

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**TALIESIN JUNIOR SCHOOL
KING GEORGE STREET
SHOTTON
FLINTSHIRE
CH5 1HP**

School Number: 664/2083

Date of Inspection: 16 – 18 June 2003

By

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Registered Inspector W149/78343

Under Estyn contract number: T/229/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Taliesin School was built in 1972 and is situated in the small industrial town of Shotton. The area the school serves is described as 75% economically disadvantaged with 25% neither prosperous nor economically disadvantaged. The nature of pupil intake is described as both sizeably advantaged and disadvantaged groups.

The number of pupils on roll has fluctuated from year to year and now stands at 182 pupils. The recent fall in the number on roll is due to families moving out of the area and because fewer pupils are coming in from the nearby infant school. There are eight classes with three mixed Y3/Y4 classes, one Y4/Y5, three Y5/Y6 and one "Resourced Unit" class comprising pupils from Y3 to Y6. All classes have less than thirty pupils.

Seventeen per cent of pupils are eligible for free school meals. Ninety eight per cent of pupils are from English speaking homes and one per cent from Chinese and one per cent from Bangladeshi homes. Nineteen per cent of pupils have statements of SEN (10 boys and 9 girls). A further 39 pupils are on various Action and Action Plus Stages and represents 32 % of the school population.

The school has identified the following as their educational priorities to:

- raise reading ages for targeted pupils;
- continue to work to raise NCA results;
- provide support for curriculum leaders to develop their subject area;
- evaluate the impact of homework provision;
- extend performance management to all staff;
- continue the programme of integration of pupils from the Unit;
- increase parental involvement in curricular issues; complete redevelopment of school library and the programme of maintenance.

2. MAIN FINDINGS

The main findings of the report

Taliesin Junior School is a good school. The head, staff and governing body are working together to provide the best possible educational opportunities for the pupils. They display outwardly a sense of dedication and a commitment to enable pupils of all abilities to fulfil their potential.

- Pupils' standards of achievement in KS2 in the NC subjects and religious education are as follows:

Subject	KS2
English	Good
Mathematics	Satisfactory
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Good
History	Good
Geography	Satisfactory
Art	Very good
Music	Very good
Physical education	Good
Religious education	Very good

- Standards achieved in the use of key skills across the curriculum in speaking, listening, reading, writing and information and communication technology, are good. Standards are satisfactory in numeracy. Currently, however, there is no policy for the development of key skills to ensure their continuity and progression across the curriculum.
- In the National Curriculum (NCA) tests for 2002 for the whole school, including the pupils with special educational needs (SEN), the percentage of pupils achieving Level 4 was slightly below the National and Local Education Authority (LEA) averages in English and below in mathematics and science. The results, excluding the pupils with SEN, at Level 4 were slightly below the national and LEA averages in English but above in mathematics and science.
- The provision for pupils' spiritual, moral, social and cultural development is very good. On entry to the school one is immediately aware of a prevailing atmosphere of care and support and a sense of belonging to a whole a school community. Pupils' spiritual development is actively fostered in many NC subjects when pupils are encouraged to develop compassion and empathy for others and to explore and reflect on people's values and faith.
- Pupils' moral sensitivities are developed by their involvement in drawing up the class and school rules. They have a good understanding of right and wrong. Teachers encourage pupils to take pride in their school and to develop good attitudes of behaviour and self-discipline.
- Pupils' social awareness is apparent in the way teachers encourage them to take responsibility for each other. Pupils from the Unit are totally accepted and are so effectively included in the life and work of the school as to be unnoticeable. Pupils constantly help each other and all pupils have very many opportunities to share and collaborate in and out of class and in the very many extra-curricular activities.
- Pupils' cultural development is very good, especially in their knowledge and understanding of the culture of Wales as part of the Cwricwlwm Cymreig. They also have ample opportunities to broaden their understanding of other cultures, especially in art and religious education.

- Pupils' behaviour and attitude to work is very good and has a positive affect on their progress and the standards they achieve. All pupils including pupils from the Unit respond to the high expectations of the teachers. Relationships at all levels are based on mutual trust and respect and all pupils are polite and friendly.
- Pupils' attitude to work, including pupils with SEN and those from the Unit, are very good. Pupils enjoy the work they do, are well instructed, keen to learn and try very hard with the work. Suitable arrangements are in place to prevent any form of bullying though the school does not have in place, a formal anti-bullying policy.
- Levels of attendance are satisfactory. A minority of pupils are persistently late. The school monitors attendance carefully and thoroughly but has no set targets to improve attendance rates so as to raise parents' awareness of the detrimental impact of prolonged absence on their children's learning.
- The quality of support, guidance and pupils' welfare is good. The school provides a safe and secure environment as well as an inviting and welcoming one. Arrangements are in place for dealing with child protection and all staff understand their duties and are aware of the proper procedures. Pupils from the Unit receive very good levels of support and are well integrated into the life of the school. Levels of supervision at break and lunchtimes are good but some areas of the school are difficult to supervise at the current staffing level and this is an area of concern.
- The personal and social education programme is taught well but informally. A more established programme would allow for more continuity and progression in pupils' learning.
- Partnership with the community is good and with schools and other institutions is satisfactory. Partnership with parents is underdeveloped. An appropriate Home-School agreement is in place and many parents support social events but few support class-based activities. There is no parent and teachers association (PTA). Liaison with parents with children with special needs are, however, good. Where links are good they make a positive contribution to pupils' achievement and to their personal and social development. The school is aware of the need to strengthen links with parents and needs to implement procedures to provide parents with more information and to involve them more in the life and work of the school
- Good use is made by the school of the local and wider community to enrich pupils' learning experiences. There is good liaison with the special school nearby and links with the nearby infant school and the secondary school are satisfactory. There are well-established links with the local college and with teacher training colleges. Partnership with industry is satisfactory.
- The school provides a broad and balanced curriculum that reflects the aims of the school. It is socially and academically inclusive and the school works hard to provide all pupils with equality of access. Planning is detailed. The homework policy is having a positive effect on raising pupils' standards of achievement. Extra-curricular activities also enhance pupils' experiences.

- The quality of teaching was good or better in 78 per cent of the 56 lessons seen, of which 14 per cent was very good. Standards in the remaining 22 per cent was satisfactory. The main features of good or better teaching include: good organisation and good questioning techniques; good knowledge of NC subject areas and teacher placing value on pupils' own contributions. Where teaching was satisfactory, teachers do not ask pupils at the end of a lesson whether they had fully understood what they had learnt or too many prescriptive worksheets were used in mathematics that limited opportunities for pupils to develop independent learning skills.
- The school's arrangement for assessment and recording are good and for reporting are satisfactory. The policy for assessment is of good quality and covers the full range of assessment procedures that help to inform the teaching and the learning. The core subjects are assessed every term and staff agree on the timing, marking and moderation procedures. The foundation subjects are assessed on a two subjects per term, on a rolling cycle. Detailed assessment records are kept. The marking policy is of very good quality. Parents receive annual reports and the comments made about the core subjects are informative but those for the foundation subjects are too general and rarely contain specific targets for improvement.
- Provision for pupils with special educational needs is very good and is in line with the Code of Practice. The arrangements for the inclusion of pupils with SEN are very good. Individual Education Plans are clear, concise and manageable. Ten meetings of staff and parents are held regularly. Assessment procedures for identifying pupils with difficulties are good.
- The procedures for self-evaluation are good. By analysing all the data available the school sets realistic targets for improvement. The School Development Plan (SDP) is a useful document with clear priorities and is based on the strengths and developmental needs of the school. It does not, however, include success criteria to determine when targets have been achieved as a means of helping towards the process of self-evaluation.
- The quality of leadership and the efficiency with which the school is run is good.
- School documentation such as policies and subject schemes of work reflect the commitment to fulfilling, in practice, equal opportunities, racial equality and the elimination of bullying and any form of stereotyping. The governing body is deeply committed and all members have specific responsibilities and carry them out with enthusiasm. They have set targets for the head and are keen to monitor standards.
- The school budget is in surplus and considerable thought is given to securing the best value for money by ensuring, despite the falling roll situation that staffing ratios and the level of support given does not diminish and remains high. The school offers good value for money.
- Staffing, accommodation and learning resources are good. The policy for Performance Management ensures that all staff have specific targets to help enhance their professional expertise. The school environment is clean and comfortable and displays of high quality supports the positive ethos. The school building is in a reasonable state of repair and there is a planned repainting schedule. The quality and standards of the pupils' toilets are unsatisfactory due to plumbing problems. The extensive grounds of the school has many

concealed areas and the level of supervision currently is inadequate and needs to be addressed by the school.

- The school has been able to successfully respond to the majority of the issues raised in the key issues for action in the last inspection. One particular issue relating to the quality of the annual reports to parents needs, however, to be re-addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of pupils' achievement in the 56 lessons are good or better in 72 per cent and very good in 11 per cent. Standards in the remaining 28 per cent are satisfactory.

- In the National Curriculum subject areas, standards are very good in design and technology, art, music and religious education. In English, science, Welsh second language, information technology, history and physical education, standards are good. In mathematics and geography, standards are satisfactory.
- In the National Curriculum Assessment (NCA) tests for 2002 and for the whole school, the percentage of pupils achieving Level 4 was slightly below the national and Local Education Authority averages in English and below in mathematics and science. Fifty per cent of the 54 pupils who sat the tests were, however, pupils with special educational needs (SEN). Excluding the pupils with SEN, the results were, at level 4, slightly below the National and LEA averages in English but above in mathematics and science. In the work currently seen, pupils are achieving good standards in English. Overall, the performance of both boys and the girls were also fairly similar.

3.2 Standards achieved in key skills across the curriculum

Standards in the key skills across the curriculum in speaking, listening, reading, writing and information and communication technology are good. Standards are satisfactory in numeracy. Pupils with special educational needs also achieve good standards in using the six key skills across the curriculum.

- Pupils develop good skills in speaking and listening; they listen attentively to teachers and are able to share their ideas and opinions on various topics.
- A suitable range of literature, together with the use of D.E.A.R. (Drop Everything and Read) reading times, helps to reinforce reading skills. Pupils read for pleasure and enjoyment. They use reading skills well to research selected activities.
- Pupils' write for a variety of purposes and written work is particularly good when pupils express empathy. Pupils make progress in most subjects by adapting their writing styles to suit different contexts and audiences.
- Pupils use a good range of numeracy skills in science, including the use of graphs and classification but opportunities to develop them in other subjects are often missed.

- Although computers and other electronic equipment are used regularly, there was insufficient evidence to indicate that CD-ROMS and the Internet are used effectively to research topics, for example, in history, geography, science and design and technology projects.
- There is no school policy for the development of key skills to ensure their continuity and progression across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils respond very well to the opportunities the school provides. In the last inspection report, this aspect was well fostered and was one of the strengths of the school.

The school meets the statutory requirements to provide a daily act of collective worship and religious education.

- There is an immediate sense of care, value and support on entering the school. The sense of belonging to a whole school community underpins the clear aims, values and philosophy and is fully achieved in practice.
- Pupils have many opportunities to develop their spiritual understanding. They have the opportunity to learn about and to understand compassion and empathy for others through the many fund raising events that are organised and in English lessons when older pupils consider and write about the harshness of life during World War II. In art and music lessons, pupils have significant opportunities to appreciate the beauty and the intangible mystery underlying life. Pupils frequently express "awe and wonder" when considering, for instance, the artwork produced by other pupils during the whole school "sharing" assembly. In religious education lessons, pupils have the opportunities to explore and reflect on others' faiths, values and beliefs.
- Acts of collective worship are well planned and display a very strong moral and social dimension. Pupils' contributions, for example, through the presentation of their work or by playing a musical instrument, help to contribute to their social development and self confidence.
- Pupils have sufficient opportunity to reflect upon how assembly themes apply to their own lives. They are given very good opportunities for prayer, sometimes a sung version, with accompanying actions and in a very moving and reverent manner. Music is played when pupils enter and leave and this sets an appropriate tone. The timing of class worship, when the upper juniors have singing practice, however, needs to be formalised to ensure consistency of practice in all classes.
- The school is overtly inclusive. Relationships among pupils are very good; pupils from the Unit are totally accepted by their peers and are fully included in all school activities.

Teachers act as very good role models and effectively promote good attitudes, behaviour and values. They value pupils' work that is very attractively displayed and celebrated throughout the school.

- Pupils are fully involved in drawing up class and school rules. They know what is expected of them and show a high level of self-discipline. Pupils are very proud of their school; they show respect for the school environment and property and there is little evidence of litter or graffiti around the school.
- Pupils develop very good moral values and respect other's points of view. In lessons and in class discussions, they express their views and opinions, on a range of issues without fear of ridicule. There is, however, no School Council, to allow pupils to express their views and opinions about school life.
- Pupils undertake small duties for their teachers, for instance, they collect the books at the end of lessons. They carry out responsibilities reliably and efficiently. Pupils are encouraged to show initiative, and do so, for example, in showing visitors the way to classrooms.
- There are very many opportunities for pupils to learn to socialise and to collaborate with others. In lessons, paired, small group and whole class work significantly contributes to pupils' social development as do the many opportunities available for discussion, debate and drama. Opportunities such as team sports, extra-curricular activities, residential visits, community events and school concerts and productions, make a significant contribution to pupils' social development.
- The schools emphasis on the culture of Wales is very good. Pupils take part in key events such as St David's day celebrations. Pupils take full advantage in developing an awareness of the Welsh dimension, for example, by studying Welsh artists, poets and musicians. The culture of Wales is also emphasised in history and geography. The majority of pupils respond well to opportunities to use the Welsh language incidentally.
- Pupils are developing a very good understanding of their own immediate locality, as part of the work in art, history and geography. Pupils also take part in local dance and music festivals. Art contributes also in developing pupils' understanding of other major world cultures. Religious education lessons broaden pupils' understanding of other faiths and beliefs. The school sponsors a child in Zimbabwe and pupils study the area in which she lives. More could be done, for instance, by inviting visitors who represent other cultures and faiths, to talk about living in a diverse ethnic society.

4.2 Behaviour and attitudes

Pupils' behaviour and attitude to work is very good and has a very positive impact on pupils' progress and the standards achieved. In the previous inspection report, pupils' behaviour throughout the school was very good.

- The school has very high expectations of what constitutes appropriate behaviour. All pupils, including those from the Unit, try very hard to live up to this. Pupils are developing into mature and responsible young citizens. The very good behaviour of

pupils has a positive impact on the progress they make and they concentrate very well on what they are learning.

- When moving around the school, pupils' behaviour is also very good. During lunchtimes pupils show a high degree of self-discipline, they eat their lunches sensibly and when outside the majority play very well together. Pupils from the Unit, including those in wheelchairs, are fully involved in school activities and regularly play with other pupils and their friends.
- Pupils' relationships with their peers and with adults who work in the school are very good. With adults relationships are fostered through mutual trust and respect. All pupils are polite, friendly and courteous towards adults and visitors.
- Pupils understand the need for discipline and say that teachers are firm but fair at all times. Good and unobtrusive systems are in place to promote appropriate behaviour. Any need to reprimand a pupil is done discreetly. The school has no clear strategies, however, to deal with pupils who might present severe challenging behaviour and in this context, no staff have been appropriately trained.
- All pupils, including those from the Unit, have very good attitudes to work. They enjoy lessons and enthusiastically take part in all that the school has to offer. Pupils are well motivated, keen to learn and try very hard with their work. They listen well to teachers, persevere with tasks and are proud of their achievements.
- Suitable arrangements are in place to prevent any form of bullying, racism or sexism. Pupils confirm that they are aware of procedures and are confident that any rare incidents that may occur are dealt with quickly. The school does not, however, have an explicit anti-bullying policy.
- Parents are happy with the standards of behaviour achieved.

4.3 Attendance

Attendance rates are satisfactory. In the last inspection report attendance was good.

- The attendance of the majority of pupils is good.
- Absences are mainly caused by pupil's illness. Many families take holiday during term time that are often well over the recommended ten days.
- A minority of pupils are absent from school when no valid reason is provided by the parents.
- A minority of pupils often arrive late and can disrupt the orderly start to the school day.
- Class teachers and the head monitor attendance very thoroughly and effectively. The school cares well for pupils whose attendance gives rise for concern. The Educational Social Worker is involved, where appropriate.

- The school has no set targets to improve attendance rates to help raise parents' awareness of the importance of regular attendance and good levels of punctuality.

5. QUALITY OF EDUCATION

5.1 Teaching

The standard and quality of the teaching was good or better in 78 per cent of the 56 lessons or sessions of which 14 per cent was very good. In the remaining 22 per cent, standards were satisfactory.

In the last inspection, the quality of the teaching was at least satisfactory, mainly good and sometimes very good.

Good features

The main features of good or better teaching are:

- teachers organise and plan lessons thoroughly and thoughtfully;
- the adoption of good quality questioning techniques provides pupils with ample opportunity to express their views and opinions;
- teachers have good knowledge and understanding of NC subjects and are confident in delivering information;
- high expectations of pupils and the tasks are appropriately challenging;
- significant value placed on pupils' effort with positive encouragement given to pupils to improve further;
- good use made of good quality resources and a range of challenging tasks set to extend pupils' conceptual understanding

Where the teaching is satisfactory minor shortcomings include:

- insufficient use made of the plenary session to consolidate pupils' knowledge and to ensure pupils know what they have learnt;
- the pace of pupils' working drops and occasionally when they have finished a piece of work there is no extension material available to challenge them further;
- the use of too many prescriptive worksheets limit the opportunities for pupils to develop their skills of investigation.

5.2 Assessment, recording and reporting

The school's arrangements for assessment and recording are good and for reporting are satisfactory, including pupils with special educational needs. In the last inspection, the quality was generally satisfactory.

- The school receives detailed assessment records from the infant school and uses them purposefully to provide a baseline for monitoring the progress of individual pupils.

- The policy for assessment is of good quality and based on the guidance available in national and local education authority statements. It covers the full range of assessment procedures and its main aim is to help evaluate the findings so as to inform and improve the quality of the teaching and the learning.
- Assessment is used to complement good teaching practice and ongoing assessment based on thoughtful planning is regarded as the most effective tool in teaching.
- The cycle of assessment consists of termly core assessments and staff agree to the timing, marking and moderation of each core subject area. The foundation subjects are assessed as part of a rolling programme of two subjects per term. The directives for assessment for the class teachers are within the respective schemes of work. It is the responsibility of the class teachers to identify assessment opportunities within their planning and as part of their daily routine.
- The results of all the forms of assessment are used to analyse shortcomings and to deal with them as a whole class or with individual pupils and, to see whether the analyses of assessments provide further opportunities to improve the quality of provision. This is consistently applied and includes the assessment of pupils with special educational needs.
- Individual profiles are kept for each pupil, along with samples of work in the core and some foundation subjects and annotated to indicate the level attained.
- The introduction of pupil self-assessment and peer assessment is at an early stage of implementation. Currently, pupils do not make judgements on their own work and pupils, both boys and girls, are not yet interacting to evaluate their own and other's achievements.
- The school undertakes a detailed analysis, by subject, gender and individual class, of the National Curriculum Test results and uses them positively to identify areas for improvement. Effective records are kept of pupils' progress in reading and the recent initiative of involving parents in listening to their children read and asking them to write comments, has been a resounding success.
- The NC subject co-ordinators monitored the work and keep detailed assessment records that identify individual pupils' strengths and weaknesses. This allows them to ensure that pupils make progress. In other foundation subjects, the monitoring of the work has yet to take place as part of the ongoing cycle.
- The marking policy is of very good quality and not only provides a record of achievement but also highlights areas for development as part of the ongoing assessment system. Comments made by teachers in relation to homework and class work are positive, detailed and encouraging. Pupils are confident that their work is valued and as a result they take pride in and learn how to improve their work and to grow in confidence.
- Parents receive an annual report and are encouraged to discuss the report in the summer term. The comments in the report in the core subject are informative but those for the foundation subjects are, in many cases, general and rarely contain specific and achievable targets to help parents focus on their children's progress.

5.3 Curriculum

The school provides a curriculum that is broad, balanced and relevant to the needs of its pupils. The quality of the curriculum is good. In the last inspection, provision was appropriately broad and balanced and also met statutory requirements.

- The school employs a four-year topic based curriculum using an integrated day approach and offers its pupils, including pupils with special educational needs, a wide range of experiences.
- The curriculum closely reflects the aims of the school and successfully promotes the spiritual, moral, social, cultural, mental and physical developments of pupils.
- Policies and schemes of work are in place for all statutory subjects and many are based mainly on LEA and commercial schemes. Some schemes have been refined and appropriately reflect the actual provision at the school.
- Schemes of work take full account of the changes in Curriculum 2000 and strategies for the recording of key skills and PSE are included and, are at various stages of development.
- The curriculum is socially and academically inclusive. The school works hard to provide all pupils with full equality of access and opportunity to the curriculum and this is a major strength in the school. Pupils from the 'Resourced Unit' are fully integrated into the life and work of the school. Teachers and support staff also provide valuable help for pupils with additional needs.
- Teachers' short term planning is detailed and builds on medium and long term plans. Plans outline learning objectives and activities, resources and assessment opportunities. Planning is undertaken thoroughly and conscientiously; aspects of evaluation are at an early stage and are not applied consistently.
- Educational visits and residential activities enhance the curriculum. The school provides a good range of extra-curricular activities that are well supported by pupils.
- The new homework policy is beginning to impact positively on pupils' development.
- The school meets the Welsh Assembly guidelines for the amount of teaching time for KS2 pupils, including the Cwricwlwm Cymreig.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is good. In the last inspection the school provided a safe and secure environment for its pupils.

- The school presents an inviting and welcoming environment. Pupils' work is attractively displayed and photographic evidence of extra-curricular activities show that pupils' efforts are well valued.

- Staff know their pupils well and are perceptive to their needs.
- Relationships between pupils, teaching and support staff are very good and this has a positive impact on standards of achievement.
- Appropriate arrangements are in place for dealing with child protection. The head is the named person. All members of staff are aware of their responsibilities and undertake duties in a discreet manner. Sensitive and proper attention is given to pupils if concerns are raised.
- Currently there are no ‘ Children in Care’ but the school has appropriate measures in place.
- All pupils with SEN either in mainstream or from the ‘Resourced Unit’ are well integrated into the life of the school and receive very good level of support.
- The level of supervision both at playtime and lunchtime is an issue of concern and needs to be addressed. The playground covers a wide area encircling the school with specific areas where it is difficult to supervise.
- Pupils use a wide range of tools for design activities but occasionally use them when the level of supervision is inadequate.
- Activities that directly relate to pupils' personal and social development are taught informally. A more established programme would help to ensure better continuity and progression in pupils' learning experiences.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with special educational needs is very good. Pupils make very good progress towards the targets set for them. Provision in the last inspection was also very good.

- Currently there are 42 mainstream pupils on the special needs Register, five of whom have a statement of special educational needs in accordance with the Code of Practice. Nineteen are on the School Action Stage and eighteen are on the School Action Plus Stage. There are also 14 pupils with a statement of SEN in the ‘Resource Unit’.
- The school’s policy and procedures for special needs is in line with the Code of Practice and an appointed governor has responsibility for monitoring arrangements.
- The duties of SENCO are shared between the SEN support teacher and the Unit teacher. Both have wide experience and provide valuable help and advice to ensure adherence to the special needs policy.
- A major strength of the school is the arrangement for the integration and inclusion of pupils with special educational needs. All pupils, including the four pupils from a minority ethnic group, who do not require separate provision, have access to a broad curriculum that ensures equality of opportunity. They take part in a wide variety of

physical and creative activities with older pupils fully integrated into the teaching of the NC subjects. Pupils are given appropriate support and make very good progress.

- Pupils with both physical and learning difficulties are included in all extra- curricular and residential activities.
- There are good assessment procedures for identifying pupils with difficulties. The support teacher and other support staff provide valuable well-focussed support in withdrawal groups and pupils make good progress.
- In-class support is of a high quality with identified groups accessing areas of the curriculum that are very appropriate to their age and stage of development.
- Individual Education Plans (IEPs) are clear, concise and manageable. They provide good guidance to teachers and to learning support assistants. The planning of work takes account of specific difficulties and is invariably at a suitable level of challenge. Staff are aware of the progress towards meeting targets made by individual pupils but written records lack sufficient detail.
- Team meetings to review and discuss pupil progress are held regularly and parents are invited to make a contribution.
- The school receives good support from external agencies that provide specialist help and advice when required.

5.6 Partnership with parents and community, schools and other institutions

Partnership with the community is good and with schools and other institutions is satisfactory. Partnership with parents is underdeveloped. Where links are well established, for instance, with the community, they make a positive contribution to pupil's standards of achievement and personal development. In the previous inspection report, the partnership arrangements were generally good.

- In the limited response to the questionnaires and at the pre inspection meeting, parents expressed positive views and support for the school and its work.
- There is good liaison with parents of pupils with special educational needs. They are fully involved in the formal review of their children's progress and virtually all attend the review meetings. The school does not, however, provide parents with copies of pupils' Individual Education Plans and they are not as aware of their children's learning targets or what they need to do to improve.
- The school has an appropriate Home-School agreement that the majority of parents have signed. Parents generally support the work their children have to do at home. Most support the social events organised by the school. Generally, attendance is good at the consultation evenings that are held with teachers. However, very few parents help with class-based activities or events. The NCA information evening receives very poor support. At present there is no parent and teacher association (PTA).

- The school has recently sought the views of parents on specific issues such as the introduction of a school uniform and the provision made for homework and received a good response. Arrangements have been modified as a result of parental suggestions. The school does not, however, have a formal system to seek parent's views on a regular basis and therefore cannot be sure it meets the needs of all the parents. The school is aware of the need to develop a stronger and a more effective partnership with all parents.
- Parents receive general information about school life, supplemented, when need arises, by “news style” letters. Written information about the curriculum or regular reminders of homework arrangements is, however, not provided. There is no visible parent’s notice board in the school. The school brochure and governors’ annual report to parents does not contain all the statutory information. Overall, the range of information provided for parents is unsatisfactory.
- Established links with the community are good. The "Community Week" is a main focus event and it makes a positive contribution to developing pupils' understanding about local culture and about local business and commerce.
- The school makes satisfactory use of the local and wider community, to enrich pupils' curriculum experiences through well-organised visits to places of interest. Every year there is a satisfactory range of visitors to the school. Opportunities are sometimes missed, however, to involve the nearby community in school life. Members of the nearby community are invited to the Christmas concerts and to other school productions. Pupils collect and distribute harvest produce to local senior citizens.
- There is good liaison with the special school nearby. Satisfactory liaison takes place also with the local infant and secondary school. Such effective pastoral links effectively ensures the smooth transition of pupils to their next stage of education.
- There are well-established links with further education colleges and the school regularly accommodates students in training, including prospective nursery nurses and those training to become teachers. Beneficial support is received from the education welfare office, curriculum support teams and other relevant agencies.

5.7 Partnership with industry

Partnership with industry is satisfactory. The previous inspection report stated that there were effective and long established procedures for promoting links with industry.

- Pupils visit the local power station as part of specific projects linked to the curriculum.
- Pupils' awareness of local business and commerce is effectively raised through the schools well-planned " Community Week."
- No industrial placements have taken place for the staff.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of provision are good.

- Appropriate procedures are in place for evaluating the standards achieved by pupils. Using NC assessment data, other test data and teacher assessments, the school is able to set realistic targets for improvement.
- Teachers evaluate their own performance prior to a professional interview with the head, where training and developmental needs are discussed. This now forms part of the school's procedure for Performance Management.
- The school development plan (SDP) is a useful working document with clear, long, medium and short term priorities. They are based on the current strengths and developmental needs of identified and specific areas of the school. As it stands, the SDP does not include success criteria to determine when targets have been achieved and to help towards the process of evaluation.
- Each subject co-ordinator provides an update of their monitoring of respective curriculum areas and they are included in the school's development plan.
- The core subjects are monitored annually, with the foundation subjects monitored on a two yearly cycle. The procedure involves looking mainly at the quality of teaching and does not include an evaluation of the outcome for learners.
- Teachers know their pupils well and are fully committed to school improvement and to the raising of standards. All staff share the values and norms on learning, behaviour, relationships and equality of opportunity.
- Targets are set for individual pupils using various evidence bases but the involvement of pupils in setting their own targets for improvement is, at the moment, underdeveloped.

6.2 Leadership and efficiency

The quality of leadership and the efficiency with which the school is run is good. In the last inspection, the head, staff and governing body showed a strong commitment and a sense of common purpose.

- The commitment of the head and staff to the explicit aims and values of the school is apparent in the way they display equality of opportunity in their every day practice.
- In the short time since becoming head and the appointment of relatively new staff to the school, all are already committed to working towards a common purpose. A strong team spirit prevails and the senior management, including the recently appointed deputy head

and a number of new appointments of curriculum co-ordinators, work very closely together and have identified targets to achieve.

- Staff have clear job descriptions and their roles as co-ordinators are fulfilled with a sense of purpose and commitment. Their initial qualifications appropriately match their curriculum responsibilities. The head is determined to ensure that the strengths and expertise of staff are utilised directly and in line with their responsibilities.
- The school documentation including, policies and schemes of work, reflects the staff commitment to ensuring equal opportunities for all and very effective measures are in place to eliminate any form of bullying, racial prejudice or stereotyping.
- The governing body is deeply committed to the school and all members including those new to the post, have specific responsibilities and carry them out conscientiously and with enthusiasm. Governors have been trained and are involved in performance management and have set targets for the head. The school is working towards the award of Investors in People and are to be assessed next spring. They are also very keen to monitor the standards of education provided.
- The school budget has a significant surplus and the budget plan explains clearly the current accumulation that the head inherited when taking up her post. The school is suffering from a fall in the number on roll and considerable thought is given to secure the best value for the pupils by ensuring that the staffing ratio and the level of support given to the pupils remains high. The school has maintained relatively small class sizes and is committed to prioritising the quality of provision for pupils' education. The school thereby offers good value for money.
- Day-to day routine administration and organisation is very good and the school runs smoothly.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good. In the last inspection resources were managed efficiently.

- There are an appropriate number of staff for the number of pupils in the school. All have job descriptions that are of good quality and are qualified for the age group they teach. Each member of staff undertakes responsibility for co-ordinating a NC subject or an aspect of provision. The match between the responsibilities allocated to teachers and the subjects in which they are qualified is very good.
- There has been a significant turnover of staff during the last two years. A structured programme of induction, whereby new co-ordinators are supported by experienced staff, has effectively enhanced expertise and generated a strong team spirit.
- The support staff make a substantial contribution to the pupils' learning experiences and provide additional support to the school's policy on inclusion, particularly across the curriculum.

- There is a policy for Performance Management and all staff including the head have been set targets.
- A peripatetic music specialist supports the teaching of musical instruments and the standards achieved by pupils are good.
- The dining room assistants are also involved in supervising playground activities and help towards maintaining the good standards of behaviour in the school.
- The caretaker and cleaning staff maintain the school to a high standard. This helps to provide a comfortable and pleasant learning environment.
- The school foyer and corridors house displays of high quality and helps to support the positive ethos prevalent in the school.
- Extensive grounds surround the school, with hard standing and grassed areas to allow pupils to undertake a variety of activities. The size of the grounds with its concealed areas, however, is proving to be difficult to supervise adequately and needs to be addressed by the school.
- Materials and resources are good overall, but there are shortages of musical instruments and tables of different heights for physical education.
- The library is in the process of being built up and, as yet, does not contain enough good range of fiction and non-fiction books.
- The quality and quantity of ICT hardware and software is good. A rolling programme is in place to replace older computer machines.
- The building is in a reasonable state of repair. There is a planned repainting schedule. The quality and standard of the pupils' toilets are unsatisfactory mainly due to plumbing problems. This constitutes a health and safety matter and needs addressing by the school.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of pupils' achievement are good in all the four aspects of language, namely, speaking and listening, reading and writing and this also reflects the judgement of the previous inspection report.

Good features

- At the beginning of the key stage, pupils are beginning to grasp the meaning and use of instructional texts and sequence a set of instruction cards correctly. Their understanding

of instructions helps to develop, organise and communicate their ideas accurately, orally and in writing.

- Pupils enjoy and appreciate poems and in particular the “shape” poems and answer comprehension questions about the text accurately.
- Pupils visit the nearby special school to work with their buddies on the DEAR system (Drop Everything and Read). Pupils, in pairs, work on a story task or a computer program and do so with maturity, showing empathy throughout.
- Pupils achieve good standards in their reading and make good progress commensurate with their levels of ability. The able pupils read expressively, anticipate the text well and read for meaning.
- Pupils write on a broad range of imaginative topics such as dreams, hot air balloons, Oggy the caveman and all their work is invariably neatly presented and in many cases extensive in length. They also write good quality factual reports, for instance, on the Community Week, a football match and the Deeside power station as part of the study on reportive writing.
- Pupils know how to structure their writing to include a title and sub-headings and how to use verbs effectively in the text.
- Older pupils identify correctly words to use in persuasive expressions, such as, “spectacular, breathtaking” and powerful verbs, when looking at various brochures advertising seaside and scenic places in Wales. They evaluate persuasive texts in terms of their particular audience and produce their own to a good standard.
- In a cross-curricular context with geography, pupils create good pieces of descriptive writing in relation to Wales, its physical features, climate, landscapes, places of interest and particular tourist attractions.
- Pupils write a piece of good quality discursive writing arguing for and against the use of skateboards in school. They learn how to use connectives to order ideas and to argue a point of view.
- In looking for information, pupils learn how to summarise a text and maintain the central points. They understand the meaning of agenda as an order of items to discuss.
- Pupils write letters for real purposes and create their own poems on a range of topics. The poems on World War Two are especially of good quality.
- Generally pupils punctuate their work correctly and use punctuation well when writing complex sentences. Good use is made of the word processing facilities available to produce work for display and for drafting and re-drafting.
- Pupils know how books are made and in the book reviews pupils write meaningfully about plot and character and successfully evaluate books in terms of their likes and dislikes.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are satisfactory. The same judgement was made at the time of the last inspection.

Good features

- Overall, pupils make satisfactory or better progress in aspects of number, time, money and length. Most pupils have a sound understanding of symmetry.
- Mathematical vocabulary is used with increasing competence. The more able pupils respond well to oral mental challenges. Mental agility is developing well with all pupils.
- Pupils add and subtract commensurate with their age and ability. They round numbers to the nearest 10 and 100 effectively.
- All pupils handle data competently and construct line and block graphs successfully, with older pupils create effective pie charts.
- At the beginning of KS2 pupils add and subtract up to and within 100, calculate tens and units using the four rules and add money using a decimal point accurately. They competently count in excess of 100 in tens and add or subtract ten and twenty from three digit numbers.
- Pupils understand right angles and symmetry and most accurately reproduce shapes along two lines of symmetry. They know the names and properties of two- dimensional shapes.
- Older pupils understand the place value of large numbers and are familiar with negative numbers, factors and multiples, proper and improper fractions and the names and properties of a range of three-dimensional shapes.
- Pupils convert between decimals, fractions and percentages. They calculate area correctly, using and drawing and measuring a range of angles.

Shortcomings

- A significant number of pupils have an insecure knowledge of multiplication facts.
- Pupils' investigative and problem solving skills are limited.

Science

Standards of pupils' achievement in science are good. In the previous inspection, standards were also good.

Good features

- All pupils make good progress in their use of scientific terms and in using scientific language when observing and investigating.
- Pupils have a good understanding of what constitutes a fair test. They understand that the accuracy of results is affected by any small change in the conduct of an experiment. They know how to change one variable and keep the others constant.
- Pupils have a good knowledge of the solar system and talk meaningfully about the position of the sun in relation to the planets. They are also aware of how shadows are formed and how their shape and size alters through the day. Pupils create circuit boards with the planets to help in their identification.
- All pupils construct a simple electrical circuit and older pupils create circuits in series and parallel accurately.
- Pupils correctly identify the differences between solids, liquids and gases. They understand the differences between substances that are soluble in water, and those that are not.
- Pupils' understanding of life processes is good. They know the functions of the major body organs and understand how the body reacts to changes. Older pupils know that heartbeat increases during exercise and that regular exercise contributes to a healthy lifestyle. They know of the possible harmful effects of drugs on the body. Pupils know the basic parts of green plants and how structure is related to function, for instance, pupils know that leaves have large flat surfaces to collect light and energy.

Shortcomings

- Pupils' skills in identifying patterns and trends are limited.

Welsh second language

Standards of pupils' achievement are good as they were in the last inspection report.

Good features

- Pupils purposefully develop their oracy skills incidentally on a regular basis and across the curriculum. They become increasingly confident in speaking, as they move from class to class.

- At the beginning of the key stage, pupils' diction improves with use and their understanding of alphabetic letters and sounds is good.
- The use of the Big book approach covering a range of relevant topics helps to develop pupils' speaking skills when engaged in whole-class discussion. Reading skills also improve when pupils, as a whole class, read out aloud.
- In studying Celtic houses as part of history pupils learn much about life in Wales in the past and they develop a good vocabulary using appropriate descriptive words in Welsh in response to simple questions about Celtic houses.
- Pupils recall the days of the week, the months of the year, weather signs and count up to and beyond 20 throughout the school. Pupils, in response to questions or commands, use their knowledge of well-known phrases accurately and correctly.
- Every day a pupil is chosen as "Helpiwr Heddiw" to perform various tasks in Welsh, including answering a variety of questions with the whole class joining in, as part of the oral dialogue.
- Pupils speak confidently about various foods and their likes and dislikes, where they live, how they feel and how old they are. They read a range of texts that are appropriate to their age and ability and are accumulating an ever-increasing vocabulary of key words and phrases.
- Pupils engage meaningfully and enthusiastically in role-play activities associated with the texts. In relation to a story about a Welsh pirate pupils use the past tense correctly.
- Pupils use the computer to type out some of their responses and have access to a limited range of CDROMS.

Shortcomings

- Pupils' written work in Welsh is limited.

Design and technology

Standards of achievement are very good and represent a significant improvement on the last inspection where standards were satisfactory.

Good features

- All pupils use a wide range of materials and tools and in a range of contexts. They have a very good knowledge of a broad range of materials and of how to work appropriately with them.
- When designing and making, pupils are able to interpret briefs, research and investigate topics and gather information. Towards the end of the key stage, pupils have very good understanding of structures and mechanisms. They display very good control skills.

- Older pupils evaluate their products well; give detailed information as to how the outcome could be improved. They match the working characteristics of materials to their selection of equipment and tools. They also consider appearance, function and reliability and finished products are of very good quality.
- Pupils use a wide range of materials to produce very good quality designs and artefacts and include puppets made from modroc and papier mache, cam powered toys, bread making and gift boxes.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of pupils' achievement are good. Standards of achievement were satisfactory in the last inspection.

Good features

- Pupils are confident in their use and knowledge of computers and manipulate by opening, closing and saving programs as required.
- Pupils show good continuity and progression in the acquisition of keyboard skills. They save and retrieve information and use the printer independently.
- A wide range of programs is used effectively to support pupils with SEN, in reading, writing and in mathematics.
- Pupils at the beginning of KS2 use 'Publisher' to create a map of the school, while older pupils use an art program to re-create William Morris patterns, which when later, were transferred on to fabric and they were of very good quality.
- Pupils transfer images and drop them into text to produce travel leaflets on Snowdonia.
- All pupils make good use of their knowledge and understanding of information and communications technology when using CDROMS and the Internet as a means of research.
- Older pupils create their own film involving the use of a variety of information technology techniques, including multi-media.

Shortcomings

- Pupils are not utilising e-mail as a means of communication to broaden their knowledge of IT.

History

Standards of pupils' achievement in history are good. Standards of achievement were satisfactory in the last inspection.

Good features

- Pupils acquire a good understanding of events and people in the past and place them effectively in context and compare and contrast similarities and differences to the present day.
- Younger pupils make perceptive observations when studying a Celtic roundhouse and when comparing it to houses today.
- Pupils produce a range of recording and writing of good quality. Pupils empathise, make comparisons and discuss cause and consequence of past events. Pupils produce good quality diary extracts and pieces of creative writing on the Stuarts and World War Two.
- Pupils visit a World War Two Museum and a Victorian classroom to help enhance their historical knowledge and understanding. Pupils make good use of primary source material.
- Pupils have good recall of previous learning, which enables them to build on their knowledge, and understanding, for example, older pupils discuss confidently the conditions experienced by various social groups at a particular historical time. Younger pupils are encouraged to use key words to help perform a role play activity in pretending to sell a Tudor House.
- Pupils appreciate how historical events can be open to various historical interpretations especially in terms of causes and effects.

Shortcomings

- Pupils' understanding of chronology is insecure.

Geography

Pupils' standards of achievement are satisfactory whereas in the last inspection standards were good.

Good features

- Pupils at the beginning of KS2 are developing an understanding of the significance of keys on maps. They plan their route from home to school and identify key buildings and landmarks.

- Pupils learn about different kinds of maps or plans and about scale and positions. They produce an outline plan of their classroom and the whole school and locate correctly various places such as the hall and library.
- Pupils appreciate how certain buildings in the locality are where they are in terms of distances, access and suitability. They express their likes and dislikes when comparing the town and school sites with another town and school in S Wales.
- Pupils' use of observational skills develops well when they look at pictures and maps to look for similarities and differences between their school and another school. They create their own fact files based on this topic.
- Pupils produce a study of near and far and use the four points of the compass to locate places on a map of Wales.
- Pupils deal with certain aspects of human geography are dealt with by pupils when they write about litter in the local area, people who pollute the river and the problems associated with building of too many houses.
- Older pupils look at a contrasting environment such as Pembrokeshire and plan a route from Shotton to Milford Haven using co-ordinates correctly to locate specific places. They use a computer programme to type in the route and use a CDROM to plot in the key towns.
- Pupils successfully name key features of Wales, such as, the beaches on the Llyn peninsula, the National Parks including Snowdonia and the major castles in Wales, especially Conway and Cardiff castle. As part of language work, pupils produce their own tourist leaflet advertising features in Wales.
- As part of the link with history pupils study the past and present in their work on Mexico. They compare and contrast St. Lucia with their own environment and effectively explain the differences and similarities.

Shortcomings

- Pupils' learning experiences lack progression and continuity especially their understanding of how different types of maps fulfil different purposes.
- Pupils' grasp of some of the more central aspects of human and economic geographical concepts, is less secure.

Art

Standards of achievement are very good and match the standards at the time of the last inspection.

Good features

- Pupils undertake practical activities using silk to produce very effective prints. They know about the properties of materials and of what happens to silk, for instance when it becomes wet.
- Pupils mix and match colours very successfully and produce some startling paintings in the styles of famous artists. Their sketches and drawings of Celtic round houses are of very good quality and they know how they are constructed and what is to be found inside them.
- Pupils use a range of different materials and techniques when using pastels, pencils, crayons, charcoal and swirls, when experimenting with Van Gogh's "Starry Night." Pupils' sketching skills are well developed and they have a good sense of scale, composition and perspective and handle materials in a mature and perceptive manner.
- Pupils constantly evaluate their designs, change and modify them and know how to improve on their drawing techniques and to put in more detail. Their two and three-dimensional pictures and mobiles are of very good quality.
- In producing Cezanne style paintings, pupils use parallel and oblong brush strokes effectively in their still life fruit pictures. Others paint the sun in the style of Eduard Munch and smudge in the various mixed media materials competently and imaginatively.
- Older pupils discuss meaningfully the differences between computer drawn images and photographs or paintings. They have a very good appreciation of the various media and possess a good vocabulary of artistic terms and explanations.
- Pupils make very good use of ICT, including the interactive white board when planning and developing their artwork.
- The displays of pupils' artwork throughout the school are very good with some outstanding work in chalk and charcoal and on World War Two.

Shortcomings

There are no significant shortcomings.

Music

Standards of pupils' achievement are very good and standards were very good in the last inspection report.

Good features

- Pupils sing songs in English and Welsh with good control and use their understanding of breathing and vowel singing to develop their voices with increasing control and fluency.

- Regular singing practice, with warming up activities involving the use of vowel sounds and with an ever-increasing pitch of scales, help pupils to develop expression and tone confidently and with good control.
- Pupils throughout the school have developed a good sense of rhythm and beat. They have very good understanding of pulse, pitch and melody. They sing in the round using two parts, finishing and ending together accurately.
- Pupils use percussion instruments competently and have a good appreciation of how they can be used to represent a range of sounds and moods. When composing, pupils play untuned and tuned instruments with maturity and sensitivity.
- Pupils are familiar with the instruments of the orchestra and have a broad knowledge of classical and modern jazz music. They are accustomed to evaluating musical excerpts in assembly and in music and physical education lessons and can explain their impact on their own personal feelings and moods.
- Pupils' knowledge of famous musicians and their compositions is very good.
- Pupils compose and match patterns of sounds accurately to their written compositions using various forms of symbolic notation. In some cases, the compositions are extensive and intricate.

Shortcomings

There are no significant shortcomings

Physical education

Standards of pupils' achievement are good and reflects the standards achieved at the time of the last inspection..

Good features

- All pupils understand the importance and relevance of warming up. In gymnastics, they handle apparatus efficiently and with care.
- Pupils respond well to music and perform a variety of bodily movements in response to changes in tempo and rhythm.
- In dance, older pupils successfully express movements of machines through the effective use of body parts and follow instructions appropriately to vary the pace of their bodily actions. They work well in groups in creating dance sequences and enjoy performing. They make sensible evaluations of each other's work
- Pupils develop good physical skills through swimming, athletics and outdoor adventurous activities and in the good range of extra-curricular sports clubs.

Shortcomings

- Pupils' awareness of the importance of body posture to improve performance is limited.

Religious education

Standards of pupils' achievement are very good. In the last inspection standards were satisfactory. The scheme of work is based on the local authority Agreed Syllabus and fully meets requirements.

Good features

- Pupils know about the different forms of prayer practised in a number of religious faiths. They appreciate that the position taken up during prayer is a symbol of respect. Pupils can identify and explain the items and body positions used in prayer, such as the shawl in Judaism and the prayer mat in Islam.
- Pupils are developing a broadly based vocabulary of the key concepts that apply to the major religious faiths in the world.
- Pupils have a very good understanding of the lifestyles associated with many religious traditions. They know the meaning of pilgrimage in different religious contexts.
- By using role-play activities, pupils develop empathy and sensitivity towards religious ritual and practices. They fully appreciate the meaning of the holy and the sacred and know that the various religious buildings are special places.
- Pupils correctly identify the sacred books of the various religions of the world and how it is important to respect them.
- Older pupils discuss maturely what they read about the various attitudes religions adopt in relation to death. They develop a good understanding of the concepts of the soul, re-incarnation, paradise and eternity. They provide pertinent explanations about why people want to think about life after death.
- Pupils know about some of the major festivals and celebrations in Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism, such as Ramadan, Sukkot, Passover, Diwali and Wesak. They know about the various Hindu deities and what each one represents.
- The Welsh dimension is also a prominent feature and pupils have studied St David and his life and about the religious traditions in Great Britain. They recall the life of leading Christians including Martin Luther King among many others.
- Pupils skills of enquiry and critical thinking are well-developed and they express their own views and opinions openly and without fear or prejudice.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous report identified seven key issues, namely, the need to:

- **maintain the high standards, expectations and ethos which already exists;**
- **improve identified shortcomings in mathematics, DT, IT, history and religious education (some of these area are already identified in the school development plan);**
- **set quantifiable targets for improvements in the school development plan;**
- **increase the amount of teaching time peer week so that it is at least equal to the Welsh Office recommendations;**
- **develop clearer criteria for assessment in the non-core foundation subjects of the NC and improve the quality of reports to parents in the foundation subjects;**
- **continue to develop the monitoring role of curriculum co-ordinators in order to focus their work on the monitoring of standards (as already identified in the school development plan);**
- **consider the use of a greater variety of homework assignments for older pupils.**

The school responded positively to all the key issues and the Action Plan is detailed and comprehensive. The seven key issues were addressed and the majority of the targets completed within a year of the inspection.

- To maintain the high standards, expectations and ethos, the head, staff and governing body worked together to set targets for all the key issues and in particular, for the NCA tests in the core subjects. A decision was made to participate in the Basic Skills Quality Mark Scheme to help motivate staff to raise standards in numeracy and literacy. Pupils' progress since then is good.
- To improve shortcomings in mathematics, DT, IT, history and RE, the curriculum post holders monitored the standards before half terms, each year. Staff were released on a timetable basis to interview pupils, to scrutinise pupils' books and class teachers plans and evaluations. If further action was required the co-ordinators worked alongside colleagues in the classroom or arranged relevant INSET. The standards achieved in the subjects have improved and pupils are making good progress.
- To set quantifiable targets in the SDP over three years, a number of specific targets were identified to improve the standards in English, mathematics and science. The school is on course to meet the targets and progress is good.
- To increase the amount of teaching time, ten minutes was added to the week to bring the school in line with the Welsh Office recommendations.

- To develop clearer criteria for assessment, information was gathered from various sources, the school liaised with the LEA advisers and whole-school INSET took place. The school is continuing to make good progress.
- The quality of report to parents was improved by applying the same reporting method that existed for the core subjects to all other NC subject areas. All comments were to contain references to the strengths and weaknesses in pupils' achievement rather than merely coverage of the Programmes of Study. Since that time, however, the annual reports to parents still have insufficient detail about pupils' strengths and weaknesses in the foundation subjects. This remains a key issue for the school.
- To develop the monitoring role of co-ordinators a monitoring week was set aside, to be followed by a feedback session with all staff, to build on what had been learnt. Co-ordinators are now much more aware of their roles and responsibilities and are making good progress.
- To use a greater variety of homework assignments, the school participated in the Deeside Liaison Homework policy. The co-ordinators of the core subjects consulted with the teachers of Y5/6, to set appropriate homework tasks.
- The Action Plan also identified the shortcomings within the NC subject areas that were addressed in the report and tackled each in turn, as issues for attention.

8.2 Key issues for action

The school has continued to improve since the last inspection. It has raised the standards in many areas but to raise standards further the head and governing body need to:

- maintain the very good standards achieved and raise standards further in the NC subjects judged to be good;
- raise standards from satisfactory to good or better in mathematics and geography;
- improve the quality of self-evaluation by ensuring that monitoring procedures
 - (i) evaluate the outcomes to set targets for the school and individual pupils and
 - (ii) include specific and more detailed comments in the NC foundation subjects in the annual report to parents;
- implement procedures that provide more information to parents and introduce measures to allow parents to be more involved in the life and work of the school;
- address the deficiencies in the building that relate to health and safety and to aspects involving supervision;
- ensure that the annual governing body report to parents and the school prospectus fulfil statutory requirements.

APPENDIX

A. Basic information about the school

Name of School	Taliesin Primary School
School type	Junior
Age -range of pupils	7 – 11
Address of school	King George Street Shotton Flintshire
Post-Code	CH5 1HP
Telephone Number	01244 830018

Headteacher	Mrs H Hughes
Date of appointment	01 September 2002
Chair of Governors/ Appropriate Authority	Mr B Bone
Registered Inspector	Mr B Wigley
Dates of inspection	16 – 19 June 2003

B. School data and indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	42	48	40	52	182

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.4

<i>Staffing information</i>	
Pupil:teacher	23:1
Average class size	24
Teacher : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	KS2	Whole School
Term 1	93.9	93.9
Term 2	93.7	93.7
Term 3	94.6	94.6

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

Since the school has a significant number of pupils with SEN – two tables are given to include and exclude the pupils with SEN.

END OF KEY STAGE 2: 2002 – whole school including statemented children

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 54					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School						15	26	46	13	
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School						17	26	33	24	
		National	0	2	1	1	0	5	12	41	38	0
Mathematics	Teacher Assessment	School					4	9	22	42	20	0
		National	0	2	1	0	0	4	19	47	28	0
	Test/Task	School						11	31	35	6	
		National	0	2	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School					4	9	17	56	15	0
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School						6	24	52	15	
		National	0	2	0	0	0	1	10	47	38	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:	38	In the school:	37
In Wales:	68	In Wales:	68

END OF KEY STAGE 2: 2002 – whole school excluding statemented children

National Curriculum Assessment KS 2 Results: 2002			Number of pupils in Y6: 45									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School						15	26	46	13	0
		National	0	0	0	0	1	6	17	46	30	0
	Test/Task	School						4	29	38	29	0
		National	0	2	1	1	0	5	12	41	38	0
Mathematics	Teacher Assessment	School					4	9	22	42	20	0
		National	0	2	1	0	0	4	19	47	28	0
	Test/Task	School		1				7	36	49	7	0
		National	0	2	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School					4	9	17	56	15	0
		National	0	0	0	0	0	2	13	50	33	0
	Test/Task	School						2	22	56	18	0
		National	0	2	0	0	0	1	10	47	38	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:		In the school:	42.2
In Wales:	68	In Wales:	68

- D Pupils who are exempted 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

D. Evidence base of the inspection

- Three inspectors spent a total of ten days at the school, with two inspectors spending four days and one inspector spending two days respectively.
- Pre-inspection meetings were held with the head, staff, governing body and parents
- Eighteen questionnaires were analysed and overall percentages and additional comments noted
- Fifty six lessons or part lessons were inspected
- Interviews were held with the staff and pupils on a range of issues
- School documents and teachers' planning files were scrutinised and analysed
- Inspectors attended whole school and class acts of collective worship

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr B Wigley Registered Inspector	English Welsh second language Geography Music Art Religious education	Context Main findings Standards achieved in subjects and areas of learning Teaching Assessment, recording and reporting Leadership and efficiency Progress since the last inspection Key issues for action
Ms D Shields Lay Inspector		Pupils' spiritual, moral, social and cultural development Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry
Mr B G Lewis Team Inspector	Mathematics Science Design and technology Information technology History Physical education	Standards achieved in key skills across the curriculum Curriculum Support, guidance and pupils' welfare Provision for pupils with special educational needs (SEN) Quality of self-evaluation and planning for improvement Staffing, accommodation and learning resources

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.