

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

**Victoria Junior School
Poyser Street
Wrexham
LL13 7RR**

School Number: 665/2194

Date of Inspection: 18th – 20th April 2005

by

**Mr Andrew Clark
78725**

Date: 23rd June 2005

Under Estyn contract number: T/198/04P

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Victoria Junior 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 Victoria Junior School took place between 18th and 20th April 2005. An independent team of inspectors, led by Mr Andrew Clark 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:

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

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

Contents	Page
Context	1
Summary	2
Recommendations	5
Standards	5
Key question 1: How well do learners achieve?	5
The quality of education and training	7
Key question 2: How effective are teaching, training and assessment?	7
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	9
Key question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key question 5: How effective are leadership and strategic management?	12
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key question 7: How efficient are leaders and managers in using resources?	14
Standards achieved in subjects and areas of learning	15
Mathematics	15
Welsh as a second language	16
Science	16
Information technology	17
Design and technology	18
History	18
School's response to the inspection	20
Appendices	
A Basic information about the school	21
B School data and indicators	21
C National Curriculum assessments results 2003	22
D Evidence base of the inspection	22
E Composition and responsibilities of the inspection team	23

Context

The nature of the provider

1. Victoria Junior School is close to the centre of the town of Wrexham. It caters for pupils aged between 7 and 11 years. There are currently 180 pupils on roll with an even balance of boys and girls. The pupils are from an area of established housing which is socially and economically neither advantaged nor disadvantaged. Eight per cent of the pupils are eligible for a free school meal, which is below the national average. The majority of pupils are from homes where English is the first language. A small minority, about five per cent, are from minority ethnic backgrounds where English is not the first language. There are no pupils' homes where Welsh is the first language. Approximately 10 per cent of pupils are identified with special educational needs and two pupils have a statement of special educational needs, which is below average. The pupils' special educational needs include moderate learning difficulties and visual impairment. The pupils enter school with attainment levels that are broadly average. The present headteacher was appointed since the last inspection.

The school's priorities and targets

2. The school's current priorities include:
 - Continuing to develop monitoring by subject leaders and the headteacher in all subjects;
 - Establishing a framework for assessment in subjects other than English, mathematics and science;
 - Further developing tracking systems for pupils' achievement in English and science;
 - The governing body to establish closer links with senior management and curriculum co-ordinators.

The school aims 'to provide a happy learning environment where children can develop to their full potential mentally, physically, emotionally, socially and morally, whilst nurturing qualities of enthusiasm, self-confidence, reliability and integrity to enable pleasure and satisfaction.

Summary

3. Victoria Junior School is a good school with many outstanding features. It is a very happy school. It has made good improvement since the last inspection and maintained a very good ethos for learning and personal development. The school gives good value for money.
4. The inspection team largely agrees with the judgements made in the school's self-evaluation documents. The difference in judgements between the school and the inspection team is never more than one grade.

Table of grades awarded

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

Standards

The pupils' achievement is good with outstanding features.

Subject	Key Stage 2
Mathematics	1
Welsh as a second language	1
Science	2
Information technology	2
Design technology	2
History	2

The pupils of all abilities achieve very well in their educational and social development throughout their time in school.

5. Overall standards of achievement in subjects inspected are:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	70%	0%	0%	0%

6. Pupils with special educational needs (SEN) make very good progress towards the targets set for them.

7. Pupils achieve very well in the key skills of reading, writing and numeracy. They make good progress in the use of information technology (IT) through all subjects. Pupils speak and listen well.
8. Pupils' bilingual skills are very good. They are confident in holding simple discussions and they read a range of texts fluently. This is an outstanding feature.
9. The results of National Curriculum (NC) tests in English, mathematics and science are generally above the national and county averages and above those of similar schools across Wales. There has been a good improvement in standards since the last inspection. The school has been particularly successful in raising the percentage of pupils who attain the higher levels in national tests.
10. The school sets challenging targets for pupils to attain based on their earlier achievement. These targets are consistently met or exceeded and the school supports pupils of all abilities to achieve high standards. This is an outstanding feature.
11. Standards of achievement in the subjects inspected show good improvement since the last inspection. Standards in Welsh and IT have improved very well and high standards have been maintained in mathematics.
12. The development of the pupils' personal and learning skills is good. They are keen and interested in their schoolwork and are eager to share their ideas and learning. However, pupils do not use their initiative and show enough independence in their learning.
13. Pupils' behaviour is very good indeed. They are polite and considerate and work well individually and in groups.
14. Levels of attendance are good and pupils are punctual.

The quality of education and training

15. The quality of teaching in the 26 lessons observed was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

16. Teaching and learning are good with outstanding features.
17. The teachers establish very good relationships with the pupils. Teachers have good subject knowledge and make accurate use of good assessment procedures to set work which is challenging. Pupils with special educational needs are very well taught. The teachers' planning is very good because of the very good schemes of work. There are very good levels of teamwork.
18. Key skills, including bilingualism, are taught very well. There is increasingly good use of IT as a resource for teaching. However, there is a limited range of strategies used to develop pupils' inferential and deductive reasoning through their learning. For example, pupils do not often plan and organise their own investigations in science.

19. The quality and use of assessment are good and they are effectively used to set pupils' targets. The pupils are becoming increasingly involved in target setting and assessment processes.
20. The annual progress reports for parents are too long, however, and do not make it easy for a parent to clearly understand how well their child is achieving.
21. The curriculum is broad and balanced with good opportunities for enrichment and the personal, social, health and citizenship education (PSHCE) of the pupils. The school has developed very good schemes of work for all subjects that ensure progress and consistency. The promotion of the pupils' awareness of the culture of Wales and environmental awareness is good, particularly through local studies.
22. Learning experiences promote the pupils' spiritual, moral, social and cultural development very well. The links with parents are outstanding. They are very supportive of the school. The school provides very good opportunities for all pupils, regardless of gender, race or disability, to have full access to a rich and interesting curriculum. The provision for SEN is very good and fully meets statutory requirements. The school meets the statutory requirements for religious education and a daily act of collective worship.
23. The school provides very good standards of care and ensures the healthy development of pupils. There are very good links with parents and this is an outstanding feature.

Leadership and management

24. The school is very well led. The headteacher's vision for the school is understood and shared by all, ensuring a sense of purpose and direction. This is an outstanding feature of the school. He receives very good support from the deputy-headteacher and other senior staff.
25. The self-evaluation process is thorough and is becoming increasingly sharply focused. The school improvement plan (SIP) is a clear and generally concise document. Priorities for development are appropriate. The school has made good progress since the last inspection and has met all the previous key issues.
26. The governing body is very committed to the school and makes a good contribution to learning and the school's very good ethos. The governors fulfil their statutory requirements.
27. There are sufficient well-qualified teachers and support staff to meet the pupils' needs. The professional development of staff is good and the monitoring of teaching supports it. All staff are valued and respected. The school runs smoothly and financial management is good.
28. The school makes very good use of its resources for learning. It is well maintained and excellent displays of pupils' work significantly enrich the pupils' learning. The school's playing field is too small for the effective teaching of activities such as athletics, football and rugby.

Recommendations

29. The school should maintain the good and very good features present and:

R1 - Develop pupils' independence and initiative in their learning through all subjects.

R2 - Improve the quality of pupils' progress reports for parents.

R3 - Further improve provision for team games and athletics.

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 1 : Good with outstanding features

30. The findings of the inspection team are higher than the judgements made by the school in the self-evaluation documents because there were several outstanding features. The standards of achievement in subjects inspected are:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	70%	0%	0%	0%

31. There are outstanding features in:

- pupils' development of the key skills of reading, writing and numeracy;
- pupils' bilingual skills;
- the school's success in meeting targets for pupils' achievement;
- pupils' spiritual, social and moral and cultural development.

32. Pupils make very good progress in developing the communication skills of speaking and listening, reading and writing. They make good, and often very good, use of these skills in all subjects and exceed standards normally expected for their age in key skills.

33. Pupils make good use of IT throughout the curriculum. They have good basic skills and use computers as a natural tool for learning.

34. Pupils' progress in bilingual competence is very good. The pupils make very good use of Welsh in everyday routines such as registration and in assemblies. They become confident in holding discussions with each other and their teachers during lessons.

35. Pupils with SEN and those with a statement of SEN make very good progress and regularly attain the targets set for them.
36. The pupils from minority ethnic backgrounds and those with English as an additional language make good progress. There is no significant difference in the achievement of boys and girls.
37. The school has rigorous processes for setting targets for achievement throughout the school and has great success in achieving them. Pupils have been particularly successful in meeting often challenging targets in National Curriculum (NC) tests in Y6. These results have been maintained at above national and local averages over the last six years in English, mathematics and science. This is an outstanding feature.
38. In each year, a good proportion of pupils have attained the higher levels for their age and this builds well on the levels of attainment pupils start school with. The school's results are above the results for similar schools across Wales.
39. In 2004, the results were a further improvement in English, mathematics and science. In particular, the percentage of pupils attaining the higher levels in the tests was well above the national average and in teachers' assessments.

Subject	Key Stage 2
Mathematics	1
Welsh as a second language	1
Science	2
Information technology	2
Design technology	2
History	2

40. In the subjects focused on during the inspection, pupils' achievement in mathematics and Welsh as a second language was good with outstanding features. The standards in Welsh as a second language were a good improvement on those observed at the last inspection and high standards were maintained in mathematics. The standards were good with no important shortcomings in science, IT, history and design and technology and improvement is satisfactory. Overall improvement in pupils' achievement is good.
41. Pupils make good progress in acquiring new knowledge and skills. However, they do not have enough opportunities to apply their knowledge in some subjects, such as science, in new situations and become independent in their learning. Pupils have a good knowledge and understanding of what they have achieved and, in history and IT for example, teachers engage them in discussions about what they have learned and how they could improve. This is a developing but not yet a consistent feature of their learning.
42. The pupils' behaviour is very good. They are polite and courteous to each other and to adults in school. It is a very orderly school and teachers have high expectations for good behaviour. The large communal area is marked by pupils quietly talking to each other as they go between lessons, or listening to the background music or admiring the many dramatic examples of pupils' art and

design. Pupils are very kind and thoughtful towards others and very supportive of those with special educational needs. This is an outstanding feature.

43. The development of pupils' learning skills is good. They make good progress in problem-solving skills and very good progress in creative development. Pupils have a strong feeling of belonging to a happy community. However, the pupils are not consistently equipped with the skills to help themselves in their learning and become independent learners.
44. Pupils' personal development is very good. Their spiritual development has outstanding features through acts of collective worship and the overall ethos of the school. The pupils have a good awareness of equal opportunities, tolerance and a respect for diversity. They learn to recognise positive qualities in themselves and others, and treat everyone with respect.
45. Pupils achieve good levels of attendance. The average attendance for the three terms before the inspection was above 95 per cent. Registration arrangements meet statutory requirements. The school pays full regard to the Welsh Assembly Government's circular 3/99. Pupils are punctual at the start of the day and lessons start on time.
46. Participation in the life of the community and visits to places of historical and cultural interest help to successfully broaden pupils' understanding of their community and the world of work. The curriculum is planned well to develop this feature of pupils' learning.

The quality of education and training

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

Grade 1 : Good with outstanding features

47. The findings of the inspection are higher than the judgement made by the school because a significant proportion of lessons had outstanding features. In the lessons seen teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0	0	0

48. Lessons were observed in the six subjects that were the focus for the inspection and also in English and personal, social, health and citizenship education (PSHCE). The quality of teaching exceeds the Welsh assembly targets.
49. The relationships between staff and pupils are very good and are a corner stone to effective teaching. Pupils are treated with respect, their opinions valued and involvement encouraged regardless of ability. This is also a reflection of the very good teamwork between staff.
50. Lessons are well planned and build on the very good curricular planning. The teachers make good use of interactive IT programs on the whiteboards to motivate and challenge all abilities. The teaching of reading, writing and Welsh is

very thorough and it underpins learning across the subjects. This is an outstanding feature.

51. The pupils are taught outstanding investigative skills in mathematics through practical and challenging activities that develop problem-solving abilities. There is increasingly good practical teaching of experimental skills in science. However, there is a limited range of strategies used by teachers to develop pupils' independent learning skills and their ability to infer and make deductions.
52. The use of the local environment, visits and visitors from the local community make a very good contribution to learning.
53. The school has policies in place that successfully promote equal access and opportunity for all pupils. The careful planning of lessons by teachers and support staff and the very good knowledge they have of their pupils ensure that in every classroom there is equal opportunity for all. There is very careful attention to differentiation of tasks so that pupils of all abilities are consistently engaged and are developing at a good level and pace.
54. The promotion of equal opportunities to actively address issues of gender and race is an outstanding feature. The school's reading materials have a wide and ethnically diverse content and are chosen to avoid any gender bias or stereotyping. Both boys and girls sit in mixed groups and are encouraged to play netball and football in mixed sports teams, although the lack of suitable grassed areas limits opportunities for this.
55. Pupils with SEN are very well integrated into the school. All staff are fully involved in the preparation of IEPs (Individual Education Plans) and these are used well by teachers and support staff in lesson planning. Pupils have good targets, which are regularly re-assessed.
56. Pupils who have English as an additional language are very well supported both by the staff and also by visiting county-based support staff.
57. Pupils who are gifted and talented and those who work at a faster rate have additional and appropriate extension tasks. For example, pupils who learn musical instruments have many opportunities to play in assemblies.
58. Incidental Welsh is well used by teachers in all classrooms and there is good Welsh labelling on displays. Very good use is made of incidental Welsh in registration periods and some acts of worship. Pupils use Welsh prayers and they enunciate their words clearly and sing with spirit in their rendering of Welsh hymns. However, some teachers translate from Welsh to English too quickly so the pupils do not have time to recall the meaning of words and phrases themselves.
59. Assessment procedures are good overall and have improved since the last inspection. There are well-developed and thorough assessment procedures in place. Assessment procedures are used rigorously in setting targets for pupils to achieve. Pupils' school and homework is always carefully and regularly marked with comments that praise achievement and give clear indicators as to how the work can be further improved.

60. Pupils have made a good start on self-evaluating their work. Although this is at an early stage, the good practice is encouraging pupils to be self-critical and set themselves higher challenges.
61. Parents are generally well informed about their child's progress through the end of year reports. Whilst the reports contain plenty of information they are often descriptive and do not give parents a clear enough picture of how well their children are doing in comparison with national, local and other indicators. They are sometimes far too long.
62. Pupils fully understand the purpose of assessment and parents indicate that they have supervised reading tasks that are set as homework. Pupils' National Curriculum and other tests are carefully analysed and the outcomes used to set new targets for improvement.

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

Grade 2: Good features with no important shortcomings

63. The inspection team agrees with the school's evaluation of this key question. There has been satisfactory improvement since the last inspection.
64. The school responds very well to pupils' needs. Each pupil has given equal opportunities through a broad and balanced curriculum. The staff ensure that suitable differentiated material and resources are provided for pupils, which meet their varying degree of abilities and aptitudes.
65. Pupils with SEN are well supported. The school adheres to the Code of Practice for SEN in Wales in meeting the needs and identifying the support necessary for those pupils who may have additional learning needs. The school also makes good provision for a small number of pupils who learn English as an additional language.
66. Teachers' careful planning ensures that the pupils continually build on their earlier learning. Careful planning of lessons over a period of time indicates close co-operation between staff and this is reflected in the consistency of approaches used by teachers within the daily lessons. This is an outstanding feature.
67. The staff ensure that pupils are taught key skills in a relevant manner within all aspects of the curriculum. Lessons incorporate aspects of literacy, numeracy, IT and problem-solving skills and pupils have a variety of meaningful activities to develop these skills.
68. The school provides a wide and varied range of out-of-school activities and off-site educational provision, which enhance the school's curricular provision. Pupils have been involved in creating, with other local schools, a Millennium Mural at the Wrexham Arts Centre, and have visited the Mayor's Parlour in Wrexham. Visits are also arranged annually to York, and to Nant Bwlch yr Haearn outdoor pursuits centre, as well as to the Urdd adventure centre near Bala.

69. Pupils' spiritual, moral, social and cultural development is very well promoted within the school. This is undertaken through related real life situations within the lessons, while collective worship makes a valuable contribution towards pupils' understanding of moral issues and helps them distinguish between right and wrong.
70. The parental links with the school are good. Parents are actively involved in trips, visits and fund raising, and some parents also help out in the school lending library. The school provides a regular newspaper for parents, informing them of developments within the school. This newspaper is written and published by the pupils themselves. In the pre-inspection meeting, parents reported that they felt the school is very fair and promotes equality well. Funds for the school are also supplemented by the supportive activities of the Friends of Victoria Junior School. There are good links with other schools, particularly the secondary school.
71. The curriculum fully meets statutory requirements including the provision for PSHCE, religious education and collective worship.
72. The school has developed good links with local industry, which enhance pupils' experience and understanding of the world of work. Pupils have attended a local aircraft factory to learn about computerised control equipment, and visited a training site for joinery and building. A link with a large supermarket has also been established which helps to enhance pupils' knowledge of food technology within the catering industry.
73. The curriculum within the school successfully reflects the culture of Wales through visits to local places of interest as well as a bi-annual Eisteddfod. Pupils have good opportunities to develop an understanding of Welsh culture through links with the Urdd and an active Welsh-medium residential programme at Glan Llyn near Bala. Impressive displays of pupils' work, such as those illustrating the effects of the Second World War on people in the Wrexham area, and a study of Welsh sporting achievements, successfully reflect the development of *Y Cwricwlwm Cymreig*. The school successfully promotes pupils' awareness of Welsh language and culture.
74. There are very good equal opportunities policies that reflect the school's strong commitment to equality of access and opportunity for all. Pupils are made to feel valued and take part in many aspects of whole-school activities. The school's rules and the calm manner in which pupils conduct themselves within the school help to convey an atmosphere of respect and co-operation for one another.
75. The school makes a positive contribution towards promoting the idea of sustainable development, through activities such as paper re-cycling, and the school's involvement in a healthy schools initiative. The school is a member of the European Network of Healthy Schools as well as a similar initiative in Wales. Much of this work is incorporated into subjects across the curriculum and pupils have written poems about the value of water and re-cycling. They have also participated in bulb planting and seed gathering activities at a local Park, and have been planting trees in a local Millennium Eco-Centre. The school makes effective use of the local environment as a context for lessons in aspects of geography and history.
76. Although links have been established with local industries, the school is aware of its need to develop pupils' entrepreneurial and initiative skills further.

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

Grade 1 : Good with outstanding features

77. The findings of the inspection team match those made by the school in its self-evaluation report. There has been good improvement since the last inspection.
78. The school is a very happy, caring community where the quality of care, support and guidance for learners is outstanding. Pupils are secure in school and a good relationship exists between them and all staff, both teaching and non-teaching. Pupils feel strongly that they are valued and supported. The introduction of the School Council has strengthened this and additionally children have been trained to act as 'Buddies' on the school playground. During the inspection, there was no evidence of bullying or aggressive behaviour and parents report that this is normal. The school has good policies and procedures in place to deal with such behaviour should it arise.
79. There are excellent relationships with parents; this was evident in the very positive responses from parents both at the pre-inspection meeting and from the pre-inspection questionnaires. A particularly high number of questionnaires were returned. Parents make a very good contribution to pupils' learning through support for homework and help during the school day. The relationship with parents is an outstanding feature.
80. The transition arrangements between both infant and secondary schools are good. Year 6 (Y6) pupils play an active role in integrating the new pupils, particularly in Y3. Discussions in Y6 cover pupils' fears and concerns of transition from junior to secondary education. Home/school agreements are in place and appropriate agencies are involved where there is a need for English as an Additional Language support.
81. Teachers know their pupils well. They provide a secure learning environment, which supports their academic progress, and social and personal development. Good use is made of "Circle Time" discussions to address issues including those of concern. PSHCE takes place weekly and this is supported by presentations from the school nurse and other outside agencies such as the Healthy Schools department.
82. The school has good procedures in place to monitor attendance, punctuality, behaviour and academic performance. Registers are marked and administered appropriately. Parents co-operate well by informing the school of absences and this supports the good levels of attendance.
83. There is a designated governor for Health and Safety and the policy is regularly reviewed. Risk assessments are carried out before any school trips. The school aims to be as inclusive as possible for all pupils. There is clear guidance in the school prospectus regarding what medical support, including first aid, can be provided by the school. There are no evident health and safety concerns.
84. The headteacher is the designated person with responsibility for Child Protection. All staff are familiar with the Child Protection Policy and are aware of the required procedures.

85. Effective policies are in place for Equal Opportunities and Racial Equality. Many opportunities are available for all pupils to participate in school activities. Different cultures are celebrated successfully both in the classroom and in school assemblies. Pupils with disabilities are fully integrated into the school system and reasonable adjustments have been made to avoid putting them at a disadvantage.
86. Clear policies exist in relation to good behaviour and anti-bullying. An effective behaviour programme is firmly established and there is good support for pupils with identified behavioural and emotional difficulties. The School Council, buddy system and Circle Time are all used to reinforce these procedures.
87. The school has pupils from many countries that contribute to all pupils' good understanding and respect for diversity. Other beliefs and traditions feature prominently in the school curriculum and create a strong ethos of tolerance and understanding. Pupils are very well informed about life in contemporary Britain. This is an outstanding feature.

Leadership and management

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

Grade 1: Good with outstanding features

88. The findings of the inspection team match those the school made in its self-evaluation process.
89. The headteacher and deputy headteacher provide a very clear direction for the promotion of high standards. They create an excellent ethos for learning through their strong sense of purpose and clarity of guidance. These are outstanding features.
90. The headteacher and deputy set a very high standard through the quality of their own teaching and leadership of collective worship, excellent relationships and strategic management of their subject areas. They have created an effective and hard working staff team who feel valued and respected. This includes teachers, teaching assistants and non-teaching staff. The ethos of the school is very inclusive and relationships with parents, outside agencies, other schools and the community are very good as a result.
91. There are clear published aims and an all-encompassing mission statement that is effectively met in practice. The governing body is fully involved in promoting and supporting its aims. Respect for the individual is central to the school's vision for the future. Several parents identified this tangible ethos as a reason they send their children to the school. This is an outstanding feature.
92. The school takes good account of national priorities, local partnerships and cluster agreements. Staff are involved in a wide range of initiatives, such as emotional behaviour and healthy living projects, and these make significant contributions to pupils' personal and educational development.

93. The school sets challenging targets for pupils and for whole-school achievement and is successful in meeting them. All staff have clear targets for their own professional development related to the needs for school improvement. The targets are precise and challenging.
94. There are very good procedures for monitoring staff performance and the headteacher creates very effective teams. He delegates well by ensuring good quality training builds the skills that staff require and has high expectations for their contribution to management. This is an outstanding feature.
95. The governing body is supportive and has a good awareness of its responsibilities. It fulfils its legal requirements and pays due attention to Welsh Assembly Government guidelines.
96. Governors contribute very well to setting the strategic targets and they monitor standards through analysis of NC test results and other assessments. They have a very good oversight of the school's budget and manage finances effectively. There are clear structures to ensure policies are up to date and appropriate overall. The governors are successfully exploring ways to efficiently make strong links with subject areas and develop their breadth of understanding. The governors are exploring ways to make these processes more formal. Overall, governors' work is an outstanding feature.
97. Governors are involved in school activities and are generally known to staff and pupils. The school's prospectus and the governors' annual report to parents meet statutory requirements.

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

Grade 2: Good features with no important shortcomings

98. The findings of the inspection team are one grade lower than those of the school. Whilst practice is good, some areas of this aspect, such as performance management of staff, are at an early stage of development.
99. The headteacher, governors and staff are fully committed to raising standards. All staff are involved in the self-evaluation process. The views of parents and pupils are also taken into account. The self-evaluation process is developing into a sharp and focused tool for guiding improvement. The schools' self-evaluation is fair and accurately based on first-hand evidence.
100. The school improvement plan is comprehensive and is produced from self-evaluation activities. It sets out clear targets and is effectively costed. There are appropriate timescales and procedures to evaluate progress. However, the plan makes heavy demands on one or two members of staff as there are too many priorities identified for the forthcoming period.
101. The school makes a detailed analysis of the results of NC tests and a wide range of other tests and assessments. The headteacher monitors the quality of teaching. This is used effectively to improve the quality of teaching and learning and to raise achievement.

102. The performance management of the staff is effective in developing the school. Staff set clear and manageable targets to meet their professional needs.
103. The school has made good progress since the last inspection. The key issues have been addressed and standards have risen well. The school is still working towards improved outside games facilities although it has done all it can without external support.

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

Grade 2: Good features with no important shortcomings

104. The findings of the inspection team are one grade lower than those of the school. The practice is good but there are no outstanding features, in the use of resources.
105. The school has well-qualified and experienced teaching and support staff. The school makes very good use of teachers' strengths through specialist teaching in some subjects. The school's Special Educational Needs Co-ordinator (SENCO) is deployed effectively to provide good support to classes and individuals. There are sufficient support staff who are well trained and an essential part of the staff team.
106. The school secretary manages the day-to-day procedures efficiently. She provides a warm welcome for parents and pupils.
107. The accommodation is good. The school is very well maintained and standards of cleanliness are high. The caretaker supports the school well; he is also a lunchtime supervisor and member of the governing body. The pupils' learning is significantly enhanced by the high quality of displays of pupils' work and objects of interest, such as local historical artefacts. The school is spacious and used well to provide additional areas for music and SEN. The playground facilities are good. However, the school does not have ready access to a playing field for team games. The school worked hard since the last inspection to improve facilities in this area but there are still limitations and public games space, which was previously available, is no longer suitable.
108. The school has completed a disability survey and is working to address issues for outside facilities for pupils with sensory deprivation. The headteacher takes a strong lead in this and is supported well by the governors
109. The quality and quantity of resources are good. The subject co-ordinators ensure that resources are up to date and stimulating. Classrooms are attractively maintained and displays celebrate pupils' achievement. There are two good IT suites that are used well. The support staff are deployed well to support learners with special educational needs and less able pupils.
110. The school's financial management is good and governors and staff monitor spending closely. The school improvement plan links priorities well to the resources needed and costs involved. The school gives good value for money.

Standards achieved in subjects and areas of learning

Mathematics

Key Stage 2 – Grade 1 Good with outstanding features

Good and outstanding features

111. Pupils present their work neatly. They use mathematics skills effectively through activities such as investigate work, which they accomplish effectively.
112. Pupils show a very good numerical awareness through regular mental mathematics activities at the beginning of each lesson. They calculate quickly and are keen to participate and provide the correct answers. This is an outstanding feature.
113. Y3 and Y4 pupils show a good understanding of fractions and use IT equipment correctly to explain accurately their understanding of these ideas.
114. Pupils also have a good understanding of symmetry and create symmetrical patterns using blocks and through the use of painting and folding the paper they work on.
115. Pupils use number bonds accurately and use a number line to aid subtraction. They also communicate their method of solving such tasks well.
116. Pupils use appropriate mathematical apparatus accurately to solve given tasks, and attend to their tasks in an attentive and orderly manner.
117. Pupils use problem-solving skills very well to discover the multiples of a given number, and are prepared to share their ideas with each another. This is an outstanding feature.
118. Pupils identify their achievements and note them against termly targets in their workbooks. This helps them make very good progress from Y3 to Y6.
119. Pupils with SEN undertake tasks adapted to their level of ability with confidence and accuracy and achieve well.
120. Pupils use apparatus to measure angles correctly, and to draw angles, and use the correct terminology for the different types of angles.
121. Some pupils successfully use a computer-assisted programme to measure the degree of angles presented in a given task.
122. Pupils tackle their tasks systematically and present their work well.

Shortcomings

123. There are no important shortcomings.

Welsh as a second language

Key Stage 2 – Grade 1 Good with outstanding features

Good and outstanding features

124. Pupils are clearly proud of their Welsh heritage and their oral ability shows an increasing command of the effective and relevant use of Welsh around the school. Some pupils are confident enough to greet visitors to school in Welsh.
125. Pupils listen attentively. They successfully identify target words within sentences on taped stories, which they then change and replace with alternative words of their own choosing within the context of the story.
126. Pupils listen well to each other, and successfully conduct a simple question and answer discussion with a partner using previously learnt sentence structures.
127. Pupils are confident and clear when talking in Welsh in short phrases or sentences about topics, which have been discussed.
128. They sing hymns in assembly and say prayers at the end of the school day. They have a growing range of vocabulary and use it appropriately in dialogues about the weather or the senses.
129. Pupils' competence within group reading and oracy work helps to raise the overall standard of their achievement, and pupils show a positive attitude to these activities through their enthusiasm. This is an outstanding feature.
130. Pupils evaluate each others' oral contributions constructively, and suggest ways that they can improve.
131. Pupils use good intonation and speak clearly in Welsh showing good manners and using meaningful phrases. This is an outstanding feature.
132. Pupils read text from a story with meaning and fluency.
133. Pupils change stories from the present into the past tense with confidence and understanding, and use verbs relating to the senses in a meaningful manner.
134. Pupils write short sentences using words they know accurately and within a correct context, to describe the weather or on the topic of the senses.

Shortcomings

135. There are no important shortcomings.

Science

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

Good and outstanding features

136. Pupils explain their ideas well using a good scientific vocabulary by Y6.
137. The pupils make very good progress in building on their scientific knowledge. By Y6 the pupils have a very good understanding of the processes of evaporation and filtration.
138. Pupils make good progress in developing strategies for investigation, and their understanding of fair-testing and controlling variables is good.
139. Pupils have a good breadth of scientific knowledge incorporating all aspects of the curriculum. Their understanding of life and living processes and physical properties is particularly good.
140. Pupils complete science homework well and this has a good impact on standards.
141. Pupils are accurate in their measurements and make good use of data handling skills to record investigations. Pupils make systematic progress in recording and planning methods for investigations.
142. There is effective use of IT for solving problems and creating graphs and recording data information.
143. Pupils with SEN make progress that is often as good as their peers because adults support them very effectively.
144. Pupils of all ages and abilities have very good attitudes to learning in science and take a pride in their work.

Shortcomings

145. Pupils do not select their own recording methods.
146. They do not frame their own questions to investigate.

Information technology (IT)

Key Stage 2 – Grade 2 Good with no important shortcomings

Good and outstanding features

147. Pupils of all ages and abilities make confident use of IT. They have good basic skills.
148. Pupils' work shows satisfactory and developing levels of independence. Many make good use of IT in their homework.
149. Pupils use computers and other equipment, such as digital cameras, successfully in a good range of realistic contexts in several subjects including history, science, design and technology and religious education.

150. Pupils develop good skills in using IT for communication. The Y5 and Y6 pupils make good multimedia presentations on the human body, for example, which they use as a method for learning in science.
151. Pupils have very good attitudes to the subject, responding well to vibrant teaching. They have a clear idea how they can use IT to support learning as a result.
152. Pupils are learning to use IT critically. By Y4, they are beginning to identify Internet websites, which help them in their research and those that are less useful. They learn to analyse programs and the contribution they can make to learning.

Shortcomings

153. There are no significant shortcomings

Design technology

Key Stage 2 – Grade 2 Good with no important shortcomings

154. Pupils show a good understanding of the process of designing and making various products. They use different devices for different purposes, and give reasons for their choices.
155. Pupils use knowledge already acquired to explain the procedures needed to use control devices correctly, and use a computer linked to the interactive white-board to demonstrate aspects of control procedures within the classroom. For example, pupils create programs to control the sequences for traffic lights.
156. Pupils use a good range of methods, such as diagrams, lists and labels, to record their knowledge and understanding.
157. Pupils talk competently about relevant technological tasks and show understanding of the ideas through their use of appropriate vocabulary.
158. Pupils make good use of IT to plan and record their ideas and to collect and manage information.
159. Pupils respond well to problem-solving tasks through writing a correct series of procedures. For example, they successfully plan routes for a floor robot to follow on a large map in Y3.
160. The pupils produce original and interesting designs and progress is evident from Y3 to Y6.

Shortcomings

161. There are no significant shortcomings.

History

Key Stage 2 – Grade 2 Good with no important shortcomings

Good and outstanding features

162. Pupils' sense of time and when things happened is good. Pupils successfully use a timeline to identify key events in their studies.
163. Pupils have very good attitudes to the subject. They take a pride in their work and are very productive in written work. They show a good understanding of how historical personalities, such as Churchill, affect events.
164. They have a good knowledge of the historical culture of Wales and particularly of the local history of Wrexham.
165. Pupils use their literacy skills very well in history. The writing produced by Y5 and Y6 pupils on World War 2 and particularly on the plight of evacuees is sometimes very moving.
166. Pupils progress well in developing knowledge of historical principles. They have a good knowledge of the difference in historical value of sources of information which were created at the time of the event and those that were produced later.
167. Pupils have a good understanding of factors affecting change, such as the impact of unemployment on life in the thirties and forties.
168. They make good use of IT to communicate ideas through multi-media presentations and word processing. They make adequate use of IT to organise census information.
169. The pupils are curious and handling good quality artefacts, such as ration books and gas masks, stimulate their historical interest.

Shortcomings

170. There are no important shortcomings.

School's response to the inspection

The extremely positive inspection findings are a reflection of the hard work and commitment of staff, governors and pupils at the school along with the support of parents and friends.

The skills and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly the report makes clear the various elements that make our school what it is - Grade 1 "good with many outstanding features". In particular the report highlights the very high standard of teaching and learning and the very good ethos of the school and behaviour of the pupils.

Staff and governors will address the recommendations made in the report in an action plan. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Victoria Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Poyser Street Wrexham
Post-code	LL13 7RR
Telephone number	01978 364189

Headteacher	Mr John Hughes
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr John Lloyd
Reporting inspector	Mr Andrew Clark
Dates of inspection	18 th – 20 th April 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	n/a	n/a	n/a	n/a	48	51	42	39	180

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25.7
Teacher (fte): class ratio	1:1.2

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	N/A	N/A	96%	96%
Summer 2004	N/A	N/A	95%	95%
Autumn 2004	N/A	N/A	96%	96%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		40							
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	7	7	50	35	0
		National	1	0	1	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	0	5	32	55	0
		National	1	1	1	0	0	4	13	42	37	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	43	40	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	15	32	53	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher assessment	School	0	0	0	0	0	0	20	30	50	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	3	35	62	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		by Test	
In the school	77%	In the school	82%
In Wales	70%	In Wales	71%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present in the school for 7 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. Twenty-three parents attended the parents' meeting.
- Eighty questionnaires were completed by parents and were carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support and non-teaching staff.
- School documentation and samples of pupils' work were examined.
- Twenty-six lessons were observed.
- Discussions were held with pupils about their work and with the school council about the life of the school.
- Pupils' behaviour was observed during break, lunch times and at the start and end of the day.
- Inspectors attended assemblies and observed extra curricular activities.
- Post-inspection meetings to report main findings were held.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Andrew Clark	Context, recommendations KQ1, 2, 5, 6, 7 Science IT History
Mrs Justine Barker	KQ 4 and contributions to other Key Questions
Mr Glyn Griffiths	KQ 3 Mathematics Welsh second language Design and technology

Acknowledgement

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

Contractor

Lincolnshire Inspection Team
37 Park Drive
Grimsby
North East Lincolnshire
DN32 0EG

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

**Victoria Junior School
Poyser Street
Wrexham
LL13 7RR**

Summary for Parents

School Number: 665/2194

Date of Inspection: 18th – 20th April 2005

by

**Mr Andrew Clark
78725**

Date: 23rd June 2005

Under Estyn contract number: T/198/04P

© Crown Copyright 2005

Published by:

Estyn,
Anchor Court,
Keen Road,
Cardiff,
CF24 5JW.

This publication (excluding the Royal Arms and departmental logos) may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the publication specified.

This publication is also available at www.estyn.gov.uk .

Any enquiries regarding this publication should be addressed to the Publications manager at the above address, or by e-mail to

publications@estyn.gsi.gov.uk

Basic information about the school

Name of school	Victoria Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Poyser Street Wrexham
Post-code	LL13 7RR
Telephone number	01978 364189

Headteacher	Mr John Hughes
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr John Lloyd
Reporting inspector	Mr Andrew Clark
Dates of inspection	18 th – 20 th April 2005

The inspection

Victoria Junior 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 Victoria Junior School took place between 18th and 20th April 2005. An independent team of inspectors, led by Mr Andrew Clark 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:

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

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

Context

The nature of the provider

1. Victoria Junior School is close to the centre of the town of Wrexham. It caters for pupils aged between 7 and 11 years. There are currently 180 pupils on roll with an even balance of boys and girls. The pupils are from an area of established housing which is socially and economically neither advantaged nor disadvantaged. Eight per cent of the pupils are eligible for a free school meal which is below the national average. The majority of pupils are from homes where English is the first language. A small minority, about five per cent, are from minority ethnic backgrounds where English is not the first language. There are no pupils' homes where Welsh is the first language. Approximately 10 per cent of pupils are identified with special educational needs and two pupils have a statement of special educational needs, which is below average. The pupils' special educational needs include moderate learning difficulties and visual impairment. The pupils enter school with attainment levels that are broadly average. The present headteacher was appointed since the last inspection.

The school's priorities and targets

2. The school's current priorities include:
 - Continuing to develop monitoring by subject leaders and the headteacher in all subjects;
 - Establishing a framework for assessment in subjects other than English, mathematics and science;
 - Further developing tracking systems for pupils' achievement in English and science;
 - The governing body to establish closer links with senior management and curriculum co-ordinators.

The school aims 'to provide a happy learning environment where children can develop to their full potential mentally, physically, emotionally, socially and morally, whilst nurturing qualities of enthusiasm, self-confidence, reliability and integrity to enable pleasure and satisfaction.

Summary

3. Victoria Junior School is a good school with many outstanding features. It is a very happy school. It has made good improvement since the last inspection and maintained a very good ethos for learning and personal development. The school gives good value for money.
4. The inspection team largely agrees with the judgements made in the school's self-evaluation documents. The difference in judgements between the school and the inspection team is never more than one grade.

Table of grades awarded

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

Standards

The pupils' achievement is good with outstanding features.

Subject	Key Stage 2
Mathematics	1
Welsh as a second language	1
Science	2
Information technology	2
Design technology	2
History	2

The pupils of all abilities achieve very well in their educational and social development throughout their time in school.

5. Overall standards of achievement in subjects inspected are:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	30%	70%	0%	0%	0%

6. Pupils with special educational needs (SEN) make very good progress towards the targets set for them.

7. Pupils achieve very well in the key skills of reading, writing and numeracy. They make good progress in the use of information technology (IT) through all subjects. Pupils speak and listen well.
8. Pupils' bilingual skills are very good. They are confident in holding simple discussions and they read a range of texts fluently. This is an outstanding feature.
9. The results of National Curriculum (NC) tests in English, mathematics and science are generally above the national and county averages and above those of similar schools across Wales. There has been a good improvement in standards since the last inspection. The school has been particularly successful in raising the percentage of pupils who attain the higher levels in national tests.
10. The school sets challenging targets for pupils to attain based on their earlier achievement. These targets are consistently met or exceeded and the school supports pupils of all abilities to achieve high standards. This is an outstanding feature.
11. Standards of achievement in the subjects inspected show good improvement since the last inspection. Standards in Welsh and IT have improved very well and high standards have been maintained in mathematics.
12. The development of the pupils' personal and learning skills is good. They are keen and interested in their schoolwork and are eager to share their ideas and learning. However, pupils do not use their initiative and show enough independence in their learning.
13. Pupils' behaviour is very good indeed. They are polite and considerate and work well individually and in groups.
14. Levels of attendance are good and pupils are punctual.

The quality of education and training

15. The quality of teaching in the 26 lessons observed was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

16. Teaching and learning are good with outstanding features.
17. The teachers establish very good relationships with the pupils. Teachers have good subject knowledge and make accurate use of good assessment procedures to set work which is challenging. Pupils with special educational needs are very well taught. The teachers' planning is very good because of the very good schemes of work. There are very good levels of teamwork.
18. Key skills, including bilingualism, are taught very well. There is increasingly good use of IT as a resource for teaching. However, there is a limited range of strategies used to develop pupils' inferential and deductive reasoning through their learning. For example, pupils do not often plan and organise their own investigations in science.

19. The quality and use of assessment are good and they are effectively used to set pupils' targets. The pupils are becoming increasingly involved in target setting and assessment processes.
20. The annual progress reports for parents are too long, however, and do not make it easy for a parent to clearly understand how well their child is achieving.
21. The curriculum is broad and balanced with good opportunities for enrichment and the personal, social, health and citizenship education (PSHCE) of the pupils. The school has developed very good schemes of work for all subjects that ensure progress and consistency. The promotion of the pupils' awareness of the culture of Wales and environmental awareness is good, particularly through local studies.
22. Learning experiences promote the pupils' spiritual, moral, social and cultural development very well. The links with parents are outstanding. They are very supportive of the school. The school provides very good opportunities for all pupils, regardless of gender, race or disability, to have full access to a rich and interesting curriculum. The provision for SEN is very good and fully meets statutory requirements. The school meets the statutory requirements for religious education and a daily act of collective worship.
23. The school provides very good standards of care and ensures the healthy development of pupils. There are very good links with parents and this is an outstanding feature.

Leadership and management

24. The school is very well led. The headteacher's vision for the school is understood and shared by all, ensuring a sense of purpose and direction. This is an outstanding feature of the school. He receives very good support from the deputy-headteacher and other senior staff.
25. The self-evaluation process is thorough and is becoming increasingly sharply focused. The school improvement plan (SIP) is a clear and generally concise document. Priorities for development are appropriate. The school has made good progress since the last inspection and has met all the previous key issues.
26. The governing body is very committed to the school and makes a good contribution to learning and the school's very good ethos. The governors fulfil their statutory requirements.
27. There are sufficient well-qualified teachers and support staff to meet the pupils' needs. The professional development of staff is good and the monitoring of teaching supports it. All staff are valued and respected. The school runs smoothly and financial management is good.
28. The school makes very good use of its resources for learning. It is well maintained and excellent displays of pupils' work significantly enrich the pupils' learning. The school's playing field is too small for the effective teaching of activities such as athletics, football and rugby.

Recommendations

29. The school should maintain the good and very good features present and:

R1 - Develop pupils' independence and initiative in their learning through all subjects.

R2 - Improve the quality of pupils' progress reports for parents.

R3 - Further improve provision for team games and athletics.

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.