple stories independently and predict events from pictorial clues.
139. Reception children show great enthusiasm for mark making and use symbols to represent each line of a firework poem. Afterwards they successfully read back their poems with a good level of expression.
140. Many children write their names accurately showing correct letter formation and showing pride in their achievements.

### **Shortcomings**

141. There are no important shortcomings.

### **Welsh language development**

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

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

### **Good features**

142. Children in nursery and reception classes demonstrate good understanding of basic instructions in Welsh by responding quickly and purposefully in a range of situations. Many children respond appropriately in Welsh to simple greetings and phrases.
143. Most children join in confidently with a wide range of Welsh songs and rhymes many showing good pronunciation and enjoyment.
144. Many children count accurately up to five and more able children count to 12 in Welsh and know the names of colours. Older children understand and use Welsh phrases to describe the weather and confidently take on the role of Helpwr Heddiw.

### **Shortcomings**

145. There are no important shortcomings.

## **Mathematical development**

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

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

### **Good features**

146. Children in nursery show a good awareness of number and nearly all children at this stage count confidently to five with more able children counting to 20. Nursery children develop a good understanding of mathematical concepts through singing rhymes and number songs and use creative activities such as making rockets to reinforce their recognition of shapes.
147. During their daily activities, children in nursery engage in a wide variety of sorting, matching and counting activities and in their water and sand play they show good understanding of mathematical language such as full/empty and sink/float.
148. Many children in reception match conkers to numerals working confidently from one to 10 and more able children count to 20. Children show good understanding of the concept of length for example when they make models of long boats following their visit to an aqueduct.
149. Children show good understanding of two-dimensional shapes and this is reinforced by their use in craft activities and in using the roamer.
150. Children in reception understand the concept of time in their own lives and show a good level of awareness of the daily routines of their class using appropriate mathematical language. Many know that they brush their teeth for two minutes and that the sand timer lasts for one minute and needs to be turned over.

### **Shortcomings**

151. There are no important shortcomings.

## **Knowledge and understanding of the world**

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

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

### **Good features**

152. Children in both year groups develop a good understanding of the world through well planned, stimulating role-play experiences and a good range of visitors to school and interesting visits to places of interest.
153. Children in nursery show great interest in the outdoors on a windy day. They describe the effect of the wind on their streamers and flags and show a good understanding of autumn time as they describe the trees and leaves.
154. In nursery, children use a graphics program confidently to create firework pictures. They select colours from the palette, and draw spirals and stars with good mouse control, changing colours and the shape of brushes on the screen. They watch an internet firework display and show basic understanding of safety.
155. In reception, children program a robot accurately to move forward and back using their knowledge of directional words to tell the robot where to go and sequencing up to four key symbols.

156. Children in reception have a very good understanding of firework safety. They discuss safety rules knowledgeably and work cooperatively to build a pretend fire with twigs and erect a barrier around it. They role-play holding sparklers and demonstrate very good understanding of the need for safety and care.
157. Reception children have a good understanding of other cultures. They play in their outdoor 'tepee' and carry pretend babies on their backs in slings explaining why they are carried like this.
158. Following a visit, they accurately explain the purpose of an aqueduct and describe what it is like inside a longboat.

### **Shortcomings**

159. There are no important shortcomings.

### **Physical development**

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

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

### **Good features**

160. Children in the Foundation Phase show a good awareness of their bodies when they run, skip, jump and walk. They participate enthusiastically when they simulate the movements of fireworks and use the space well when taking part in a movement lesson in the hall. Older children refine their movements and confidently perform firework dances outdoors using coloured pompoms to add to the effect.
161. All children in the Foundation Phase use wheeled toys confidently and skilfully manoeuvre their tricycles etc around obstacles avoiding other children.
162. Many children show skill in building castles with blocks and a range of natural materials and the majority handle small tools such as paintbrushes, crayons and scissors with good control. Children show skill in working with modelling dough and use a variety of tools to create effects. They make junk models such as rockets showing dexterity and perseverance and weave skilfully with fabric and ribbons on a large frame.
163. In reception, children understand the importance of brushing their teeth and more able children describe which foods are bad for their teeth.

### **Shortcomings**

164. There are no important shortcomings.

### **Creative development**

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

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

165. Across the Foundation Phase, children sing tunefully in both English and Welsh and show pleasure in rhymes and songs joining in enthusiastically.
166. Many children experiment with musical instruments both indoors and outdoors and the majority know the names of instruments and hold them correctly joining in with a developing sense of rhythm.

167. In nursery, children listen to classical firework music with good levels of concentration and the more able say why they enjoyed it.
168. All children in the Foundation Phase use a good range of materials to create pictures and models. They create exciting firework pictures and show pleasure in combining techniques such as splatter painting and applying glitter to make their paintings effective.
169. In reception, children produce good quality models such as the model aqueduct and long boats and talk knowledgeably about how they have made them.

### **Shortcomings**

170. There are no important shortcomings.

## **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**

171. Pupils across the school have a good understanding of the principles of a fair test. They make sensible predictions and identify variables, and form fair conclusions on the basis of their findings.
172. In both key stages, pupils represent findings of investigations appropriately in a variety of forms, such as posters, graphs and diagrams, and interpret information appropriately.
173. In key stage 1, pupils in Year 1 name a number of light sources correctly. They know that the sun is the main source of light and that objects can be seen because they reflect light. Pupils listen well and respond to scientific ideas with their own comments and suggestions about how they could carry out an investigation.
174. Pupils in Year 2 have a good knowledge of electricity. They use appropriate scientific vocabulary to describe a variety of appliances that are run by batteries. They know that electricity runs through wires, and that an electricity meter is used to record power usage. Some more able pupils construct simple circuits.
175. In key stage 2, pupils in Year 4 predict, measure and explain changes in temperature. They carefully measure the temperature of two bowls of water and record their findings accurately. Pupils order the range of results from the lowest to the highest. More able pupils measure the temperature of water every two minutes and record their results. From these, they produce an accurate line graph of the drop in temperature over time.
176. Pupils in Year 5 group food into different categories. They carry out their own investigations into types of food and record their findings using appropriate charts.
177. In Year 6, pupils have good understanding of forces. They plot lines of force on diagrams, explaining which direction the force is acting. More able pupils are beginning to understand the difference between potential and kinetic energy. Nearly all pupils know that gravity is a force and understand how it acts on a

body. Pupils describe what they have learned and identify the ways that work best when carrying out an investigation.

### **Shortcomings**

178. There are no important shortcomings.

## **Information and communications technology**

**Key stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

179. Pupils' ICT skills in key stage 1 are developing appropriately. Older pupils in key stage 1 know how to retrieve and save their work. They navigate the file system on the server quickly to find their own folder. Pupils use menus to select items.

180. Younger pupils in key stage 2 are developing satisfactory skills in using a database. Pupils enter data and understand that poor quality data will lead to poor quality output.

181. Pupils organize their tasks well and use computer software to create, organize and present their information in interesting ways. They use ICT to find information from a given source and use this information to create graphs of pupils' transport to school, for example.

182. Pupils in Year 4 use word processing programs well to produce a newspaper report. They combine text and graphic effectively and have well developed basic ICT skills. Most are well aware of the main controls of the program and use these to create the effects they want. They build well on prior knowledge to produce professional-looking results.

183. In Year 5, pupils broadly plan their tasks and combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. They use ICT to explore patterns and relationships. Pupils discuss and begin to form opinions about some of the issues raised by the use of ICT and internet safety. Pupils manage their workspace effectively and show a good awareness of the basic functions of hardware and software.

184. Pupils in Year 6 plan their tasks for purpose. They combine a variety of information and media when creating, refining and developing their own ideas and information. Pupils create their own models and investigate the effect of changing data. They experiment with spreadsheets to create different formulae for calculating the area and perimeters of rectangles. Pupils form sound opinions about issues raised by the use of ICT.

### **Shortcomings**

185. More able pupils in key stage 1 and Year 3 do not have sufficiently well developed skills because the work they are given does not challenge them to achieve the levels of which they are capable.

186. Pupils' standards in the use of data in Year 3 are underdeveloped.

## History

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

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

### Good features

187. In key stage 1, pupils make good progress in their historical enquiry skills as they use a range of sources such as photographs, illustrations and artefacts to find out about the past. They ask and answer questions about the past and are beginning to make some informed judgements based on historical evidence. They very skilfully sort seaside postcards into two sets, past and present, using their observational and deducting skills well to describe the features of each postcard.
188. Through visits to museums, comparing old and new toys and by learning what clothes were worn in older times, key stage 1 pupils make good progress in their historical knowledge and understanding.
189. By Year 2, pupils' chronological awareness is well developed. They realise that the past can be divided into different periods and use the appropriate historical vocabulary when describing events in the past. Pupils develop their co-operative and literary skills well as they study the effects of the Second World War on the community and write letters as if they were evacuees.
190. In key stage 2, pupils demonstrate good historical knowledge and understanding and use their historical enquiry skills effectively. They make intelligent comparisons between a Tudor home and a Victorian slum, describing the social life of the period in some detail. When identifying the cause of the Great Fire of London, pupils record and organise historical evidence very effectively demonstrating a good understanding of cause and effect.
191. Pupils in Year 6 are very well-informed about the bombing of cities during the Second World War. They show a very mature understanding of how posters, propaganda and various forms of persuasive writings were used to influence public opinion. Through very good research skills using literature and the internet, they relive the tensions caused by evacuation of children from the cities most vividly demonstrating a strong sense of empathy for both children and their parents.

### Shortcomings

192. There are no important shortcomings.

## Geography

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

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

### Good features

193. Pupils in key stage 1 know and explain their routes to school well. Their awareness of their own locality and of places beyond is developing well. Using different kinds of maps, pupils name and locate human and physical features confidently, within their own locality. Many pupils use ICT skills to plot routes around a village.

194. Pupils in both key stages know that people can affect the environment positively and negatively, both locally and in the wider world. Their understanding of looking after the environment is good.
195. In key stage 2, pupils' knowledge of their locality and beyond is developing well. Pupils in key stage 2 produce booklets, researching the topic using atlases and ICT effectively. They investigate the human effects on the landscape and classify them accurately. They confidently identify the oceans and continents on a world map and can use co-ordinates to plot locations on a map accurately.
196. In upper key stage 2, pupils pose relevant questions, identify geographical patterns and offer competent explanations of geographical processes. They describe the physical features of rivers and show good understanding of the effects of human activity on them.
197. Pupils produce good quality work that demonstrates very good thinking skills especially when commenting on the use of water. They use maps confidently and use them effectively to plot routes in the locality. They describe the features of coastlines and have used good investigative skills to study the effects of coastal erosion.
198. In their enquiry work, using specific subject language, older pupils compare and contrast their own locality in Wales with that of several other countries such as Germany, and two countries in Africa. Through their work on global citizenship, and through discussion and collaboration, problem-solving skills and investigation, pupils clearly identify geographical features and developments in both communities.

### **Shortcomings**

199. There are no important shortcomings.

<b>Physical education</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

200. Throughout the school, pupils warm up and cool down effectively and show a good understanding of the effect of exercise on their bodies. They respond appropriately to instructions and directions in both Welsh and English and work sensibly individually, in pairs and in small groups.
201. In key stage 1, pupils find a variety of ways of travelling and jumping in a range of ways with increasing control. When moving to music, many keep in step and clap with the rhythm of the beat and show enjoyment in country dance activities.
202. Older pupils in key stage 1 demonstrate dance movements to simulate fireworks. They co-operate well in small groups and try hard to produce simple sequences of balances and jumps. They take responsibility for taking out apparatus and putting it away again.
203. In key stage 2, pupils successfully listen to the beat of Tudor music and match their steps to the beat. They build up a simple dance and evaluate their own performances and those of others.

204. In upper key stage 2, a minority of pupils demonstrate effective gymnastic skills through good quality movements. They change direction and speed and work at a variety of levels using a range of contrasting actions to jump, roll, balance and travel. They make good use of simple apparatus to extend their activities.
205. At the upper end of key stage 2, many pupils show a good level of hockey skills. They consolidate and apply skills previously acquired and display good ball control and handling skills. They effectively evaluate the performance of others and suggest ways in which it can be improved.
206. Pupils at the upper end of key stage 2 take part in swimming lessons and by the end of the key stage, the majority of pupils can swim unaided and competently.

### **Shortcomings**

207. Pupils make insufficient progress in gymnastics and dance at both key stages.
208. In gymnastic lessons a minority of pupils do not show sufficient control, balance and quality of movements.
209. Pupils' skills in dance are not as well developed as those in other aspects of the subject.

## **School's response to the inspection**

The headteacher, staff and governors would like to thank the registered inspector and his team for their thoroughness and professionalism during our inspection.

We are pleased with the findings of the inspection report and that the grades of the inspection team match the school's self evaluation in the seven key questions.

We are particularly pleased the report recognises that:

- the education provided by the school meets the needs of pupils well. Standards are above age-related expectations at the end of Y6 and pupils make good progress in relation to their starting points and capabilities. As a result their achievement is good;
- the school provides a stimulating and caring environment for its pupils;
- the promotion of pupils' personal development, including their spiritual and moral development, is outstanding;
- the teaching is good and pupils clearly enjoy learning;
- there are excellent relationships between pupils, staff and all involved in the school;
- it is well led and managed;
- the promotion of education for sustainable development is outstanding;
- the quality of pupil support given by dedicated teaching assistants is a strength of the school; and
- an outstanding feature of the school's provision is the very effective way children are enabled to settle into the nursery;

The governing body will draw up an action plan to respond to the recommendations made by the inspection team and incorporate it in its programme of continuous improvement for the school.

## Appendix 1

### Basic information about the school

Name of school	St Mary's CiW VA Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 - 11
Address of school	Park Street Ruabon Wrexham
Postcode	LL14 6LE
Telephone number	01978 820979
Headteacher	Mr R Berwyn Thomas
Date of appointment	April 2001
Chair of governors	Rev Michael Harrison
Registered inspector	Mr Stephen Dennett
Dates of inspection	3-5 November 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12.5	26	17	29	27	29	28	24	192.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.8:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	94.7	90.7	95.0
Spring 2009	91.2	93.9	93.1
Summer 2009	92.0	91.6	95.2

Percentage of pupils entitled to free school meals	16
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

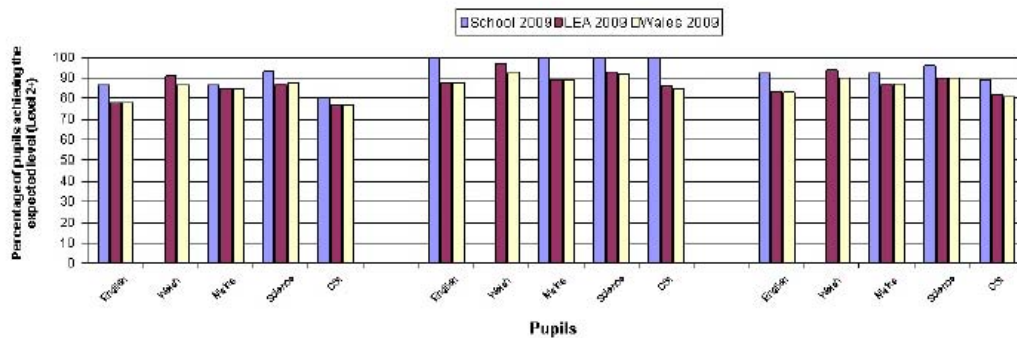
St Mary's Church in Wales  
Wrexham

LEA/School no: 665/3341

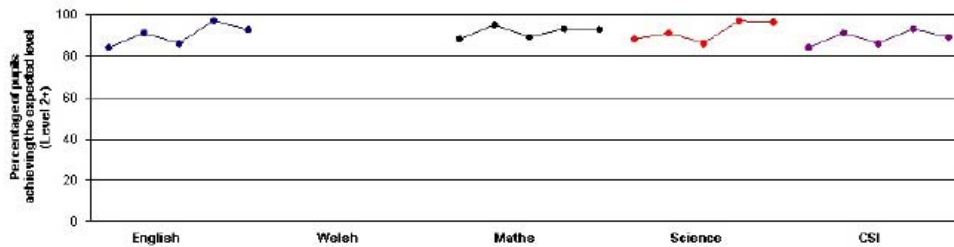
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	87	78	78	100	88	88	93	83	83
Welsh	-	91	87	-	97	93	-	94	90
Maths	87	85	85	100	89	89	93	87	87
Science	93	87	88	100	93	92	96	90	90
CSI	80	77	77	100	86	85	89	82	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		75		84		92	93
Welsh		85		93		100	
Maths		80		88	93	96	
Science		85		92	96	100	
CSI		74		82	89	90	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 17/09/2009

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This report uses data for 2009 for LEA and Wales comparative information

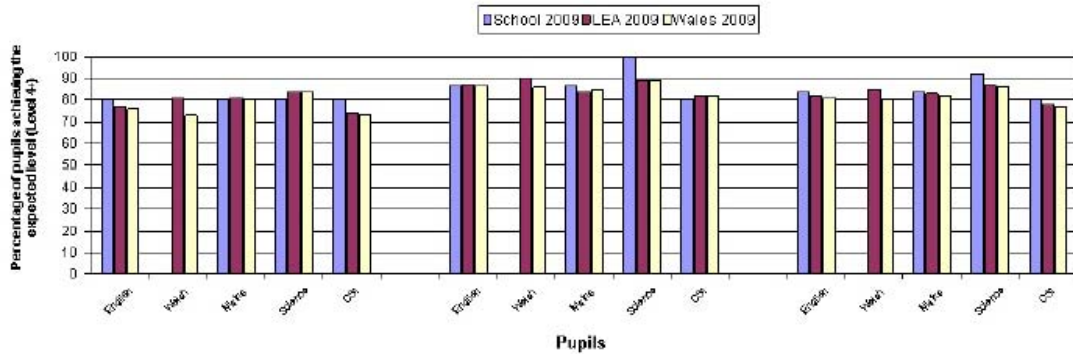
St Mary's Church in Wales  
Wrexham

LEA/School no: 665/3341

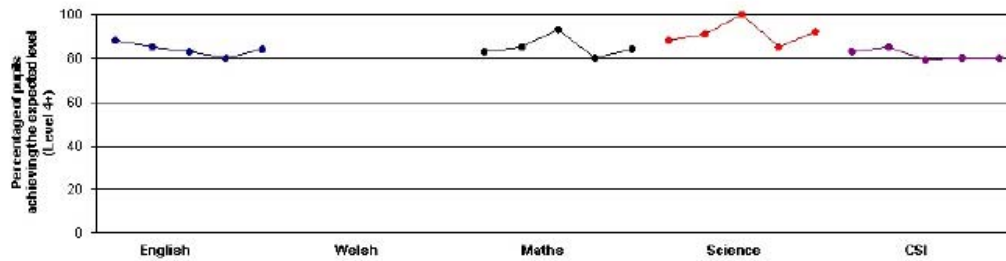
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	80	77	76	87	87	87	84	82	81
Welsh	.	81	73	.	90	86	.	85	80
Maths	80	81	80	87	84	85	84	83	82
Science	80	84	84	100	89	89	92	87	86
CSI	80	74	73	80	82	82	80	78	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		74		82	84	87	
Welsh		67		78		89	
Maths		76		83	84	88	
Science		80		88	92	94	
CSI		69		77	80	83	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of 10 inspector days at the school. A peer assessor also spent three days in the school. The inspection team was assisted by the school's nominee. The inspection team met prior to the start of the inspection.

These inspectors visited:

- 32 lessons or parts of lessons;
- registrations, assemblies and acts of collective worship, and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- teachers and support staff;
- groups of pupils in all classes;
- the school council, and
- other interested parties associated with the school.

The team also considered:

- the school's self-evaluation report;
- 46 responses to a parents' questionnaires, the majority of which were positive;
- documents provided by the school before and during the inspection;
- a wide range of pupils' past and present work, and
- samples of pupils' reports.

After the inspection, the team held meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	<b>Led on :</b> Context, Summary, Recommendations and Appendices Key Questions 1 and 5 science, information and communications technology <b>Contributed to:</b> Key Question 4
Mr Gwynoro Jones Lay Inspector	<b>Led on:</b> Key Question 4 <b>Contributed to:</b> Key Questions 1 and 3 Recommendations
Mrs Susana Parsons Team Inspector	<b>Led on:</b> Key Questions 2 and 3 The Foundation Phase and physical education <b>Contributed to:</b> Recommendations
Mr Enir Morgan Team Inspector	<b>Led on:</b> Key Questions 6 and 7 geography and history <b>Contributed to:</b> Key Questions 1, 2 and 3 Recommendations
Mrs Ceri Williams Peer Assessor	<b>Contributed to:</b> All key questions
Mr R Berwyn Thomas	Nominee

### **Acknowledgement**

*The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of St Mary's CiW VA Primary School for their co-operation and assistance both before and during the inspection.*

### **Contractor:**

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