

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

A report on the quality of education in

**St Paul's Church in Wales Voluntary Aided Primary School
Bowling Bank
Isycoed
Wrexham
LL13 9RL**

School number: 6653347

Date of inspection: 24 November 2009

by

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Introduction

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

The inspection of St Paul's Church in Wales Voluntary Aided Primary School took place between 24/11/09 and 26/11/09. 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

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Context

The nature of the provider

- 1 St Paul's Church in Wales Primary School is located in the village of Isycoed, five miles south-east of Wrexham. The social and economic backgrounds of pupils are neither advantaged nor disadvantaged. Around 12% of pupils are eligible for free school meals, which is below the local authority (LA) and national averages. The school provides education for pupils aged three to eleven.
- 2 Around 7% of the pupils have been identified as having additional learning needs (ALN) and approximately 2% of pupils have statements of special educational need (SEN). Less than 2% of pupils speak English as an additional language (EAL). No pupils speak Welsh as a first language. No pupils are 'looked after' by the LA. At the time of the inspection, there were 52 pupils on the school's roll, including seven children in the nursery (3.5 full-time equivalent).
- 3 The number of pupils on roll has risen since the school was last inspected in January 2004. The present headteacher took up her post in January 2007.

The school's priorities and targets

- 4 The school's mission statement is: *'A caring school, which aims to provide quality learning experiences in a Christian environment'*. The school aims to provide education for the 'whole child' and to maintain high standards.
- 5 The school has a number of relevant priorities and targets, the most important of which are to:
 - make further use of assessment to improve pupils' progress;
 - develop further the Foundation Phase;
 - implement and develop the skills-based curriculum;
 - continue to encourage pupils' use of their bilingual skills;
 - continue to develop pupils' spelling; and
 - develop a hierarchy of key skills for key stage 2.

Summary

- 6 St Paul's is a much improved school, which provides a stimulating and caring environment in which learners thrive. The quality of teaching is consistently good and as a result, learners achieve high standards and make good progress in their learning. The curriculum is varied and provides learners with many opportunities to develop their social and academic skills. There is outstanding provision for those with ALN. The school is very well led and makes outstanding use of the resources at its disposal.

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?	1

- 7 During the time of the inspection, pupils' achievement in subjects inspected in 12 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

- 8 The percentage of lessons where pupils' achievement was graded 1 or 2 (100%) was above the average reported Her Majesty's Chief Inspector's (HMCI) report for 2007-2008 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. It was above percentage of lessons (12%) in which pupils' achievement was grade 1.
- 9 As the number of pupils in each year group is so small, results from teacher assessments are not reported. However, standards have been maintained at levels above the national and LA averages for a number of years.
- 10 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
English	2	2
Welsh second language	2	2
Mathematics	2	2
Design and technology	2	2
Geography	2	2
Music	2	2

- 11 The education provided by the school meets the needs of pupils well. Standards are above age-related expectations at the end of Year 6 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.
- 12 Pupils' key skills are good overall, but their Welsh language skills are not as well developed as other aspects.
- 13 Pupils' attitudes to their work are good. Their behaviour is also good and they are polite, friendly and respectful. Attendance is above local and national averages.
- 14 Pupils' spiritual, moral and cultural development is good overall, although their spiritual and cultural development is not as strong as their social and moral development.

- 15 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

- 16 The quality of teaching in the 12 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

- 17 The percentage of lessons graded 1 or 2 (100%) is higher than the national average reported in HMCI's annual report for 2007-2008 which indicates that teaching is a grade 1 or 2 in 83% of primary schools in Wales. It is slightly above the percentage of lessons (16%) where teaching was grade 1.
- 18 All teachers and support staff support and manage pupils very well, taking into account the needs of individuals and groups of pupils. The support staff provide very effective help and guidance for individuals and groups of pupils. Relationships are excellent at all levels.
- 19 Many teachers demonstrate good up-to-date subject knowledge and familiarity with recent developments. Teachers make effective use of their knowledge by adapting their approaches to ensure a focus on the development of pupils' thinking skills in a range of subjects.
- 20 Planning is effective, with clear learning objectives, which build successfully on pupils' previous experiences. Teachers make effective use of a wide range of methods, which include information and communications technology (ICT) resources. Teachers ensure equality of opportunity for all pupils and ensure that they are treated fairly and with respect.
- 21 The school has developed good and effective systems of tracking and assessing pupils' achievements, progress and attainment. Teachers mark pupils' books accurately and regularly. Pupils have a good idea of what they need to do to improve their work. Reports to parents are clear and informative.
- 22 The school provides a broad and balanced curriculum, which meets statutory requirements. The curriculum is equally accessible to all pupils, is flexible and adaptable to meet the different needs of the pupils, and shows suitable continuity and progression between the different age groups.
- 23 The school takes good account of the skills framework to promote thinking skills and problem-solving skills. However there is insufficient co-ordinated planning of key and basic skills, including bilingualism, to ensure their continued inclusion and progression throughout the school's curriculum.
- 24 The school promotes pupils spiritual, moral, and social development well. However, wider awareness of other cultures and aspects of *Y Cwricwlwm Cymreig* are not promoted sufficiently in all areas of the curriculum.
- 25 Links with parents and the community are good, but links with employers are underdeveloped. Visits are made to places such as Exopac, but there is no staff development through placement in industry.

- 26 Work on sustainable development is good. Lifelong learning is well catered for through a variety of projects and activities. The school has achieved the fourth level of the 'Healthy Schools' award.
- 27 The school makes a positive contribution to pupils' well-being. They are well cared for and clearly enjoy attending school. Parents are well informed about the progress of their child and about school life in general. Parents are welcomed to attend the school with concerns or suggestions at any time.
- 28 Child protection procedures are good and all staff have received the appropriate level of training. Provision for ALN¹ is good with outstanding features. A very effective range of strategies are used, including small group and individual support where necessary. More able and talented pupils are well catered for and they make good progress. Support for pupils with EAL is outstanding and enables them to make very good progress in their acquisition of language.
- 29 Pupils are made aware of diversity issues through the curriculum and visits into the community. Good race relations are promoted through the curriculum and educational visits. The school has appropriate race equality and equal opportunities policies in place.

Leadership and management

- 30 The headteacher provides very good 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. All the staff succeed in creating a caring ethos and an inviting and stimulating environment which promote equality for all and effective learning.
- 31 Governors contribute positively to school improvement. The governing body has opportunities to make contributions to the school's improvement plan (SIP) and they approve targets by discussing them thoroughly at governing body meetings. All statutory requirements are met.
- 32 The schools' procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information. Good account is taken of the view of all interested parties. All are well informed about the school's procedures for self-evaluation.
- 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 six of the seven key questions.
- 34 There are several areas where the school can demonstrate that the actions it has taken have resulted in outstanding improvement. The school has made good progress in addressing all of the key issues raised by the last inspection including significant improvements in teaching.
- 35 The school is very well staffed and all contribute effectively to the overall provision. The school makes outstanding use of funds available from external sources, to enhance its provision for all the pupils. It is very well resourced. The school makes very good use of its accommodation.

¹ ALN - additional learning needs covers: pupils with special educational needs (SEN), pupils with statements of SEN (SSEN), pupils who speak English as an additional language (EAL), pupils with physical disabilities, pupils with emotional and behavioural difficulties (EBD), Travellers, and 'looked after' children (LAC).

- 36 The headteacher manages the school's budget extremely well and the governing body ensure that funding is available to meet the school's priorities and objectives.
- 37 The very efficient and effective use of resources, together with the improvement made by the school since the last inspection, enables the pupils to make good progress and ensures that the school provides very good value for money.

Recommendations

- 38 In order to raise standards further and improve provision, the school needs to:
- R1 Improve pupils' Welsh language and bilingual skill throughout the school; *
 - R2 Improve the promotion of Y Cwricwlwm Cymreig and pupils' awareness of cultural diversity; *
 - R3 Ensure that provision for key and basic skills is systematically and progressively developed in planning across all areas of the curriculum.*

** The school has already identified aspects of this recommendation in its 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 As the number of pupils in each year group is so small, results from teacher assessments are not reported. However, standards have been maintained at levels above the national and LA averages for a number of years.
- 41 The school regularly 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
English	2	2
Welsh second language	2	2
Mathematics	2	2
Design and technology	2	2
Geography	2	2
Music	2	2

- 42 During the time of the inspection, pupils' achievement in subjects inspected in 12 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

- 43 The percentage of lessons where pupils' achievement was graded 1 or 2 (100%) was above the average reported in HMCI's report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. It was above percentage of lessons (12%) in which pupils' achievement was grade 1.
- 44 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.
- 45 The education provided by the school meets the needs of pupils well. Standards are above age-related expectations at the end of Year 6 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.
- 46 Pupils' communications and numeracy skills are good. Standards in speaking and listening are very good in upper key stage 2, but reading is not as strong as other aspects of communications in key stage 1 and lower key stage 2. Pupils have good ICT skills throughout the school. Pupils' independent learning and problem-solving skills are very good at both key stages. Their creative skills are well developed.
- 47 The pupils' Welsh language skills have good features that outweigh shortcomings. 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.
- 48 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. There were no exclusions during the three terms prior to the inspection.
- 49 Attendance is good, averaging 95.6% for the year prior to the inspection. This is 1.2% better than the county average and 2.3% better than the Wales figure. There was no unauthorised absence during the same period. Punctuality is good for the start of day and lessons
- 50 Pupils' spiritual, moral and cultural development is good overall, although their spiritual and cultural development is not as strong as their social and moral development. These latter aspects are outstanding. Pupils respond appropriately in assemblies 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 is good, but their understanding of other cultures needs further development.
- 51 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

52 The findings of the inspection team match the judgements made by the school in its self-evaluation report.

53 The quality of teaching in the 12 lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	83%	0%	0%	0%

54 The percentage of lessons graded 1 or 2 (100%) is higher than the national average reported in HMCI's annual report for 2007-2008 which indicates that teaching is a grade 1 or 2 in 83% of primary schools in Wales. It is slightly above the percentage of lessons (16%) where teaching was grade 1.

55 Where the quality of teaching was judged to be grade 1, the outstanding features include:

- very effective use of ICT to support teaching and learning;
- a wide range of teaching methods used in key stage 1;
- pupils' involvement in assessing each other's achievements in lessons, and
- the relationships between staff and pupils, which successfully promote and support pupils approach to learning.

56 Good features of teaching include:

- learning objectives which are shared with pupils, with strong links to previous learning and a focus on what the pupils are expected to learn, and the criteria for recognising success;
- tasks that are well-matched, taking into account the ability and age difference of the pupils;
- the encouragement of pupils to make decisions in deciding how to undertake tasks; and
- well-planned lessons, supported by good and effective use of resources, which ensures pupils remain focused and well motivated.

57 Staff support and manage pupils very well, taking into account the needs of individuals and groups of pupils. The support staff provide very effective help and guidance for individuals and groups of pupils. Their contribution is an outstanding feature.

58 Teachers demonstrate good up-to-date subject knowledge and familiarity with recent developments. In the best examples, teachers make effective use of their knowledge by adapting their approaches to ensure a focus on the development of pupils' thinking skills in a range of subjects.

59 The staff make every effort to learn Welsh and develop their own bilingual skills. However, there is generally insufficient regular and progressive use of spoken Welsh on an informal basis to develop pupils' bilingual skills to a high level.

60 Planning is effective, with clear learning objectives, which build successfully on pupils' previous experiences. In the best examples, there is outstanding use of a

wide range of strategies and materials, which have been adapted or created to meet the varying needs and abilities of the pupils.

- 61 Teachers ensure equality of opportunity for all pupils and ensure that they are treated fairly and with respect.
- 62 The school has developed good systems of tracking and assessing pupils' achievements, progress and attainment. Teachers evaluate pupils' progress in lessons, and use the aims of the lessons as an effective focus for their evaluations. The pupils know their targets well and understand how they are progressing towards various attainment levels within the National Curriculum (NC). Their involvement in assessing their own performance and recognising their progress is an outstanding feature.
- 63 Teachers mark pupils' books accurately and regularly. The comments are shared with the pupils and they know how to improve their work. Younger pupils' progress is regularly assessed against a series of statements, which cover all curriculum areas as well as their personal and social development. As a result, pupils have a very good idea of what they need to do to achieve the next level in their work. They also regularly assess their own work and that of their peers.
- 64 The school make effective use of attainment tests to indicate how well pupils are performing in order to plan effectively to meet pupils' needs. This process also allows the teachers to highlight any areas for improvement and include this in their planning of further lessons.
- 65 Links with other schools in the locality and with the local high school allows for good moderating and standardisation of pupils' achievements. Portfolios of work show examples of levels of work for mathematics and English within the NC programmes of study. These are being produced as a record of standards for all staff to use as reference. Portfolios of work for other subjects are being developed.
- 66 Reports to parents are clear and informative. The quality of the annual report to parents is good and meets statutory requirements. Nearly all parents state that they are kept well informed about their child's achievement.

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

Grade 2: Good features and no important shortcomings

- 67 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 68 The school provides a broad and balanced curriculum, which meets statutory requirements. The curriculum is equally accessible to all pupils, is flexible and adaptable to meet the different needs of the pupils, and shows suitable continuity and progression between the different age groups.
- 69 The school takes good account of the skills framework to promote thinking skills and problem-solving skills. These, together with other key and basic skills, are included appropriately in lessons. However there is insufficient co-ordinated planning of key and basic skills, including bilingualism, to ensure their continued inclusion and progression throughout the school's curriculum.

- 70 The quality of education for the under fives is appropriate to their needs, and the children are making good progress towards the Foundation Phase outcomes.
- 71 The pupils visit various places in the community to enhance their learning in the classroom. These opportunities extend pupils learning from the classroom, and provide them with learning situations within the locality.
- 72 The school provides a range of after-school activities, which successfully support the curriculum and enhance pupils' social and learning experiences. Members of the community regularly help the school with gardening projects and speaking to pupils about their life experiences. A number of educational trips are made to support the curriculum, including RAF Cosford, Cardiff and Wrexham Museum. A good number of visitors attend the school to help support the curriculum and they have a positive effect on the pupils' work and knowledge of the world.
- 73 The school promotes pupils spiritual, moral, and social development well. Morning assemblies provide opportunities for pupils to discuss various moral aspects of stories presented to them. However, the development of pupils' spirituality and cultural awareness is not as strong as other aspects of their personal skills. Collective worship services comply with statutory requirements.
- 74 The school's 'Europe Week' provides activities which enhance pupils understanding of life, traditions and cultures in other European countries. However, wider awareness of other cultures and aspects of *Y Cwricwlwm Cymreig* are not promoted sufficiently in all areas of the curriculum.
- 75 Links with parents are good. An active 'Friends' group raises around £4,000 each year for the school and various causes. A 'home/school agreement' has been signed by all parents.
- 76 Links with employers are underdeveloped. Visits are made to places such as Coedpoeth Bakery and Exopac, but there are opportunities available elsewhere which are missed. However there is no staff development through placement in industry.
- 77 Work on sustainable development is good. The school has achieved the Silver Eco Schools award and is working towards the Green Flag. A number of items are recycled, for example, paper, cardboard, ink cartridges. Water is collected and stored in water butts and compost is used in the various gardening areas which the pupils tend with the assistance of the caretaker and National Trust support workers.
- 78 Global citizenship is, however, underdeveloped. Links with international schools and communities are limited.
- 79 Enterprise education is underdeveloped. Pupils work on fund raising projects but there are insufficient projects across the year groups where pupils take responsibility for finance decisions, marketing and development.
- 80 Lifelong learning is well catered for through a variety of projects and activities. The school has achieved the fourth level of the 'Healthy Schools' award and work on sustainable development is good. The 'breakfast club' is well attended and there are clubs for gardening and ICT. There are democratically elected school and eco councils in place.

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

Grade 2: Good features and no important shortcomings

- 81 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 82 Pupils are well cared for and clearly enjoy attending school. Parents are well informed about the progress of their child and about school life in general. They receive termly newsletters and attend two annual parents' evenings to discuss their child's progress. Parents are welcomed to attend the school with concerns or suggestions at any time. School information is regularly included in the village newsletter.
- 83 The school council is effectively involved in school life and has every opportunity to influence the provision of equipment and improved procedures, for example, a 'buddy system' for new pupils.
- 84 There are good induction procedures in place to help new pupils to settle. Prospective parents visit the school for a tour and discussion with the headteacher and are provided with an information pack.
- 85 Personal and social education (PSE) is implemented well. The PSE framework is properly covered and pupils' individual needs are monitored and tracked effectively. External agents train staff and governors in areas such as substance misuse and health matters.
- 86 Attendance, punctuality, behaviour and performance are all monitored well. Registration meets requirements. Long term absentees are well supported both at home and when they return to school. There is a 'first day call' system through which the school contacts the home of a child who is absent in the morning without explanation. Parents are aware of their responsibility to report absences so this is rarely necessary.
- 87 Behaviour management focuses on positive reinforcement, although sanctions do exist where necessary. Rewards include house points, individual stickers and the 'Star of the Week' award.
- 88 Provision for healthy development, safety and well-being is good. The canteen provides healthy meals and lunch boxes are monitored for healthy content. All staff have received basic first aid training but the school needs to establish a nominated person to receive advanced training.
- 89 Child protection procedures are good and all staff have received the appropriate level of training. The headteacher is the designated senior member of staff for this and her staff are aware of that. She has a named deputy and a support governor who is herself a specialist in this field. Criminal Records Bureau checks are up-to-date.
- 90 Provision for ALN is good with outstanding features. 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.

- 91 Support for pupils with SEN is outstanding and this enables them to make very good progress. A very effective range of strategies are used, including small group and individual support where necessary. Support for pupils with statements of SEN is outstanding. The headteacher acts as SENCo and the overall management of ALN is very good. There is excellent support for all pupils, including well targeted 'catch up' groups in literacy, which has led to very good progress in pupils writing skills. More able and talented pupils are well catered for and they make good progress.
- 92 Although there are currently no pupils who have identified behavioural difficulties, systems are good and provision is enhanced by well timed co-operation from outside support agencies when necessary. The school's arrangements for eliminating harassment, any signs of oppressive behaviour or discrimination are very effective. Support for pupils with EAL is outstanding and enables them to make very good progress in their acquisition of language.
- 93 Pupils are made aware of diversity issues through the curriculum and visits into the community. Lessons cover various faiths, for example, Islam and Judaism. Pupils easily adapt to the differences between each other. Pupils are given every opportunity to take part in all events. Good race relations are promoted through the curriculum and educational visits. The school has appropriate race equality and equal opportunities policies in place.
- 94 The provision for disabled learners is good, for example, ramped access and a disabled toilet. The Disability Equality Scheme and Accessibility Plan have an appropriate action plan and allow for reasonable adjustments to be made if necessary in the future.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 95 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 96 The headteacher provides very good leadership for the school. Her vision for the school is reflected in its mission statement; '*A caring school, which aims to provide quality learning experiences in a Christian environment*'. The school has moved forward very significantly since the last inspection and there is a clear vision for further improvement. Targets are well focused and clearly articulated.
- 97 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. All the staff succeed in creating a caring ethos and an inviting and stimulating environment which promote equality for all and effective learning.
- 98 Staff support the headteacher effectively and make a substantial contribution to the management of the school. Teachers have a number of curriculum responsibilities and by working together effectively as a team, they ensure that standards, teaching and learning are monitored continually. Support staff also contribute to the whole monitoring process.

- 99 The school takes good account of national priorities. The school has invested considerably in implementing the Foundation Phase and an effective start has also been made on introducing the skill-based curriculum. The schools' emphasis on literacy has resulted in improvements in pupils spelling.
- 100 Staff analyse the school's performance data well and use the information effectively to set targets. Challenging and realistic targets are set for individual pupils and at the end of each key stage.
- 101 Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual.
- 102 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 staff. Governors receive a termly report from the headteacher which informs them of all aspects of the school's life and work.
- 103 Governors 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 has opportunities to make contributions to the SIP and they approve targets by discussing them thoroughly at governing body meetings. The governing body ensures that the school meets all its legal requirements.

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

Grade 2: Good features and no important shortcomings

- 104 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 105 The schools' procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information. Staff are well informed about the school's performance and they have developed detailed action plans, which are rooted in careful monitoring of standards and provision.
- 106 Good account is taken of the view of all interested parties. Pupils are consulted through the school council, which provides a good 'voice' on pupils' affairs. Parents are contacted regularly for their views through questionnaires and informal discussions. There are good links with local high schools, other primary schools in the area and the LA. All are well informed about the school's procedures for self-evaluation.
- 107 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 six of the seven key questions. Where the team did not agree with the school in key question seven, this was because there were sufficient outstanding features to warrant the grade 1 which was awarded to this key question.
- 108 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.

109 There are several areas where the school can demonstrate that the actions it has taken have resulted in marked improvement. For example, standards in geography have improved from unsatisfactory to good since the last inspection, especially in the monitoring of skills. The school has made good progress in addressing all of the other key issues raised by the last inspection including significant improvements in teaching. Overall, school improvement has been excellent.

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

Grade 1: Good with outstanding features

110 The findings of the inspection team do not match the grade 2 awarded by the school in its self-evaluation report. The inspection team found sufficient outstanding features regarding the efficient use of resources to award a grade 1 to this key question. This grade did not match the grades for key questions 1 and 5 because the very good provision in key question 7 has not yet had sufficient time to fully effect pupils overall achievement.

111 The school has a sufficient number of staff, including support staff who have relevant experiences and qualifications to teach and support all aspects of the school's curriculum effectively. The school fully supports each member of staff's pathways towards further personal development through enabling them to attend appropriate updated training courses. Staff also attend courses, which the school has identified as priorities reflecting school curricular needs. The importance given to continued training has enhanced staff expertise and enriched provision across all areas of the school.

112 All the staff work well together to provide an enthusiastic and high quality approach to teaching. The secretary provides valuable support through ensuring the smooth running of the school on a daily basis. The caretaker ensures that the school is kept clean and tidy, and the canteen staff provide a variety of healthy food and provide an efficient service as part of the team.

113 Support staff have clear roles and responsibilities and provide outstanding support and guidance to the pupils.

114 Resources are regularly updated, in accordance with school priorities and each classroom is appropriately well stocked. Information and communication technology resources are used very effectively to enhance teaching and learning. The school library is well stocked and meets the varying needs, abilities and ages of the pupils.

115 The school makes outstanding use of funds available from external sources, to enhance its provision for all the pupils. The ability of the school to obtain funding in this manner and improve the pupils' experiences is an outstanding feature of the school.

116 The organisation of teachers planning, preparation and assessment (PPA) time is very well organised and meets statutory requirements. Teachers use their PPA time effectively to plan their lessons and ensure that the assessment of pupils across all areas of the school's curriculum is thorough and relevant to future provision. The school uses its teaching staff to cover for PPA time and this ensures continuity of provision for the pupils. The headteacher also covers for

teachers' PPA time, and this enables her to monitor the impact of teaching on pupils' standards. These arrangements are an outstanding feature of the school's management structure. Suitable and appropriate arrangements have been made to address workforce remodelling.

117 The school makes very good and effective use of its accommodation. The outdoor activity areas are used extremely well as part of the provision for pupils within the Foundation Phase. Recent significant improvements to the school building have enhanced the accommodation and facilities. The school garden, fitness trail, and outdoor classroom greatly enhance the provision and are outstanding features which fully support and enrich pupils' learning experiences. The school makes very good use of facilities and locations within the locality, such as the church, to enhance the quality of teaching and learning.

118 The school's improvement plan reflects priorities identified in the self-evaluation process. Areas of further development based on the school's priorities are identified and appropriate resources are obtained to ensure that priorities are addressed appropriately. The headteacher manages the school's budget extremely well and the governing body ensure that funding is available to meet the school's priorities and objectives. They work closely alongside the LA to monitor expenditure on a regular basis.

119 The very efficient and effective use of resources, together with the improvement made by the school since the last inspection, enables the pupils to make good progress and ensures that the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

120 In key stage 1, pupils show confidence in talking and listening, particularly where the topics interest them, as, for example, when discussing the kind of home lived in by the Three Bears. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

121 In Year 2, pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, such as Goldilocks and the Three Bears.

122 Standards in writing are good in key stage 1 and pupils are making good progress in their learning, therefore achievement is good. When re-telling the story of Goldilocks, pupils' writing communicates meaning using appropriate and interesting vocabulary, and showing some awareness of form.

- 123 Pupils' ideas are developed effectively in a sequence of sentences, often with capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
- 124 Pupils' speaking skills in upper key stage 2 are very well developed and pupils make very good progress in their language development. Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- 125 In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They develop their talk purposefully and when expressing opinions they provide reasons to support their views. Pupils describe the 'Myst' scenario very well and make sensible suggestions about how the story can proceed.
- 126 Pupils in key stage 2 show a good understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.
- 127 In key stage 2, older pupils' diary writing is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. Pupils are beginning to extend meaning and use different sentence structures. Most organise their writing into paragraphs.
- 128 Pupils' spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.
- 129 The writing of more able pupils' in key stage 2 is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions about the 'Myst' adventure, supported by good reasons. Pupils' vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented.

Shortcomings

- 130 In key stage 1 and lower key stage 2, pupils have a limited range of strategies to help them read and they rely too heavily on phonic clues.

Welsh second language

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

- 131 Most pupils, at both key stages, show enthusiasm when using Welsh in formal situations. They show good pronunciation of words and phrases with appropriate

expression. They respond appropriately to requests indicating good listening skills.

132 Most pupils in key stage 1 correctly identify specific words within a simple text, and read individual words and phrases correctly when presented on cards. They sing simple songs expressing feelings such as sad or happy.

133 Many pupils ask each other basic questions such as 'Pwy wyt ti?' (Who are you?) and reply appropriately using clear, meaningful responses. They have a good understanding of colours, and use them in a correct context when describing clothes that a Teddy Bear might wear, or clothes they might wear themselves in summer or winter.

134 Most pupils in key stage 2 using sentence structure and patterns confidently when writing and when speaking. They use appropriate phrases to state the type of sports they like and which ones they do not like. They have a good knowledge of how to write or say negative sentences such as 'I don't like to play cricket'.

135 Older pupils use correct punctuation to convey appropriate meaning and read their work out clearly with good expression. They use various questions when creating dialogue based on how to ask for specific items in a café, and older pupils use appropriate verbs in the past tense to state where they went at the weekend.

136 A few of the more able pupils use a variety of extended sentences to express themselves in their writing and when speaking.

137 Many pupils refer to a map of Wales to find specific towns and locations and what type of sporting activity might take place there.

Shortcomings

138 A few pupils find it necessary to refer to language patterns to take part confidently in oral discussions.

Mathematics

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

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

Good features

139 Most pupils in key stage 1 show a good understanding of counting and ordering numbers. Most pupils correctly add and subtract numbers up to 10, and 20.

140 Many pupils recognise and name several two and three-dimensional shapes, and indicate parts of a house which contain these shapes. They identify simple features of three-dimensional shape making use of the correct mathematical terms.

141 Most pupils choose a variety of equipment and materials to measure various items. They use non-standard units, through using link blocks, and provide reasons why standard measurements such as centimetres are used more often. They accurately measure various items in the classroom, such as the height of a Teddy Bear, and record these carefully. Older pupils use rulers confidently to measure a variety of items and correctly state their length in centimetres.

- 142 Pupils use specific data to create various graphs, for example to indicate how many people in their family, or the colour of pupils' hair in the classroom. They show good knowledge of how to use number in everyday activities and make good progress in mathematics.
- 143 Pupils in key stage 2 show that they are aware of different strategies and methods to solve a problem. They explain these methods well and choose the one, which is most relevant to specific tasks. They use correct mathematical language and terms when explaining strategies.
- 144 Pupils measure accurately using millimetres, centimetres and metres, and convert metres into centimetres confidently. Many pupils work out the perimeter of given rectangle shapes and other irregular shapes, accurately.
- 145 Many pupils show good mental calculations when solving mathematical problems, and know how to determine a number, which is equivalent to a percentage, such as identifying 20% of 100.
- 146 Most younger pupils in key stage 2 know how to subtract a specific amount of money from a given sum, such as subtracting 12p from 86p.
- 147 Older pupils in key stage 2 show good understanding of number. They are confident when adding and subtracting numbers, and when applying these to money calculations and other practical situations. They change decimal numbers into percentages accurately, such as stating that 0.25 is equivalent to 25%.
- 148 Many older pupils carry out investigative work confidently, such as drawing up a timetable for a visit to Conwy, and comparing the cost of travelling by bus as to the cost of travelling by train.
- 149 The pupils show good progress in mathematics through the effective application of number to everyday activities.

Shortcomings

- 150 There are no important shortcomings.

Design and technology

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

- 151 Standard are good and pupils are making good progress in acquiring basic skills. They experiment with materials and make sensible suggestions about how to proceed with their designs.
- 152 In key stage 1, when designing and making, pupils ask questions and suggest ideas for making things based on their examination of familiar products and their experience of using materials, ingredients and techniques. They use pictures and words to convey what they want to do.
- 153 Younger pupils in key stage 1 use utensils appropriately to assemble and mix ingredients for their 'teddy bear biscuits'. Pupils talk about what they like or dislike about what they have made.

- 154 Older pupils design a coat of many colours for Joseph. They also design and make wind spinners using sponge printing. Pupils carefully cut out snowflake patterns. They use construction materials to produce different structures, such as hotels, fire stations and a zoo.
- 155 In key stage 2, pupils in Year 4 gather given information to support their ideas when designing and making. They draw on their developing knowledge and understanding of materials and components to develop their ideas, and begin to consider sustainability issues related to the materials and ingredients they are working with. They use labelled sketches, and models to develop and show the detail of their designs.
- 156 Pupils use tools and techniques to cut, shape, join and mix materials. Their Anderson shelters, for example, are similar to their design intentions and any changes are identified.
- 157 When designing and making, more able pupils in Year 4 gather information independently and use it to help generate a number of ideas. Their sketchbooks show they develop ideas for product recognising that users have views and preferences and consider sustainability. They illustrate alternative ideas using sketches, models, and make choices between them based on their experiences.
- 158 Pupils outline what they are going to make and how they are going to make it. They select and use appropriate tools and equipment when working with a range of given materials, and produce functional products. They evaluate their work as it develops, making changes when necessary
- 159 In Year 6 pupils develop an outline design specification using supporting information gathered from various sources, and use it to help generate a number of imaginative ideas for products considering the user, health and safety and sustainability. They research a range of their ideas using sketches, models and ICT.
- 160 In their sketchbooks, pupils produce drawings with outline dimensions and sequence what they are going to do. They evaluate their work as it develops, bearing in mind their original intentions.
- 161 When designing and making their shelters, pupils in Year 6 gather information independently and use it to help generate a number of ideas. Standards in designing and making are good and pupils are making good progress in their acquisition of key skills. Pupils make good use of simple tools and equipment to refine and develop their shelters. They use glass paper appropriately to produce a good finish. Outcomes are good and show some skills in joining wood.

Shortcomings

- 162 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
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Good features

- 163 Most pupils in key stage 1 correctly identify various features seen at the seaside and compare these to features seen in their immediate environment around

Isycoed village. They distinguish between natural features such as mountains, rivers, sand, or seashells and those that are made by man such as houses, the church, or boats.

164 Pupils locate natural features such as a lake, a river or a mountain on a map of an imaginary island, showing where they might see these features on a real island. They know how to use a basic grid reference and can name the location of specific items. They show good knowledge of the four points of a compass and can indicate features they can see when looking in a certain direction.

165 Most younger pupils in key stage 2 draw accurate plans of the main features within their village and identify shops, the church and the school. They correctly identify the four countries of the United Kingdom, and the counties of Wales, locating them accurately on a map. They identify France, Italy and Poland on a map of Europe locating their respective capital cities on a map of the country.

166 In key stage 2, many pupils make good comparisons between features found in Wrexham and in Conwy. They identify features, which define Conwy as a tourist centre and identify the type of work undertaken by people in order to improve the economy at a harbour town. Many pupils correctly identify the different jobs undertaken in small businesses on a nearby industrial estate.

167 Many younger pupils plot a route, which they might travel on a journey from Wrexham to Conwy. Older pupils identify specific places and towns they may travel through in their journey. Most pupils show good map reading skills in these activities.

168 Older pupils in key stage 2 make effective use of an Ordnance reference map to indicate features within a locality, and show a good understanding of map symbols for specific features. They show good investigative skills when searching the Internet for weather reports from various European locations, and make effective use of information in newspapers to record the weather in specific towns within the United Kingdom.

169 Many older pupils have a very good appreciation of the need to look after the environment. They carry out investigative research into the importance of sustainability and why people should conserve water.

Shortcomings

170 There are no important shortcomings.

Music

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

171 Pupils in key stage 1 make instruments using recycled materials. They construct and play shakers, drums and rattles. Pupils use these instruments to compose music for fireworks. Pupils discuss their compositions and describe what they sound like.

172 Pupils in year 2 record their compositions using simple notation. They play an instrumental part using a limited range of notes. They work with others to create compositions which have a simple musical shape, revising their ideas where

necessary. They make distinctions within musical elements and discuss how effectively these elements are used.

- 173 Pupils in key stage 1 sing simple songs in tune. They create different sounds using a range of instruments. Many show they can create loud and quiet sounds on the same instrument. They suggest sounds that could make a story more interesting.
- 174 In key stage 2, pupils compose music using a wide range of instruments, for example fireworks songs and tunes. Pupils understand simple standard notation and use this to record their compositions. They have a good knowledge of nineteenth and twentieth century composers, and have studied music of the mediaeval period.
- 175 Working with others, pupils devise and undertake simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements. They make distinctions within musical elements in describing, comparing and making judgements about different kinds of music.
- 176 More able pupils in key stage 2 develop and organise material within appropriate musical structures and they evaluate and refine their compositions. They discriminate within musical elements and recognise the main characteristics of, and evaluate, a variety of music, for example that produced by mediaeval instruments.
- 177 Pupils in key stage 2 devise and undertake simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements. They make distinctions within musical elements in describing, comparing and making judgements about different kinds of music.
- 178 When appraising music, pupils recognise that the harp is the national instrument of Wales. Pupils evaluate different mediaeval instruments and sustain simple drone sequences in the pattern 'ABA'. Pupils use chime bars to create their own simple melodies in mediaeval style.
- 179 Most pupils in Year 6 know the difference between wind, string and percussion instruments and can identify these when listening to music. Pupils understand the meaning of 'pitch', 'phrase' and 'dynamics'. Standards are good and pupils are making good progress in their knowledge and understanding of musical forms.

Shortcomings

- 180 There are no important shortcomings.

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.

The staff welcomed the constructive dialogue with inspectors and appreciated the courteous way in which they performed their observations and evidence gathering.

We are extremely pleased with the findings of the inspection report and that the inspection team agreed with our own evaluation. We are delighted that they upgraded one key question. It confirms the significant progress the school has made towards improving standards since the last inspection.

The school is very proud that it was noted and identified as an outstanding feature, 'the relationships between staff and pupils successfully promote and support pupils approach to learning'.

Parents will welcome so many positive elements in this report including the fact that the school provides very good value for money. The school is very proud of the team effort made by everyone to achieve this for every pupil in our school.

An action plan will be drawn up following the publication of the inspection report and this will be shared with parents.

Appendix 1

Basic information about the school

Name of school	St Paul's CiW VA Primary school
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Bowling Bank Isycoed Wrexham
Postcode	LL13 9RL
Telephone number	01978 661556

Headteacher	Mrs Nicola Booth
Date of appointment	January 2007
Chair of governors	Rev Alan Suter
Registered inspector	Mr Stephen Dennett
Dates of inspection	24-26 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	3.5	7	2	7	6	9	6	8	52

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.5:1
Pupil: adult (fte) ratio in nursery classes	7:1
Average class size, excluding nursery and special classes	20.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	92.7	85.3	96.3
Spring 2009	94.3	93.1	94.2
Summer 2009	92.2	96.5	96.1

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

Appendix 3

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83	In Wales	81

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included.		

National Benchmark data was also omitted because the number of pupils was fewer than 10.

Appendix 4

Evidence base of the inspection

A team of three inspectors spent a total of six inspector days at the school. The inspection team was assisted by the school's nominee. The inspection team met prior to the start of the inspection. There was no peer assessor on this inspection.

These inspectors visited:

- 12 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;
- 21 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	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 English, design and technology, music Contributed to: Key Question 4
Mr Dylan Jones Lay Inspector	Led on: Key Question 4 Contributed to: Key Questions 1 and 3 Recommendations
Mr Glyn Griffith Team Inspector	Led on: Key Question 2, 3 and 7 Welsh, mathematics and geography Contributed to: Key Questions 1, 2 and 3 Recommendations
Mrs Nicola Booth Nominee	Contributed to all key questions.

Acknowledgement

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

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