

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

**St. Peter's Church in Wales Primary School  
Chapel Lane  
Rossett  
Wrexham  
LL12 0EE**

**School Number: 665/3028**

**Date of Inspection: 3<sup>rd</sup> – 6<sup>th</sup> October 2005**

**by**

**Merfyn Douglas Jones  
Registered Inspector: 78185**

**Date: 1st December 2005**

**Under Estyn contract number: T/020/05 P**

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**St Peter's Primary School** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **St Peter's Primary School** took place between **3<sup>rd</sup> - 6<sup>th</sup> October 2005**. An independent team of inspectors, led by **Merfyn D Jones**, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

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

- For short inspections, there are no subject sections.
- 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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection 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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. St Peter's Church in Wales Voluntary Controlled Primary School is located in the village of Rossett in the County Borough of Wrexham, close to the English border. It was last inspected in October 1999.
2. Most pupils live in or near the village, but a significant number travel to the school from the surrounding rural areas. The number of pupils on roll has remained steady over the last few years. Currently, there are 220 full-time pupils, aged between four and eleven on roll, and 37 younger children who attend the nursery on a part-time basis. Standards on entry fluctuate, but are generally above local averages.
3. The school is in a relatively prosperous area and only six per cent of pupils are entitled to free school meals. This is well below local and national averages. Pupil mobility is not a problem in the area.
4. Thirteen pupils have been identified as having some level of special educational need (SEN), which is below average. Two pupils have a statement of SEN, 9 are on 'school action' and 2 on 'school action plus'.
5. English is the first language for all the pupils, including the four pupils of ethnic minority. Three pupils are 'looked after' by the local authority.
6. Including the headteacher, there are 10 full-time teachers and two part-time teachers.
7. The headteacher was appointed in September 1998.

### The aims of St Peter's Primary School are to provide:

- A happy, hardworking and caring school with a secure, welcoming atmosphere where children can enjoy a familiar routine, which helps them gain confidence, become independent and increases their self-esteem.
- A broad and balanced curriculum for each child's physical, intellectual, emotional, social and moral well being.
- A school which helps children relate well with their peer group, family and community.
- A school which will work together with the home, both working towards the same end for the good of the children.
- An education of the highest quality within the context of Christian belief and practice.

## The school's priorities and targets

8. The school's main priorities and targets for 2005 – 2006 are:
- to establish assessment and tracking procedures that will have a positive impact on the attainment / performance of specific cohorts of pupils;
  - to establish effective teaching and learning processes, including monitoring and target setting, that ensure the full development of every pupil;
  - to establish effective pupil support / care mechanisms (linked to School Council);
  - to further enhance the parental consultation process on pupil progress.

## Summary

9. St Peter's school is a good school with a number of outstanding features, which include:
- a broad range of rich learning experiences,
  - a very caring, inclusive and supportive ethos,
  - high quality provision for children in Early Years and pupils with additional learning needs, and
  - exemplary leadership and management.
10. The inspection team agreed with most of the judgements made by the school in its self-evaluation document.

### Table of grades awarded

11. The inspection team judged the school's work as follows:

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?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
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

## Standards

12. The pupils' standards of achievement in the Early Years and in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	72%	10%	0%	0%

13. In this inspection, standards of achievement in Early Years and in five subject areas in key stages 1 and 2 were inspected. They are as follows:

## Subjects and Areas of Learning in Early Years

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

Subject	Key Stage 1	Key Stage 2
English	1	1
Design and Technology	2	2
Geography	2	2
Art	2	2
Music	2	2

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
15. Early Years children make very good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
16. Pupils in both key stages 1 and 2 make very good progress and achieve very good standards in the key skills of speaking, listening, reading and writing. They also make good progress and achieve good standards in numeracy and information technology (IT).
17. Pupils, including those with special educational needs (SEN), achieve good standards and make good, and sometimes very good, progress in gaining knowledge, understanding and skills. Overall, standards reached in pupils' creative and problem-solving skills are good.
18. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence and skills have some shortcomings.

19. Pupils, including 'looked after' children, succeed regardless of their ability, gender, or social background.
20. Over the last four years, pupils' assessment results in both key stage 1 and key stage 2 have been consistently above, and sometimes well above, local and national averages. For example, in 2004, 100 per cent of pupils in key stage 2 attained at least level 4 in each of the core subjects, compared to the national average of 72 per cent.
21. In 2005, teacher assessments in key stage 1 exceeded the targets set and the local and national comparisons in each of the core curriculum areas of English, mathematics and science. 94 per cent of pupils attained level 2 or better in the core subjects, compared to 80 per cent nationally.
22. Similarly, in key stage 2 that year, teacher assessments exceeded local and national comparisons in the core subjects. All results were above 90 per cent, with 88 per cent attaining level 4 or better in English, mathematics and science, compared to an average of 70 per cent in Wales.
23. There has been a steady and measurable improvement over the last few years in English, mathematics and science, due to the school's initiatives and efforts to improve pupils' knowledge and skills as part of the development plans. End of key stage targets for levels of attainment have been achieved and often surpassed during that period.
24. Almost without exception, pupil behaviour is good. Pupils' manners and attitudes at playtime and at lunchtimes are impressive and they understand what is expected of them.
25. The level of attendance is consistently good, above 95 per cent, and significantly better than both the local county and the national averages. Recorded unauthorised absence is low at around 0.1 per cent. Punctuality is very good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption. The Welsh Assembly Government (WAG) Circular 3/99 is fully met.
26. Pupils make good progress in developing their personal and social skills and in their moral and wider development. They show a good awareness of the diversity of beliefs and cultures present in today's society.
27. They are developing a good understanding of right and wrong. During assemblies, pupils reflect on their experiences, helping them to further develop their spirituality, which is good.
28. Pupils enthusiastically support different charities and they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination.

29. Pupils have good moral values and show fair play and consideration for others.
30. Pupils' understanding of the world of work is underdeveloped.
31. Pupils serve the community well by supporting a range of environmental and charitable initiatives.

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

32. Good teaching is a strength of the school. During the inspection, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
17%	66%	17%	0%	0%

33. Teaching shows good features, with no important shortcomings, in over 80 per cent of the lessons observed. This is well above the current national target of 50 per cent, and the target for 2007 of 65 per cent, to be grade 2 or better. Good teaching occurs in all year groups.
34. Teaching in the Early Years is consistently good or very good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning, which are the main objectives for all children under five.
35. Teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
36. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the National Curriculum (NC) are good.
37. Classroom assistants are used effectively and homework is regularly given to pupils to further develop their learning.
38. The special needs support teacher works closely with the co-ordinator (SENCO) and the class teachers to provide well-structured activities, based on the targets set in their individual education plans (IEPs), and to give positive support.
39. Assessment procedures for children under five are very good.
40. Procedures for assessment recording and reporting in the school overall are good but not yet fully established in the foundation subjects. Assessment surgeries are used to discuss pupil progress and set challenging targets for them in the core subjects.

41. The school regularly uses a range of assessment methods to inform staff about pupils' progress and to inform future practice. Data is thoroughly analysed and the school has a clear understanding of the achievements of its pupils.
42. The annual reports to parents are very good; they provide detailed information on pupils' progress and on what they know and are able to do.
43. The curriculum provision for under-fives is fully focused on the desirable outcomes. The curriculum for the rest of the school is very appropriate and meets legal requirements. The curriculum is accessible to all pupils and equal opportunities exist for participation in everything that is offered, including extra curricular provision.
44. The curriculum is broad and balanced and provides for continuity and progression in pupils' learning across all subjects. The school provides an excellent variety of extra curricular activities that make a significant contribution to the development of pupils.
45. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. Collective worship allows pupils to develop their spirituality through quiet reflection.
46. The school promotes the culture, heritage and language of Wales effectively through the teaching of the *Cwricwlwm Cwmreig* and through visits.
47. The school has very strong links with parents and carers. Parents enthusiastically support all school events and activities. Parents are kept well informed through frequent newsletters, curriculum evenings, pupil reports, the school prospectus and the governors' annual report to parents.
48. Partnerships and formal links with local industry have yet to be fully developed in order to enrich the curriculum and provide effective work related education.
49. The school is in the very final stages of achieving both the Healthy School award and the ECO schools award.
50. The school provides a secure, welcoming, very happy, safe and friendly environment for pupils to learn and play.
51. Excellent relationships exist between pupils, staff, parents and the local community. The superb parent/teacher association (PTA) raises substantial amounts of money each year for the school.
52. The schools' system for recognising and rewarding good standards of attendance, punctuality, behaviour and progress is effective.

53. Child protection procedures are in line with current legislation. The provision for pupils with additional learning needs is a first-class feature of school life.

### **Leadership and management**

54. The headteacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a very positive effect on the overall management of the school.
55. A very effective and dedicated deputy and senior management team support the headteacher very well. They lead by example, providing excellent role models.
56. The school has aims and values appropriate to its status as a church school and these have a positive influence on its work and life.
57. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Monitoring of the foundation subjects has been identified by the school as a priority in the school's development plan (SDP), and already, this is having a significant impact on standards in other subject areas.
58. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors' Annual Report to Parents is comprehensive and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.
59. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements.
60. There is a definite culture of review and self-criticism among the staff and governors.
61. The school's self-evaluation report is good, and identifies the sources of evidence to support the answers to each key question. It is concise, comprehensive and clear, recording strengths and areas where improvements are needed. These are used to inform the priorities in the SDP.
62. The SDP is a good working document and the targets set are regularly reviewed and monitored by staff and governors. Consistent improvements in standards over the last few years, particularly in the core subjects, are as a direct result of previous plans and actions.
63. Overall, the school has made good progress since the last inspection.
64. The school is well staffed with suitably qualified and adequately trained teachers and classroom support assistants.

65. The school has an outstanding number of good quality learning resources to meet the needs of the curriculum and all pupils. These are used effectively to stimulate pupils' imagination and develop their skills to enable them to achieve.
66. Overall, the accommodation is very good and meets the needs of the school very well. However, the Early Years department is too small to accommodate all nursery and reception children comfortably, the school has worked hard to overcome this.
67. The school is clean, and well maintained. It provides a visually attractive and stimulating working environment for pupils and staff.
68. The budget is reviewed regularly and spending is well managed to support the work of the school. All purchasing is carried out in response to identified needs and linked to the school development plan (SDP). The SDP identifies costs and prioritises resource implications. The school provides good value for money.

## **Recommendations**

69. In order to improve further, the school needs to:
  - R1 continue to improve standards in design and technology and in geography, and provide opportunities to enhance pupils' bilingual skills;
  - R2 further develop the role of subject leaders in monitoring teaching and learning in foundation subjects;
  - R3 develop manageable procedures for assessing pupils' standards and progress in foundation subjects;
  - R4 ensure all pupils' are involved in setting their targets for improvement;
  - R5 extend work-related education to develop pupils' entrepreneurial skills.
70. The school has identified the first four of the recommendations in its latest school development plan.

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

71. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report because standards in foundation subjects are grade 2.
72. Pupils' standards of achievement in the areas of learning and subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	72%	10%	0%	0%

73. These are high figures, well above the current national target of 50 per cent, and the target for 2007 of 65 per cent, of lessons to be graded 1 or 2.

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

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

Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	1	1
Design and Technology	2	2
Geography	2	2
Art	2	2
Music	2	2

74. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
75. Baseline assessments indicate that standards on entry fluctuate from year to year but, generally, are equal to or above the Local Education Authority (LEA) averages. Analysis of assessment results indicates that pupils make good progress from on-entry to the end of key stage 2.

76. Early Years children make very good progress and achieve very good standards in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology
77. Pupils in both key stage 1 and 2 achieve very good standards and make very good progress in the key skills of speaking, listening, reading and writing. They achieve good standards and good progress in numeracy and communication and information technology.
78. Pupils, including those with special educational needs (SEN), achieve good standards and make good, and sometimes very good, progress in gaining knowledge, understanding and skills. Overall, their creative and problem solving skills are good.
79. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence and skills have some shortcomings.
80. The *Cwricwlwm Cymreig* is well promoted through different areas of the curriculum, including history, geography and art, and pupils have a good knowledge of the heritage and culture of Wales.
81. Pupils, including 'looked after' children, succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.
82. Over the last four years, pupils' assessment results in both key stage 1 and key stage 2 have been consistently above, and sometimes well above, local and national averages. For example, in 2004, 100 per cent of pupils in key stage 2 attained at least level 4 in each of the core subjects, compared to the national average of 72 per cent.
83. In 2005, teacher assessments in key stage 1 exceeded the targets set and the local and national comparisons in each of the core curriculum areas of English, mathematics and science.
84. Similarly, in key stage 2 that year, teacher assessments exceeded local and national comparisons in the core subjects. All results were above 90 per cent, which is in the upper quartile when compared to similar schools.
85. There has been a steady and measurable improvement over the last few years in English, mathematics and science, due to the school's initiatives and efforts to improve pupils' knowledge and skills as part of the development plans. Targets have been achieved and often surpassed during that period.
86. Some pupils have a good understanding of how well they are doing and what they need to do to improve. However, not all pupils are fully involved

in their own target setting. In discussion, pupils show a good awareness of their own strengths and weaknesses.

87. They demonstrate a good attitude to learning and sustain concentration well when working.
88. Pupils show respect to their fellow pupils and to all adults, listening and responding appropriately to instructions and requests. Almost without exception, pupil behaviour is good. Pupils enter and move around the school in a quiet, orderly and purposeful manner adhering closely to the rules.
89. Pupils' manners and attitudes at playtime and at lunchtimes are impressive.
90. Pupils participate with interest and enthusiasm in lessons and activities, and are considerate of others and of school property. Their self-confidence is developing well and they take an increasing degree of responsibility for their own behaviour and attitudes. They clearly understand what is expected of them in terms of behaviour.
91. There are extremely few reports of recent incidents of bullying or inappropriate behaviour and no fixed term exclusion during the last year. Good behaviour is encouraged, recognised and rewarded.
92. The level of attendance is consistently good, above 95 per cent, and significantly better than both the local county and the national averages. Recorded unauthorised absence is low at around 0.1 per cent. The effective rewards system encourages regular attendance and good punctuality.
93. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no significant variations in attendance levels across the school or throughout the year.
94. Punctuality is very good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption.
95. The school takes account of the requirements of National Assembly of Wales Circular 3/99
96. Pupils make good progress in developing their personal and social skills and in their moral and wider development. The very good relationship between pupils and adults helps enable pupils to become secure and confident in their learning.
97. Teachers help pupils to become increasingly more sensitive to the needs of others, and to care for those that are less fortunate. They are developing an understanding of right and wrong. During assemblies, pupils reflect on their experiences, helping them to further develop their spirituality. Pupils enthusiastically support different charities.

98. In discussion, pupils adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. They show an awareness of the diversity of beliefs and cultures present in today's society.
99. Pupils have good moral values and show fair play and consideration for others.
100. The initial development of pupils' knowledge and understanding of the workplace and the local community is helped by occasional visits to the school by police and fire service. Pupils' understanding of the world of work is underdeveloped.
101. Pupils serve the community well by supporting a range of environmental and charitable initiatives. Pupils' visits to the community enhance the National Curriculum and increases their understanding of their community.
102. Many community clubs, such as ballet, bowls and Crusaders, use the school facilities in the evenings and pupils are encouraged to participate. Many do so, and improve their various skills.

## The quality of education and training

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

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

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

In the 47 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	66%	17%	0%	0%

104. Teaching shows good features, with no important shortcomings, in over 80 per cent of the lessons observed. This is well above the current national target of 50 per cent, and the target for 2007 of 65 per cent, to be grade 2 or better. Good teaching occurs in all year groups.
105. Teaching in the Early Years is consistently good or very good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning. The learning environment for these children is very good and promotes the skills and attitudes necessary for effective learning very well.
106. Teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and

ability and promote equality of opportunity for all. They discourage stereotypical images.

107. In most lessons, pupils are made aware of the learning objectives and tasks are clearly explained. Consistent use of praise and encouragement helps to raise pupils' self-esteem.

Seventeen per cent of lessons contain outstanding features, which include:

- extremely clear use of open-ended questioning to develop pupils' communication and investigative skills;
- very effective use of appropriate resources and visits to stimulate and motivate pupils;
- tasks and activities that are challenging within a set timescale and very well matched to pupils' abilities, and
- good opportunities for independent learning.

Some of the shortcomings in the grade 3 lessons include:

- overlong introductions and a lack of pace;
- too much teacher intervention or direction and not enough opportunities for independent learning;
- the use of worksheets that restrict pupils' ability to develop their own ideas.

108. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the national curriculum (NC) are good.
109. Classroom assistants are used effectively and homework is regularly given to pupils to further develop their learning.
110. The special needs support teacher works closely with the co-ordinator (SENCO) and the class teachers to provide well-structured activities, based on the targets set in their individual education plans (IEPs), and to give positive support.
111. Access to bilingual teaching is limited and does not sufficiently promote the development of pupils' skills.
112. Assessment procedures for children under five are very good. All staff in nursery and reception classes are part of a closely collaborative team within which information is continually shared. Children are carefully observed during activities by all the staff and details are recorded and findings discussed. Parents are seen as partners in the assessment process and information is shared through ongoing dialogue as well as through more formal means.

113. Procedures for assessment recording and reporting in the school are good in both key stages. They meet statutory requirements for assessing and reporting on the National Curriculum. The school shares information on pupils' achievement with those that have a vested interest, such as parents and the Governing Body.
114. Pupil records are detailed, generally manageable and include relevant information for staff to provide appropriately for individual needs. Information on pupils is shared well between class teachers, across education phases and between schools.
115. Information gathering and monitoring processes are well established in the core curriculum and the school has begun to extend this to non-core subjects. Assessment surgeries are used to discuss pupil progress and set challenging targets for core subjects. Assessment mechanisms and procedures are clearly identified in teachers' planning.
116. The school regularly uses a range of assessment methods to inform staff about pupils' progress and to inform future practice. Data is thoroughly analysed and the school has a clear understanding of the achievements of its pupils. Baseline data is used effectively to assess the likely progress and achievement of changing cohorts and careful tracking systems enable staff to identify and target individuals, groups or subject areas where intervention is needed in the core subjects. Assessment of pupils' standards in the foundation subjects is underdeveloped.
117. The annual reports to parents are very good; they provide detailed information on pupils' progress and on what they know and are able to do. They allow parents and pupils an opportunity to comment and targets for improvement are clearly identified. Interim reports provide a focus for parents meetings and guide discussion. Appropriate opportunities are provided for parents to discuss their child's progress and the school has an open door policy for parents with any concerns about their child.
118. Pupils' work is regularly marked and positive, encouraging comments are frequently included, although identifying the next steps for pupils is inconsistent. The school is beginning to involve pupils more systematically in evaluating their own progress and in setting and working towards individual and group targets, which has a positive impact on standards.

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

**Grade 1: Good with outstanding features**

119. The findings of the inspection team match the judgement made by the school in its self-evaluation.

120. The curriculum provision for under-fives is fully focused on the desirable outcomes. The curriculum for the rest of the school is very appropriate and meets legal requirements. It addresses the needs of all learners including those with special educational needs or special talents.
121. Good and useful policies are in place to address drugs awareness, sex education and personal and social education.
122. The school has an effective policy for identifying and providing for gifted and talented pupils and those pupils with special educational needs. The curriculum is accessible to all pupils and equal opportunities exist for participation in everything that is offered including extra curricular provision.
123. Policies and schemes of work for all subjects are in place and the school plans for and promotes key skills across the curriculum. The shortcomings in promoting IT across the curriculum, seen at the time of the last inspection have now been fully addressed.
124. The school has developed an appropriate policy on homework and this is distributed to parents early in the autumn term. Homework is linked to class work, pupils' targets or individual needs.
125. The curriculum is broad and balanced and provides for continuity and progression in pupils' learning across all subjects. The school provides an excellent variety of extra-curricular activities that make a significant contribution to the development of pupils.
126. There are good opportunities for pupils to benefit from professional coaching in an international standard gymnasium and take part in Dragon Sports. Many pupils receive peripatetic music tuition in cello, violin, flute brass, clarinet and saxophone. Sporting activities include netball, football, drama, rugby, tennis, cricket and rounders are popular and well supported.
127. Pupils take part in numerous local events including tree planting and participating in the Horticultural Society show. They receive visitors from drama groups and observe birds of prey that are brought to the school. The school provides a sociable breakfast club and an after school club as well as opportunities to take part in sport and music clubs.
128. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. Collective worship allows pupils to develop their spirituality through quiet reflection and in some year groups, spirituality is beginning to be well promoted through curriculum subjects. There are very good links with the church and the vicar is a frequent visitor. Pupils develop consideration for the needs of others through their fundraising and charity work.
129. The opportunities that the school provides through personal and social education, the school council and the developing 'buddy system' enables

pupils to develop confident social skills and a sense of responsibility and independence.

130. Visitors from the local community, including 'Kerbcraft' and the police, contribute effectively to pupils' learning. They not only help pupils to stay safe but also help them to understand their responsibilities. The community police liaison officer facilitates discussion between older pupils on the impact of anti-social behaviour. The school also takes part in county-led initiatives such as 'Tapestry of Faith' and flood awareness that help pupils see themselves as part of a wider community.
131. The school promotes the culture, heritage and language of Wales effectively through the *Cwricwlwm Cwmreig* and through visits to sites of scientific, historical or geographical interest. These include Llangollen, Chirk, Tenby and Chester and a water treatment works as well as visiting the 'Blue Planet' aquarium.
132. The school initiative to promote 'Music of the Month', from a broad spectrum of styles and cultures, contributes well to pupils' cultural development. Instruments from around the world also help pupils understand music making in other countries and times. The school encourages pupils from different cultural backgrounds to share their family traditions with their peers. This helps pupils to develop a good understanding of other cultures represented in the school and in Wales.
133. There are productive links with other local primary schools for enhanced opportunities in games and joint events. The school benefits from links with Bangor University and North East Wales Institute (NEWI)/Yale students. There are effective links with the Children's University.
134. The school runs a successful project for parents and under 3 year-olds to promote early language development. It has also forged strong links with the local High School to develop bridging units of work for Year 6 pupils to ensure smooth transition to key stage 3.
135. The school has very strong links with parents and carers. Parents enthusiastically support all school events and activities. Many parents regularly volunteer to help in daily classroom and sporting activities.
136. Parents are kept well informed through frequent newsletters, curriculum evenings, pupil reports, the school prospectus and the annual report to parents.
137. A constructive home/school agreement is in place and is well supported.
138. Work experience placements are provided for High School pupils and for students undertaking the accredited course. Links with Bangor Teacher Training College are very well established with 'trainee teachers' regularly placed at the school.

139. Some topics contained in the schools' Personal and Social Education (PSE) programme help broaden and enrich the pupils' work related education. Partnerships and formal links with local industry have yet to be fully developed in order to enrich the curriculum and provide effective work related education.
140. Many practical examples of the school successfully promoting sustainable development are clearly evident. Through these very good examples, numerous initiatives, classroom learning and the PSE programme, pupils' develop a greater understanding of, and show an increasingly good level of commitment to, sustainable development.
141. Teachers actively promote recycling and energy conservation. Many pupils also undertake recycling of bottles, cans, and paper at home. The school has a good policy on sustainable development and global citizenship. Pupils' understanding of global citizenship is developing mainly through curriculum subject lessons.
142. The school is in the very final stages of achieving both the Healthy School award and the ECO schools award.
143. All staff are committed to tackling social disadvantage and stereotyping and ensure equality of access and opportunity for all learners in all aspects of school life, such as extra-curricular activities or visits.
144. Opportunities to develop pupils' entrepreneurial skills are sometimes missed.

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

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

145. The findings of the inspection team match the judgement made by the school in its self-evaluation.
146. Pupils, irrespective of gender, ability or home background, are very well cared for, guided and supported by dedicated staff.
147. The school provides a secure, welcoming, very happy, safe and friendly environment for pupils to learn and play. Parents state that they are very satisfied with the help and guidance provided for their children. School plans and manages its care arrangements and support services extremely well. It quickly identifies and reacts effectively to individual pupils' needs and requirements.
148. Excellent relationships exist between pupils, staff, parents and the local community. The school operates an 'open door' philosophy and parents are invited to attend three parents' evenings per year (one formal, one linked to a curriculum evening and one optional in conjunction with the distribution of

- pupils' reports to parents). At these meetings parents discuss their child's progress and/or any other matter related to their education. The meetings are well attended.
149. The school seeks parents' and governors' views and opinions on a range of relevant matters. The school's involvement with local employers is underdeveloped at present.
  150. The superb parent/teacher association (PTA) raises substantial amounts of money each year for the school. The PTA has very recently fully funded the provision of the new IT suite (containing 15 state-of-the-art computers). Parental support for all school events and activities is outstanding.
  151. The very good induction arrangements for pupils joining the school, at any stage, help them settle into the school quickly and happily. The 'moving up day' for pupils changing year class at the end of each year is very effective.
  152. A playground buddy system is operational for the infants. In discussion, pupils indicated that they would like the buddy system to be extended to cover all pupils.
  153. The transfer arrangements for pupils moving from Year 6 to the high school are much improved and continue to develop.
  154. Support staff work very effectively to satisfy each pupil's particular needs. Excellent relationships exist between staff and pupils, enabling the provision of high quality support and guidance. Health education related topics are contained in the schools' PSE programme, which is firmly based on the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) Framework.
  155. The school makes very good use of all available specialist services. The educational welfare officer (EWO), police, nurse, speech therapist and educational psychologist, for example, visit the school regularly, when required.
  156. Pupils and parents are notified that pupils are expected to attend school regularly and punctually, and they respond well. The system for recording attendance, using the computer-based system, is robust. Registers are completed correctly, twice each day.
  157. Procedures for following up lateness or absence are very effective. The head teacher is readily available in and around the school and personally monitors attendance, punctuality and behaviour of pupils.
  158. The EWO visits the school and deals promptly with the very few cases involving pupils who are persistently late or absent. There are virtually no cases of unexplained absence.

159. The school expects and encourages high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently apply behaviour related policies.
160. The schools' system for recognising and rewarding good standards of attendance, punctuality, behaviour and progress is effective.
161. A safe and secure environment is provided for pupils to learn and play.
162. The headteacher and caretaker undertake all annual risk assessments. Further risk assessments are undertaken as necessary, such as those required for residential trips.
163. All school staff are trained in providing emergency aid. The school's PSE programme contains several health and safety related topics. The Health and Safety policy is detailed, and staff and pupils have a very good awareness of health and safety.
164. Very good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
165. Teachers pay good attention to pupils' healthy development through a healthy eating programme. Child protection procedures are in line with current legislation. The headteacher is the designated child protection co-ordinator. All staff are trained in child protection procedures, with the head teacher trained to a high level. A good child protection policy is in place and all staff members have received relevant update training and briefings. The school staff are fully aware of the appropriate procedures they must follow.
166. Complaint and appeal procedures are good with no entries currently on the register.
167. The arrangements to eliminate racism, oppressive behaviour, bullying and harassment work very well because all teachers consistently apply relevant school policies and procedures. In discussion, pupils indicate that bullying is rare and any incident reported to teachers is dealt with quickly.
168. The provision for pupils with additional learning needs is a first-class feature of school life. It is of high quality and complies fully with the requirements of the Code of Practice and the Welsh Assembly Government (WAG) framework for inclusive education.
169. The deputy headteacher leads and manages this provision extremely well. Early identification, specialist support and monitoring contribute significantly to raising pupils' achievements.
170. Pupils are given high quality intervention strategies and support as soon as possible. The specialist teacher makes good use of his expertise and

ensures that pupils are given appropriate tasks to achieve the targets set in their individual educational plans (IEPs).

171. Pupils with SEN are given equal access to the curriculum through differentiated tasks and classroom support. Pupils needing greater challenge are also identified and monitored, and are given demanding targets.
172. The school recognises the diversity of pupils' background, including 'looked-after' children. Their progress is carefully monitored. Teachers provide appropriate support for pupils whose behaviour impedes their progress and that of others.
173. There are no pupils with physical disabilities currently in the school but the issues of appropriate disability access have been addressed for the future.
174. The school has a detailed up to date policy for race equality and cultural diversity that clearly identifies different groups of vulnerable pupils. Staff receive training to ensure that their practice reflects the policy. Curriculum content is planned in accordance with the policy and the school uses data on achievement by differing groups of pupils to ensure that all pupils achieve as well as they can.
175. The school keeps a racial harassment log. The very few pupils from minority ethnic groups are confident and proud of their heritage and are extremely well included in the school.

## **Leadership and management**

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

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

176. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
177. The slight discrepancy between this grade and that given to key question 1 is due to the number of outstanding features in leadership and management, which have had, and continue to have, a significant impact on standards, particularly in the core subjects.
178. The headteacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a very positive effect on the overall management of the school.
179. He has a clear vision to lead the school forward, identifying the ways in which this can be achieved and utilising the skills of a hard working staff and governing body. He has the respect and loyalty of staff and pupils alike and his leadership is an outstanding feature of the school.

180. A very effective and dedicated deputy and senior management team support the headteacher very well. They have a clear overview of the school's strengths and areas for development. They lead by example, providing excellent role models, and have created a very good working environment, within which staff interests and expertise are used well.
181. Senior managers support newly appointed staff very well and induction procedures are very good.
182. The school has aims and values appropriate to its status as a church school and these have a positive influence on its work and life.
183. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and reflect the school's commitment to attaining high levels of achievements in both academic and personal developments. They are understood and implemented by staff and governors.
184. The school takes good account of national priorities and local partnerships. Teachers follow national guidelines in promoting pupils' awareness of sustainable development, which is a very good feature. The school works closely with other local schools and is often chosen to pilot new initiatives.
185. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Over the last five years, the impact on pupils' standards has been outstanding in these subjects, as reflected in national assessment results.
186. The school as a priority has identified monitoring of the foundation subjects in the school development plan (SDP) and, already, this is having a significant impact on standards in other subject areas.
187. There is a very effective staff appraisal system, which successfully links both teachers' and support staff's professional development and the priorities set by the school in its SDP. The headteacher and senior management team track and evaluate improvements in performance.
188. Targets are identified for individual staff and these are reviewed annually.
189. Governors are very supportive of the school and are regularly provided with information about the school's operations by the headteacher. The role of governors as a 'critical friend' is very well established.
190. Governors help to set the school's strategic direction and regularly monitor and evaluate developments in all aspects of school life. They also have an excellent oversight of the budget and supervise expenditure extremely well.
191. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors' Annual Report to Parents is comprehensive

and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.

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

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

192. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report because subject leaders' monitoring role is underdeveloped in the foundation subjects.
193. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements.
194. There is a definite culture of review and self-criticism among the staff and governors. They contribute to the process of self-evaluation and are well aware of its findings.
195. In producing the self-evaluation report, the school sought out, and took account of, all interested parties, including governors, non-teaching staff, parents and pupils.
196. A rolling programme of classroom observations to monitor teaching and learning is in place for the core subjects, and undertaken by the head, deputy and co-ordinators. However, monitoring of all the foundation subjects is not yet fully in place, but has been identified by the school as a priority.
197. The analysis of assessment records, including end of key stage tests, help to identify trends and shortcomings and there is an effective and useful system in place for tracking and monitoring individual pupils, or specific groups of pupils, across the school.
198. The school's self-evaluation report is good, and identifies the sources of evidence to support the answers to each key question. It is concise, comprehensive and clear, recording strengths and areas where improvements are needed. These are used to inform the priorities in the SDP.
199. The SDP is a good working document and the targets set are regularly reviewed and monitored by staff and governors. Consistent improvements in standards over the last few years, particularly in the core subjects, are as a direct result of previous plans and actions.
200. The inspection team agreed with the judgements made by the school in five of the seven key questions.

201. Overall, the school has made good progress since the last inspection. All the key issues, except for one, have been successfully addressed. Monitoring of teaching and learning in foundation subjects remain as an area for development.
202. The headteacher and staff have worked very hard to improve all aspects of school life.

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

**Grade 1: Good with outstanding features**

203. The findings of the inspection team match the schools' self-evaluation.
204. The school is well staffed with suitably qualified and adequately trained teachers and classroom support assistants. The ratio of pupils to teaching staff and the ratio of adults to children in the early years classes is appropriate.
205. Staff receive regular updates to their training and are appropriately developed through performance management. They are deployed effectively in the best interests of pupils. Support staff have clear roles and responsibilities. There are suitable induction procedures and support and mentoring systems for all staff.
206. The school has an outstanding number of good quality learning resources to meet the needs of the curriculum and all pupils. These are used effectively to stimulate pupils' imagination and develop their skills to enable them to achieve well.
207. Very effective use is made of grants and other funding to further enhance resources. The school is very proactive and successful in securing these. It is an active fund-raiser and the PTA support the school very well in this respect. Excellent use is made of the local area with frequent educational visits, including four residential visits.
208. Overall, the accommodation is very good and it meets the needs of the school very well. Although the Early Years department is too small to accommodate all nursery and reception children comfortably, the school has worked hard to overcome this. It has successfully reorganised the department using imaginative timetabling and structuring of groups to ensure equality of opportunity for pupils in both age groups.
209. The school is clean, and well maintained. It provides a visually attractive and stimulating working environment for pupils and staff. This is further enhanced by very good quality interactive displays of the children's own work that celebrates their achievement, promotes high aspirations and helps them learn. There is something to stimulate the senses and arouse

curiosity and interest in almost every working area of the school and the Early Years department is a feast of multi-sensory experiences, awe and wonder. A recently developed computer suite with new hardware and an attractively furnished and colourful SEN room also enhance pupils' learning by creating an eagerness to use the equipment.

210. The well-stocked library area is beautifully decorated and the round story house lends an air of magic to story time for younger children. Older pupils appreciate the ethos and opportunity for quiet reflection that it affords. This environment promotes the pleasure of reading very effectively whilst the inclusion of magazines and videos emphasises the place of reading as part of popular culture.
211. The pleasant school grounds, currently being revamped by the Eco Committee, contribute well in extending the learning environment. They are used extensively by nursery and reception children, but require frequent maintenance in order to continue to provide an attractive resource.
212. The budget is reviewed regularly and spending is well managed to support the work of the school. All purchasing is carried out in response to identified needs and linked to the SDP. The SDP identifies costs and prioritises resource implications. The school provides very good value for money.

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

### **Early Years**

213. Standards of achievement in the areas of learning for children under five in nursery and reception classes are judged as grade 1.
214. The overall quality of educational provision for the under fives is appropriate to their needs and children make very good progress towards the desirable outcomes for Children's Learning and often exceed them.

### **Good and outstanding features**

#### **Language Literacy and communication skills**

215. Nursery and Reception children's listening and speaking skills are good with outstanding features . Conversing with adults and with each other is an integral part of their learning and as a result children become confident speakers. Children not only listen attentively to stories but develop active listening skills when others are speaking. This helps them retain information well and respond appropriately when questioned. They enjoy the listening station and concentrate very well.
216. Nursery children communicate clearly in sentences when playing in the shop and they extend this skill when they answer questions from the teacher. Reception children begin to sustain a conversation using complete

sentences when speaking with each other and they do this for increasingly longer periods when talking with an adult.

217. Children in both age groups know a good range of songs and rhymes in both English and Welsh. Adults model bilingualism effectively and as a result Nursery children new to the language quickly develop confidence in speaking Welsh.
218. Reception children are enthusiastic Welsh learners and ask adults the Welsh word for some of the objects they see. They respond correctly to simple commands and share Welsh stories with their teachers. Reception children begin to role-play with Magi An, the Welsh rag doll, and make good progress towards bilingualism.
219. Nursery children handle books confidently and develop very good attitudes to reading. They love story time and books are clearly important to them. When sharing a text with their teachers they begin to predict what will happen next and eagerly await the outcome of the story. Most children begin to recognise their own name and quickly learn the letters of the alphabet. They are very aware that print carries meaning and many are enthusiastic emergent writers.
220. Reception children select their own books and express a preference for different types of stories. They enjoy both fiction and non-fiction and begin to understand the difference. Reception children correctly order pictures of characters from the reading scheme to create their own story. By the end of their time in Reception most children know many letters of the alphabet and begin using phonics to help them read new words. Many can read a simple text.
221. Nursery children understand how to convey meaning through writing. They draw their response to a story and dictate their own ideas. They develop their early writing skills by being given frequent opportunities to act as writers and they begin to overwrite or underwrite depending on the task and their own level of control. By the end of their time in nursery many children write their name legibly.
222. Reception children quickly develop confidence as writers through a variety of planned writing experiences. They handle writing materials confidently and develop the capacity to write independently and naturally in a range of situations. They understand that writing is an integral part of life and they enjoy making books and cards.

### **Personal and Social Development**

223. Nursery children's personal and social development is good with outstanding features. They enthusiastically explore the stimulating multi-sensory learning environment that the school provides and settle into school well. Nursery children are confident and sociable with adults and quickly establish very good relationships with them. They quickly develop a

growing respect for the rights of other children and learn to share toys, equipment and their teachers' time.

224. The personal and social development of Reception children is good with outstanding features. They respond very well to adults and they are friendly and encouraging towards each other. They collaborate well with their peers and enjoy working together. By the end of their time in Reception, children look after their friends of Nursery age and take over the role of the adult helpers in serving snacks to them. They work with growing independence, finding the equipment they need for their tasks and making decisions for themselves.
225. Children in both nursery and reception increasingly understand health issues. They use the toilet independently and explain clearly why they must wash their hands afterwards. They also explain why they must wash after using craft materials and before eating.
226. Because of the opportunities the school provides, children in both age groups quickly learn to develop independence in making choices about their snacks, the activities in which they take part and the materials they use.

### **Mathematical Development**

227. The mathematical development of children in both age groups is good with outstanding features.
228. Children know a good number of counting songs and rhymes and quickly learn to count as a result. Children begin to see the connection between the names of the numbers and groups of objects. They understand that numbers are part of everyday life and apply their knowledge in their play and in helping their teachers work out how many children are present.
229. Nursery children know their colours and some pupils discuss different shades of green. They know how many green bottles they have knocked over when bowling and which numbers these have written on them. Nursery children count their friends up to eighteen with the help of the teacher.
230. They explore capacity and explain which of the containers are full and which are empty. They begin to predict which will hold more.
231. They correctly match identical shapes and patterns on Teddy's quilt and they accurately name triangle, square and circle.
232. Reception children accurately count groups of objects up to ten. They recognise number symbols to ten given at random and correctly match these to groups of objects. They also accurately draw sets of objects. Some children correctly recognise numbers to twenty and beyond. Reception children correctly add one to a given number. They recognise

many of the numbers on a number line to twenty and also use a number line to correctly indicate numbers that are bigger and smaller than the number given. They also begin to correctly identify missing numbers. Reception children record numbers to five accurately on paper and develop increasing control over the form and orientation of the symbols.

- 233. Reception children use non-standard measures to accurately record the length of common objects in the Early Years area.
- 234. They demonstrate a good understanding of the use of money when they play in the shop.

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

- 235. In both age groups children's knowledge and understanding of the world is outstanding. They develop a strong appreciation of beauty and a sense of wonder because of the wealth of experiences that surround them.
- 236. Children of all ages have a well-developed sense of the place of information and communication technology in everyday life. They use computers confidently and tape recorders with growing skill. They frequently help to take photographs of their activities. Reception children know how toy mechanisms work. They explain the rotation of wheels on an axle.
- 237. Reception children explore the local environment and help their teachers take photographs. They develop very good early geographical skills when they include photographs in the simple map they make to show the location of different features.
- 238. Nursery children explore a model of a volcano using a safe chemical simulation to represent the lava. They give a simple explanation of the process and talk about the impact on dinosaurs.
- 239. Children carry out a range of science experiments and investigations during their time in Early Years and record their work on simple tables and charts or in drawings.
- 240. Reception children explain the stages in the life cycle of a butterfly. They use the word 'cocoon' and carefully explain what happens at this stage. They order the stages from egg to butterfly, using pictures and begin to write a description of these. They begin to develop an early understanding of the food chain when they discuss the fact that birds eat the caterpillars that eat the leaves.
- 241. In keeping with the characteristics of a church school, children of both age groups understand the part that religion plays in the lives of believers. They begin to talk about God and discuss celebrating harvest. Children know that we need food in order to live and they understand the concept of

saying thank you for this. Children know some of the names of some vegetables and begin to use descriptive language when talking about their colour and shape. They know that some food products are changed before we eat them.

### **Physical development**

242. The physical development of children in both Nursery and Reception is good with outstanding features. They develop increasing control over their bodies and the tools and equipment they use through the frequent opportunities they are given to explore. Children use scissors, glue sticks, art and writing materials confidently and handle small objects, like the dried peas they use for caterpillar eyes, expertly.
243. They use computers frequently and, as a result, their mouse control is excellent.
244. During snack time children of all ages spread their own butter or jam by using a small knife with dexterity. They frequently cook and prepare food, using kitchen equipment with increasing skill.
245. In their well organised outdoor play opportunities, children choose from a wide selection of equipment that develops their fine and gross motor skills very well. Children use hula-hoops, beanbags and small balls with increasing control. They climb confidently and control their movements well when travelling. Reception children develop accuracy in throwing and succeed in catching across an increasing distance, using two hands.

### **Creative development**

246. The creative development of children in both Nursery and Reception is exceptional. This is because their work is celebrated and becomes an integral part of the outstandingly beautiful décor. They learn about the work of artists and create their own interpretations of a Van Gogh. Children in both Nursery and Reception explore their creativity through being given exciting opportunities to experiment with a vast range of materials including mixed media. They explore unusual textures such as shaving foam.
247. As a result of very effective involvement of adults in modelling role-play and drama, Nursery children develop their creative imagination very well. They become totally engrossed in being greengrocers and customers.
248. Nursery children record themselves singing their favourite nursery rhymes and also make paintings to illustrate their music of the month. They paint pictures of musical instruments to make an attractive display.
249. Children of both age groups successfully develop their musical understanding and skill through frequent opportunities to sing, listen to music and independently explore a good range of instruments.

250. Reception children make good use of IT in creating their own musical compositions. With support they competently use computer software designed specifically for young children and print their work for display purposes.

### **Shortcomings**

251. There are no significant shortcomings.

<b>English</b>
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**Key Stage 1 – Grade 1:** Good with outstanding features

**Key Stage 2 – Grade 1:** Good with outstanding features

### **Good and outstanding features**

#### **Key Stage 1**

252. Standards in speaking and listening are very good. Pupils make good progress in learning to speak for different purposes. In Year 2 pupils use role-play very effectively to help them create dramatic effects. They work well in groups to negotiate and agree roles. Year 2 pupils listen with wonder to a new Big Book story. They know the purpose of a question mark and how to frame questions.
253. In Year 1 pupils communicate their ideas effectively when speaking to adults and to each other. They listen with increasing concentration to the teacher and to their peers.
254. Standards in reading are very good. Pupils in year 1 enjoy reading and use phonic strategies with increasing confidence to sound out challenging unfamiliar words.
255. Pupils in Year 2 continue to make very good progress in their reading. They confidently read a wide range of fiction and non-fiction books with obvious enjoyment and keep their reading log up to date. They read for different purposes with their teacher, with friends and family, and independently. They know that books are both sources of information and an enjoyable pastime. They tackle an unseen and unstructured text enthusiastically and persevere in using a good range of strategies to read unfamiliar words. Pupils read with very good expression and understand different methods of conveying emphasis.
256. Writing is very good. Pupils in Year 1 understand that writing is used for a range of purposes that include conveying information. They write invitations to Teddy's party for their toys, picking out the correct words from a word bank and copying them carefully into their work.

257. In Year 2, pupils write correctly punctuated sentences to describe people who help them. They match sentences to the correct picture and begin to recognise structure in a story. Year 2 pupils begin to create stories that have a clear beginning, middle and end and they often choose interesting vocabulary. Their spelling is very good and handwriting is well formed and usually neatly presented.

## **Key Stage 2**

258. Standards in speaking and listening are very good. Pupils are articulate and confident speakers that communicate very well both with adults and other children in all situations. They contribute effectively to discussions and clearly express their thoughts and opinions. They know that speech varies according to context.

259. Pupils in Year 6 know that language has changed and evolved over time and that different dialects may be found in different regions.

260. Standards of reading are very good. Pupils enjoy using the well-stocked library and know how books are classified and organised. They use a range of information sources including the Internet, CD-Roms, newspapers and magazines.

261. In Year 3, pupils read with increasing independence. They have a secure knowledge of sounds within words. They read advertisements and accurately describe persuasive language. Pupils understand different genres in the books they read and knowledgably discuss plot and characters. They read for pleasure not as a task.

262. Pupils in Year 6 are mature and fluent readers. Many of them have progressed from novels to enjoying reading autobiographies. They use inference well to draw conclusions beyond the literal. Pupils are confident when working independently to scan a text for information. They demonstrate a secure understanding of inference when they explain how lines of a play should be spoken.

263. Standards of writing are very good. Pupils express themselves well and write creatively in a variety of styles. Handwriting is very good and work across all subjects is neatly presented. Spelling is very good and pupils develop good habits for checking their own work.

264. Pupils use their IT skills successfully to develop their writing and editing skills.

265. Pupils in Year 4 understand that syllables within words can be used to create a dramatic effect. They begin to understand the different forms of poetry writing and use their knowledge of syllables to produce a Haiku. Pupils draft their work and organise their ideas into a word bank. They evaluate their own work with growing maturity.

266. Pupils in Year 5 identify mythical language when they search a shared text. They apply this knowledge to help them create a dramatic opening to their own myth. Pupils develop good strategies for planning and structuring their creative writing by organising their ideas using a framework.
267. In Year 6 pupils competently convert a narrative into a play. They use correct terminology and demonstrate a secure understanding of a play structure when they confidently discuss stage directions, and dramatic effects.

### **Shortcomings**

268. There are no significant shortcomings.

<b>Design and technology</b>
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**Key Stage 1 – Grade 2:** Good features and no important shortcomings

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

### **Good features**

269. Throughout the school, pupils demonstrate good skills in cutting, shaping, joining and assembling.
270. In both key stages, pupils have a good understanding of how to access information to research the different topics. The process of designing, planning, making and evaluating is well established and followed by all pupils.
271. In key stage 1, pupils use construction kits effectively to create structures and test them for stability.
272. Their knowledge and skill of joining different fabrics and materials, including the skill of sewing, are good. They study simple mechanisms, such as hinges, and use this knowledge well when making moving parts on a 'thank you' card.
273. In key stage 2, pupils continue to develop their sewing skills, including using running, blanket and back stitches, when making a purse or a slipper. There are good examples of good investigation on their purpose and use, and on the characteristics of the material.
274. In their work on musical instruments, pupils correctly identify the parts and materials used and how they are assembled. They understand how they are played and how they create different sounds. This knowledge is well used when designing and creating their own musical instruments, which are of good quality.

275. When designing and making sandwiches, biscuits or cakes, they demonstrate a good awareness of keeping clients' preferences in mind, their appearance and of the need to produce a quality item. They are also well aware of the importance of hygiene and safety.
276. Their ability to design, plan and make various forms of packaging, which are attractive and appropriate for its purpose, is developing well.

### **Shortcomings**

277. Pupils' skills in using a variety of methods, including levers, cogs, wheels, motors and pneumatics, to create different movements, are underdeveloped.

## **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**

278. In both key stages, pupils are developing and correctly using appropriate geographical vocabulary.
279. In key stage 1, following a walk around the local area, pupils are well aware of different features and buildings. They investigate the locality and make sensible comments about what they like or dislike.
280. They are beginning to follow and draw simple plans and can illustrate a route to school. They can give simple directions and their mapping skills are developing well.
281. Most pupils identify Wales and can locate the Rossett area.
282. They are developing a good awareness of places beyond their local environment and know what clothes Barnaby Bear should pack for a holiday in a hot or a cold country.
283. In key stage 2, pupils correctly identify human and physical features on a map or an aerial photograph. They use suitable key symbols and co-ordinates to describe and identify various landmarks.
284. They recognise and name a good range of countries and cities on a world map and identify major towns and features of Wales and the United Kingdom.
285. Pupils are well aware of issues, such as conservation and pollution, and of the need to protect and care for the environment. Their survey of the local traffic identified problems caused and how to overcome them.

286. They make pertinent comparisons, listing the similarities and differences, between their local area and that of other areas in Wales, such as Llandudno. They also explore and contrast life in Kenya with their own.
287. Pupils understand how the weather and the seasons affect people's lives in different parts of the world. They correctly describe the water cycle and understand the need for clean water.
288. They regularly access information and relevant data from the Internet.

### **Shortcomings**

289. Pupils' enquiry skills are sometimes restricted by the format of some of the worksheets.

<b>Art</b>
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**Key Stage 1 – Grade 2:** Good features and no important shortcomings

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

### **Good features**

290. In both key stages, pupils have a good understanding of the work of famous Welsh artists as well as of famous European artists. They effectively imitate the style of these artists, using their techniques.
291. In key stage 1, pupils have developed colour-mixing skills well and use this skill to produce work of some imagination. For example, they mix paints carefully, and closely match the colours of leaves and flowers.
292. They have well-developed observational skills and demonstrate good attention to detail.
293. Pupils work confidently with a wide range of media, materials and techniques and are beginning to be aware of shape, form, shade and texture.
294. In key stage 2, pupils carefully create a collage, which represents a journey, using materials collected and photographs taken on the way. They demonstrate thought and originality.
295. In some classes pupils prepare and develop their ideas well in sketchbooks and are increasingly able to evaluate and modify their work. They use line and shade effectively.
296. They use tone and colour well to achieve the desired effect in landscapes, and pupils' still-life paintings demonstrate good attention to detail.

297. Pupils' use of computer drawing and painting program is good. They produce colourful pictures, patterns and designs.
298. Pupils' art skills are well used throughout the school to support pupils' work in other subjects.

### **Shortcomings**

299. There are no significant shortcomings.

<b>Music</b>
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**Key Stage 1 – Grade 2:** good features and no important shortcomings

**Key Stage 2 - Grade 2:** good features and no important shortcomings

### **Good features**

300. Pupils in both key stages develop good, well integrated skills of listening and appraising, composing and performing. They have a good understanding of the musical elements and begin to develop their own musical tastes as a result of their frequent exposure to a rich variety of music in the school environment and through listening to visiting musicians.
301. Pupils in Year 1 understand the term 'steady beat'. They choose for themselves how to respond to a beat using body percussion. They do this with growing confidence and accuracy.
302. When listening to a piece of music, they feel the rhythm through their whole bodies and begin to notice the difference between this and the beat. They clearly enjoy music.
303. Pupils begin to appraise music; they express opinions about a song they have learnt and give their reasons.
304. They sing a refrain fairly accurately and begin to hum the verses of a new song, quickly understanding that music has a pattern. They explore musical patterns with claps.
305. By the end of their time in Year 1, pupils are beginning to compose and perform a simple accompaniment to a song using a repeated note on a glockenspiel.
306. Pupils in Year 2 work in groups to compose their own sounds to illustrate their poems about animals. They use untuned percussion instruments and chanting effectively to do this.
307. They sing in tune and create a dramatic performance of Skeleton Stomp, playing instruments skilfully and with control, during pauses in the words.

They understand timing and know when to come in and when to stop playing.

308. In key stage 2, pupils in Year 3 know the meaning of tempo and begin to compare different tempos in a piece of music. They integrate composing, performing and appraising very well and see the relationship between each process. They perform skilfully on a range of tuned and untuned instruments from different cultures and evaluate their performance critically.
309. They indicate pitch using an imaginary scale and accurately identify which part of the song is higher.
310. They use graphic scores effectively to record their work and use these to play their compositions.
311. Pupils in Year 4 sing in tune without any accompaniment. They work with interest, enjoyment and perseverance to finally sing a difficult song competently as a four part round.
312. They use sheet music and begin to understand the meaning of musical phrases. They describe a piece of music and express their feelings about it.
313. Pupils in Year 5 appraise the works of traditional and modern composers, including Benjamin Britten. They listen attentively to an excerpt from 'Noyes Fludde' and effectively use this as a basis for their own work. They work independently to explore musical sounds and create raindrop music in response to their appraisal of the piece. Groups of pupils explore and discuss the most effective sounds using a range of tuned and untuned instruments. Their work is imaginative.
314. Pupils in Year 6 begin to arrange a layered ostinato using percussion instruments and record this onto a tape. They evaluate their work critically and discuss how it could be improved.

### **Shortcomings**

315. There are no significant shortcomings.

## School's response to the inspection

As a school we wish to acknowledge the thorough and professional manner in which the inspection team conducted this inspection. The dialogue and review process was robust and accurate with the inspection process highlighting St. Peter's as a good school with a number of outstanding features. The inspection correctly identified the following areas as exemplifying these high standards:

- a broad range of rich learning experiences
- a very caring, inclusive and supporting ethos
- high quality provision for children in Early Years and pupils with additional learning needs
- exemplary leadership and management

The analysis of the whole school through the seven key questions and the development of a school profile provided a detailed/informative approach to self-review. The school acknowledges the slight variations in the grading of two key questions as we had looked for 'best-fit' and felt that the detailed review system having been implemented in the core as well as music and Welsh would have provided the evidence to support the higher grading.

The open dialogue afforded by the inspection team provided the school with the opportunity to build upon its 'culture of review and self-criticism'. The dialogue provided an additional focus to the review process. As a school, we agreed with the report findings in each of the six curriculum areas/areas of learning under review, which acknowledged the outstanding features evident in both English and Early Years. The accreditation afforded to music was much appreciated as this area has recently seen major investment.

The inspection process has provided St. Peter's with the evidence that proves it is moving in the right direction in providing high quality education. The recommendations of the report match those currently identified within the SDP, with work-related education taking a higher profile within the revised document.

The high acknowledgement afforded by the inspection team is much appreciated. It has provided an external verification that St. Peter's is a good school,

'... providing a secure, welcoming, very happy, safe and friendly environment for pupils to learn and play.'

with all staff working together in achieving our ultimate goal of providing a high quality education for our pupils.

## Appendix A

### Basic information about the school

Name of school	St Peter's Church in Wales Primary School
School type	Voluntary Controlled Primary
Age-range of pupils	3 – 11 years
Address of school	Chapel Lane Rossett Wrexham
Post-code	LL12 0EE
Telephone number	01244 570594

Headteacher	Mr J Fraser Darlington
Date of appointment	September 1998
Chair of governors	Mr Richard Huxley
Registered inspector	Mr Merfyn Douglas Jones
Dates of inspection	3 <sup>rd</sup> – 6 <sup>th</sup> October 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19	34	29	24	36	36	36	25	239

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	10.84

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:21
Pupil: adult (fte) ratio in nursery classes	1:10
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	95.8	96.4	96.1	96.1
Spring 2005	93.1	95.4	96.8	95.1
Summer 2005	95.4	95.6	93.7	94.9

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

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

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:					34
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	6	76	18	0
		National	0	4	13	63	20	0
En: reading	Teacher Assessment	School	0	3	12	56	29	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	0	6	76	18	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	6	79	15	0
		National	0	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	0	6	74	21	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	6	82	12	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94	In Wales	80

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

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

National Curriculum Assessment KS2 Results 2005										Number of pupils in Y6		41	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	2	7	37	54	0	
		National	1	0	0	0	1	5	16	46	30	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	2	7	24	66	0	
		National	0	0	0	0	1	3	17	46	31	0	
Science	Teacher assessment	School	0	0	0	0	0	2	5	20	73	0	
		National	0	0	0	0	0	1	11	50	37	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	88	In the school	N/A
In Wales	70	In Wales	N/A

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

## Appendix D

### Evidence base of the inspection

316. A team of four inspectors, including a lay and a peer inspector, inspected the school over four days.
317. The headteacher was the nominee and played a supportive and active role during the inspection.
318. Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.
319. Thirty questionnaires were completed and returned by parents, and carefully analysed by the inspection team.
320. During the inspection, discussions were held with the headteacher, teachers and support staff.
321. Discussions were also held with pupils about their work and the life of the school.
322. Forty-seven lessons or part lessons were observed.
323. A sample of pupils' work, practical and written, from across the ability range in each year group, including Early Years, was examined.
324. Pupils' behaviour was observed at various times during the school day.
325. Inspectors attended assemblies and observed extra-curricular activities.
326. Any documentation presented by the school prior to, and during the inspection, was analysed.
327. Post-inspection meetings were held with the staff and with the governing body to discuss the outcomes of the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn D Jones Registered Inspector	Context, summary, recommendations Key Questions 1, 2, 5 and 6 Design and Technology, geography and art.
Mrs Jan Marsden Team Inspector	Key questions 3, 4 and 7 and contributing to key questions 1 and 2. Early Years, English and music
Mr Kerry Jones Lay Inspector	Contributing to all key questions.
Mr Roy Gardner Peer assessor	Contributing to all key questions.
Mr Fraser Darlington Nominee	Contributing to all key questions.

### Contractor

Lincolnshire Inspection Team  
37 Park Drive  
Grimsby  
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DN32 0EG

### Acknowledgement

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

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

**St. Peter's Church in Wales Primary School  
Chapel Lane  
Rossett  
Wrexham  
LL12 0EE**

**A Summary Report for Parents**

School Number: 665/3028

**Date of Inspection: 3<sup>rd</sup> – 6<sup>th</sup> October 2005**

**by**

**Merfyn Douglas Jones**  
Registered Inspector: 78185

**Date: 1st December 2005**

Under Estyn contract number: T/020/05 P

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### Basic information about the school

Name of school	St Peter's Church in Wales Primary School
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**St Peter's Primary School** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **St Peter's Primary School** took place between **3<sup>rd</sup> - 6<sup>th</sup> October 2005**. An independent team of inspectors, led by **Merfyn D Jones**, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

There are three types of inspection.

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

- For short inspections, there are no subject sections.
- 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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection 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 age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

## Summary

1. St Peter's school is a good school with a number of outstanding features, which include:
  - a broad range of rich learning experiences,
  - a very caring, inclusive and supportive ethos,
  - high quality provision for children in Early Years and pupils with additional learning needs, and
  - exemplary leadership and management.
2. The inspection team agreed with most of the judgements made by the school in its self-evaluation document.

### Table of grades awarded

3. The inspection team judged the school's work as follows:

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?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
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

### Standards

4. The pupils' standards of achievement in the Early Years and in the subjects during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	72%	10%	0%	0%

5. In this inspection, standards of achievement in Early Years and in five subject areas in key stages 1 and 2 were inspected. They are as follows:

## Subjects and Areas of Learning in Early Years

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

Subject	Key Stage 1	Key Stage 2
English	1	1
Design and Technology	2	2
Geography	2	2
Art	2	2
Music	2	2

6. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school.
7. Early Years children make very good progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology.
8. Pupils in both key stages 1 and 2 make very good progress and achieve very good standards in the key skills of speaking, listening, reading and writing. They also make good progress and achieve good standards in numeracy and information technology (IT).
9. Pupils, including those with special educational needs (SEN), achieve good standards and make good, and sometimes very good, progress in gaining knowledge, understanding and skills. Overall, standards reached in pupils' creative and problem-solving skills are good.
10. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence and skills have some shortcomings.
11. Pupils, including 'looked after' children, succeed regardless of their ability, gender, or social background.
12. Over the last four years, pupils' assessment results in both key stage 1 and key stage 2 have been consistently above, and sometimes well above, local and national averages. For example, in 2004, 100 per cent of pupils in key stage 2 attained at least level 4 in each of the core subjects, compared to the national average of 72 per cent.
13. In 2005, teacher assessments in key stage 1 exceeded the targets set and the local and national comparisons in each of the core curriculum areas of

English, mathematics and science. 94 per cent of pupils attained level 2 or better in the core subjects, compared to 80 per cent nationally.

14. Similarly, in key stage 2 that year, teacher assessments exceeded local and national comparisons in the core subjects. All results were above 90 per cent, with 88 per cent attaining level 4 or better in English, mathematics and science, compared to an average of 70 per cent in Wales.
15. There has been a steady and measurable improvement over the last few years in English, mathematics and science, due to the school's initiatives and efforts to improve pupils' knowledge and skills as part of the development plans. End of key stage targets for levels of attainment have been achieved and often surpassed during that period.
16. Almost without exception, pupil behaviour is good. Pupils' manners and attitudes at playtime and at lunchtimes are impressive and they understand what is expected of them.
17. The level of attendance is consistently good, above 95 per cent, and significantly better than both the local county and the national averages. Recorded unauthorised absence is low at around 0.1 per cent. Punctuality is very good at the start of the day and throughout the school day, allowing sessions to start promptly without interruption. The Welsh Assembly Government (WAG) Circular 3/99 is fully met.
18. Pupils make good progress in developing their personal and social skills and in their moral and wider development. They show a good awareness of the diversity of beliefs and cultures present in today's society.
19. They are developing a good understanding of right and wrong. During assemblies, pupils reflect on their experiences, helping them to further develop their spirituality, which is good.
20. Pupils enthusiastically support different charities and they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination.
21. Pupils have good moral values and show fair play and consideration for others.
22. Pupils' understanding of the world of work is underdeveloped.
23. Pupils serve the community well by supporting a range of environmental and charitable initiatives.
24. Good teaching is a strength of the school. During the inspection, the quality of teaching was as follows:

## The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	66%	17%	0%	0%

25. Teaching shows good features, with no important shortcomings, in over 80 per cent of the lessons observed. This is well above the current national target of 50 per cent, and the target for 2007 of 65 per cent, to be grade 2 or better. Good teaching occurs in all year groups.
26. Teaching in the Early Years is consistently good or very good; with a wide variety of activities that motivate children and are clearly linked to the Desirable Outcomes for Children's Learning, which are the main objectives for all children under five.
27. Teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
28. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the National Curriculum (NC) are good.
29. Classroom assistants are used effectively and homework is regularly given to pupils to further develop their learning.
30. The special needs support teacher works closely with the co-ordinator (SENCO) and the class teachers to provide well-structured activities, based on the targets set in their individual education plans (IEPs), and to give positive support.
31. Assessment procedures for children under five are very good.
32. Procedures for assessment recording and reporting in the school overall are good but not yet fully established in the foundation subjects. Assessment surgeries are used to discuss pupil progress and set challenging targets for them in the core subjects.
33. The school regularly uses a range of assessment methods to inform staff about pupils' progress and to inform future practice. Data is thoroughly analysed and the school has a clear understanding of the achievements of its pupils.
34. The annual reports to parents are very good; they provide detailed information on pupils' progress and on what they know and are able to do.
35. The curriculum provision for under-fives is fully focused on the desirable outcomes. The curriculum for the rest of the school is very appropriate and meets legal requirements. The curriculum is accessible to all pupils and

equal opportunities exist for participation in everything that is offered, including extra curricular provision.

36. The curriculum is broad and balanced and provides for continuity and progression in pupils' learning across all subjects. The school provides an excellent variety of extra curricular activities that make a significant contribution to the development of pupils.
37. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. Collective worship allows pupils to develop their spirituality through quiet reflection.
38. The school promotes the culture, heritage and language of Wales effectively through the teaching of the *Cwricwlwm Cwmreig* and through visits.
39. The school has very strong links with parents and carers. Parents enthusiastically support all school events and activities. Parents are kept well informed through frequent newsletters, curriculum evenings, pupil reports, the school prospectus and the governors' annual report to parents.
40. Partnerships and formal links with local industry have yet to be fully developed in order to enrich the curriculum and provide effective work related education.
41. The school is in the very final stages of achieving both the Healthy School award and the ECO schools award.
42. The school provides a secure, welcoming, very happy, safe and friendly environment for pupils to learn and play.
43. Excellent relationships exist between pupils, staff, parents and the local community. The superb parent/teacher association (PTA) raises substantial amounts of money each year for the school.
44. The schools' system for recognising and rewarding good standards of attendance, punctuality, behaviour and progress is effective.
45. Child protection procedures are in line with current legislation. The provision for pupils with additional learning needs is a first-class feature of school life.

### **Leadership and management**

46. The headteacher provides the school with a strong and very effective professional leadership, and has brought about changes that are having a very positive effect on the overall management of the school.

47. A very effective and dedicated deputy and senior management team support the headteacher very well. They lead by example, providing excellent role models.
48. The school has aims and values appropriate to its status as a church school and these have a positive influence on its work and life.
49. Curriculum co-ordinators monitor the core subjects regularly and findings are shared with colleagues who set challenging but realistic targets. Monitoring of the foundation subjects has been identified by the school as a priority in the school's development plan (SDP), and already, this is having a significant impact on standards in other subject areas.
50. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors' Annual Report to Parents is comprehensive and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.
51. Good procedures are in place to enable the school to evaluate its own work and to plan for improvements.
52. There is a definite culture of review and self-criticism among the staff and governors.
53. The school's self-evaluation report is good, and identifies the sources of evidence to support the answers to each key question. It is concise, comprehensive and clear, recording strengths and areas where improvements are needed. These are used to inform the priorities in the SDP.
54. The SDP is a good working document and the targets set are regularly reviewed and monitored by staff and governors. Consistent improvements in standards over the last few years, particularly in the core subjects, are as a direct result of previous plans and actions.
55. Overall, the school has made good progress since the last inspection.
56. The school is well staffed with suitably qualified and adequately trained teachers and classroom support assistants.
57. The school has an outstanding number of good quality learning resources to meet the needs of the curriculum and all pupils. These are used effectively to stimulate pupils' imagination and develop their skills to enable them to achieve.
58. Overall, the accommodation is very good and meets the needs of the school very well. However, the Early Years department is too small to accommodate all nursery and reception children comfortably, the school has worked hard to overcome this.

59. The school is clean, and well maintained. It provides a visually attractive and stimulating working environment for pupils and staff.
60. The budget is reviewed regularly and spending is well managed to support the work of the school. All purchasing is carried out in response to identified needs and linked to the school development plan (SDP). The SDP identifies costs and prioritises resource implications. The school provides good value for money.

## **Recommendations**

61. In order to improve further, the school needs to:
  - R1 continue to improve standards in design and technology and in geography, and provide opportunities to enhance pupils' bilingual skills;
  - R2 further develop the role of subject leaders in monitoring teaching and learning in foundation subjects;
  - R3 develop manageable procedures for assessing pupils' standards and progress in foundation subjects;
  - R4 ensure all pupils' are involved in setting their targets for improvement;
  - R5 extend work-related education to develop pupils' entrepreneurial skills.
62. The school has identified the first four of the recommendations in its latest school development plan.

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

## **Acknowledgement**

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