

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

VICTORIA INFANTS' SCHOOL

Poyser Street
Wrexham, LL13 7RR

School Number: 665/2195

Date of Inspection: 24th – 26th February, 2004

MRS. EIRWEN GRIFFITHS

REGISTERED INSPECTOR: WO50/17562

31st March, 2004

UNDER ESTYN CONTRACT NUMBER: T/93/03P

© Crown Copyright 2004

This report may be reproduced in whole or in part except for either commercial purposes or in connection with a prospectus or advertisement, provided that the source and date 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.

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 the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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.

CONTENTS

1.	CONTEXT	page
	The School and its Priorities	1
2.	MAIN FINDINGS	
	The Main Findings of the Report	1
3.	EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	
3.1	Standards Achieved in Subjects and Areas of Learning	5
3.2	Standards Achieved in Key Skills across the Curriculum	5
4.	ETHOS OF THE SCHOOL	
4.1	Pupils' Spiritual, Moral, Social and Cultural Development	6
4.2	Behaviour and Attitudes	7
4.3	Attendance	7
5.	QUALITY OF EDUCATION	
5.1	Teaching	8
5.2	Assessment, Recording and Reporting	9
5.3	Curriculum	10
5.4	Support, Guidance and Pupils' Welfare	11
5.5	Provision for Pupils with Special Educational Needs	12
5.6	Partnership with Parents and Community, Schools and Other Institutions	12
5.7	Partnership with Industry	13
6.	MANAGEMENT	
6.1.	Quality of Self-Evaluation and Planning for Improvement	14
6.2.	Leadership and Efficiency	14
6.3	Staffing, Accommodation and Learning Resources	15

7.	SUBJECTS AND AREAS OF LEARNING	page
	Standards Achieved by Pupils:	
	Provision for Children under Five	16
	English	19
	Mathematics	21
	Science	22
	Welsh (as a second language)	23
	Design and Technology	23
	Information Technology	24
	History	25
	Geography	25
	Art	26
	Music	27
	Physical Education	28
	Religious Education	29
8.	SCHOOL IMPROVEMENT	
8.1	Progress since the last Inspection	30
8.2	Key Issues for Action	32
	APPENDICES	
A	Basic Information about the School	33
B	School Data and Indicators	34
C	Results of National Curriculum Assessments, 2002	35
D	The Evidence Base of the Inspection	36
E	Composition and Responsibilities of the Inspection Team	37

1. CONTEXT

The School and its Priorities

Victoria Infants' School is situated in a well-established residential area on the southern outskirts of Wrexham.

Currently, the school has a total roll of 142 pupils aged four to seven years, including forty-six reception children who attend on a full-time basis. Numbers have fluctuated slightly over the past three years.

In general terms, the school regards the area it serves as neither prosperous nor economically disadvantaged. Free school meals are received by some 7% of pupils, a low figure in comparison with the national average for Wales. Eight pupils have been identified as having some form of special educational need, including one who is the subject of a formal statement. Again, the percentage (5.6%) is low compared with the overall average for schools in Wales.

English is the sole or predominant home language for almost all pupils. No pupil comes from a Welsh-speaking home. A small number come from ethnic-minority families. The annual intake covers the full ability range.

The school has a comprehensive set of aims covering all aspects of intellectual, moral, social, emotional and physical development. Priorities identified in the school development plan for 2002-04 include improving standards of teaching and learning, performance management, the curriculum and staff training in areas such as information and communications technology.

No changes have been made to the type or age-range of the school during the past five years. The present headteacher has been in post since January, 1997.

The school was last inspected in December, 1997.

2. MAIN FINDINGS

The Main Findings of the Report

This is a very caring school which provides a warm, welcoming atmosphere for pupils.

Educational Standards Achieved by Pupils

- During the inspection, standards of educational achievement were satisfactory or better in approximately 91% of the lessons seen, including 34% where they were good. Standards were unsatisfactory in some 9% of lessons.
- Educational provision for children under five years of age is appropriate and successfully promotes the desirable outcomes for learning. Standards achieved in the six areas of

learning are currently the following:

Area of Learning	Reception
Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- Standards achieved by pupils at Key Stage 1 are shown below:

Subject	KS1
English	Satisfactory
Mathematics	Satisfactory
Science	Satisfactory
Welsh (as a second language)	Satisfactory
Design and Technology	Good
Information Technology	Good
History	Good
Geography	Satisfactory
Art	Good
Music	Satisfactory
Physical Education	Satisfactory
Religious Education	Satisfactory

- Standards are also good in reading by the end of Year 2.
- Given pupils' prior attainments on entry to the school, progress is satisfactory overall and good in some instances.
- National Curriculum assessment conducted by teachers last year showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above was well above the national average for Wales in speaking and listening, reading, writing, mathematics and science. The percentage achieving the higher grade of Level 3 was also significantly above the national average in writing, mathematics and science, and similar to the average in reading, and speaking and listening.
- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.
- In applying their key skills across the curriculum, pupils achieve satisfactory standards overall in speaking and number, and good standards in listening, reading, and information and communications technology. Standards in writing are currently unsatisfactory.

Ethos of the School

- Good provision overall is made for the spiritual, moral, social and cultural

development of pupils. Relationships are very good, with pupils recognising the difference between right and wrong and responding positively to adults and each other.

- Standards of behaviour are generally good throughout the school. Pupils are polite, eager to please and friendly to visitors, although behaviour is occasionally marred by restlessness and calling out during lessons.
- Attendance is consistently good. Punctuality is satisfactory overall.

Quality of Education

- During the inspection, the quality of teaching was satisfactory or better in approximately 86% of the lessons observed, including 32% where it was good and 5% where it was very good. Teaching was unsatisfactory in some 14% of lessons.
- Where teaching is less than satisfactory, lessons are often slow in pace, work lacks appropriate challenge, and too little emphasis is placed on the development of skills in writing. Subject matter also occasionally fails to meet National Curriculum requirements.
- Procedures for assessing, recording and reporting on pupils' work are satisfactory overall, with some good features.
- Overall, the school provides pupils with a broad, balanced, relevant curriculum which complies with statutory requirements.
- The curriculum throughout the school is generally presented in a stimulating manner and is generally broad, balanced, relevant and suitably matched to the age and development of pupils.
- Extracurricular activities, in the main, are well supported throughout the year and contribute effectively to pupils' learning and physical development.
- Good provision overall is made for the support, guidance and welfare of pupils. Pupils are taught in a warm, caring environment and in an atmosphere conducive to learning.
- Each pupil with special educational needs follows a suitably-detailed individual educational programme, which is regularly reviewed and updated. Good overall provision is made. Progress in most cases is good and commensurate with pupils' abilities.
- A good partnership has been established with parents, the community, and other schools and institutions. Views expressed at the pre-inspection meeting and in response to the questionnaire indicate that parents have a high regard for the school.
- Partnership with industry is underdeveloped and currently unsatisfactory overall.

Management

- In the main, good procedures are in place to enable the school to evaluate its own work and to plan for improvement. Frequent reviews are made of curriculum development and planning, although monitoring of classroom delivery is not yet sufficiently well focused to achieve consistency in all parts of the school.
- Leadership and efficiency are good overall. The headteacher has established good working relationships with staff and governors, and created a warm, caring ethos where each child is respected and valued. She is also a good role model for teaching.
- Sound emphasis has been placed on pursuing the school's aims and values and developing a corporate approach to the improvement of standards.
- Policies and schemes of work have been updated and now provide a more structured framework for planning and assessment.
- The school development plan is a sensible working document, with a realistic set of priorities. Governors are suitably involved in the process and receive regular reports on progress.
- Good progress has been made in developing the roles of curriculum co-ordinators, particularly in reviewing schemes of work, supporting planning, updating resources and contributing to in-service training. The school recognises that some changes in responsibilities would be beneficial and is currently preparing plans to that end.
- The headteacher has undertaken some classroom monitoring but has not yet identified specific targets for improvement, particularly in teaching, where standards currently vary considerably across the school. Senior staff are not yet sufficiently involved in the process.
- Members of the governing body are fully involved in all aspects of the life of the school, with each taking special responsibility for a particular area of the curriculum. The budget is carefully managed, and statutory duties, in the main, are well performed.
- Day-to-day administration is smooth and efficient, and helps to ensure that the school functions as a harmonious, well-organised community.
- Staffing, accommodation and learning resources are satisfactory overall and generally well used by the school. The building, although old, is bright, clean and well maintained, and benefits from an attractive display of pupils' work.
- Although adequate for present pupil numbers, classrooms are relatively small and restrict the movement of pupils. Work, in some instances, is interrupted by pupils passing through areas to reach other parts of the school.
- Learning resources are generally good, with a wide of books, materials and equipment, including an adequate number of computers in each room.

Progress since the Last Inspection

- Overall, the school has made a good response to the last inspection report, although there are still two areas requiring further improvement.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of educational achievement were satisfactory or better in approximately 91% of the lessons seen, including 34% where they were good. Standards were unsatisfactory in some 9% of lessons.

- Children under five years of age achieve satisfactory standards overall in mathematical development and physical development; and good standards in language, literacy and communication skills; personal and social development; knowledge and understanding of the world; and creative development.
- At Key Stage 1, standards are satisfactory overall in English, mathematics, science, Welsh, geography, music, physical education and religious education; and good in design and technology, information technology, history and art.
- Standards are also good in reading by the end of Year 2.
- Given pupils' prior attainments on entry to the school, progress is satisfactory overall and good in some instances.
- National Curriculum assessment conducted by teachers last year showed that, at the end of Key Stage 1, the percentage of pupils achieving the expected norm of Level 2 or above was well above the national average for Wales in speaking and listening, reading, writing, mathematics and science. The percentage achieving the higher grade of Level 3 was also significantly above the national average in writing, mathematics and science, and similar to the average in reading, and speaking and listening.
- Altogether, the percentage of pupils achieving at least Level 2 in mathematics, science and English was considerably above the average both for the area and for Wales as a whole.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils achieve satisfactory standards overall in speaking and number, and good standards in listening, reading, and information and communications technology. Standards in writing are currently unsatisfactory.

- Speaking skills are satisfactorily applied across the curriculum. Plenary sessions provide regular opportunities for pupils to share thoughts and ideas. Growing use is being made

of drama to build up confidence and develop experience of formal speech.

- Good use is made of listening skills. Pupils understand what they hear and generally pay good attention during whole-class lessons.
- Reading skills are well applied in most subjects, with good use of a well-stocked library for research and reference purposes, particularly by older pupils.
- Insufficient use is made of writing to reinforce and extend knowledge across the curriculum.
- Numerical skills are developing satisfactorily. Pupils use tables to record their work and display appropriate skills in handling data. Many make effective use of grids and co-ordinates, and can locate a feature on a map from a simple grid reference in geography. Measurement skills are applied satisfactorily in design and technology.
- Good use is made of programmable toys to develop knowledge of shape and angles of movement and to develop skills in counting and timing. Counting skills are also well applied to learning numbers in Welsh.
- Writing skills are applied effectively to plan and evaluate work in design and technology, but are not successfully promoted in science. Work is often presented with little care for handwriting, neatness and sentence construction.
- Effective use is made of computers, CD-ROMs and an interactive whiteboard to enhance learning across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Good provision overall is made for the spiritual, moral, social and cultural development of pupils.

- Arrangements for a daily act of religious worship comply with statutory requirements. Assemblies are suitably based on Christian principles and encourage pupils to think of others in their prayers.
- Pupils show an appropriate sense of awe and wonder of the world when working, for example, in art or using a magnifying glass in science.
- Relationships are very good, with pupils recognising the difference between right and wrong and responding positively to adults and each other.
- Pupils display an appropriate sense of initiative when acting as the *helpwr heddiw* and undertaking simple classroom duties such as distributing snacks.

- Social development is good, with ample opportunities for pupils to interact and co-operate with each other.
- In areas such as geography, history and art, pupils gain a good insight into the heritage and culture of Wales. They learn about famous personalities such as Daniel Evans of Patagonia, appreciate the work of Welsh artists, and benefit from visits to places of interest in the locality.
- Work in religious education helps pupils to appreciate that there are other religions and to learn about celebrations such as the Chinese New Year. A wide variety of suitable books promotes early knowledge and understanding of other beliefs and cultures.
- Well-planned visits to places such as Erddig make a significant contribution to pupils' social and cultural awareness, as do visitors from groups such as the *Theatr Clwyd*.
- Singing makes a limited contribution to assemblies. Few opportunities are provided for pupils to use musical instruments to enhance the quality of worship.

4.2 Behaviour and Attitudes

Overall, standards of behaviour are good throughout the school.

- Pupils are polite, eager to please and friendly to visitors.
- Staff consistently bestow praise and rewards for good behaviour and produce appropriate responses from pupils. Parents very much appreciate the efforts made by the school.
- Pupils generally listen attentively in class and co-operate sensibly when working in groups or pairs.
- Strong emphasis is placed on providing stimulating playground activities to motivate and encourage good behaviour.
- Effective measures are in place to deal with bullying or other unacceptable conduct, although no such incidents were observed at any time during the inspection.
- On occasions, behaviour is marred by restlessness and calling out during lessons. Staff generally take prompt and appropriate action to deal with the situation.

4.3 Attendance

Attendance is consistently good. Punctuality is satisfactory overall.

- The average rate of attendance for the last three terms is just under 95%, which is a

slight improvement since the last inspection.

- Unauthorised absence is minimal and reflects the strong emphasis the school places on attendance. No exclusions have taken place over the past twelve months.
- Methods of recording attendance fully comply with the requirements of Circular 3/99 of the National Assembly for Wales. Registers are kept in the classroom throughout the week to comply with the school's security arrangements.
- The school's policy on attendance is explained in a clearly-written document which has been agreed by the governors. Strategies to achieve success are included. Most parents have a sound knowledge of the policy and have been supportive in ensuring that objectives are met.
- Parents inform the school at the earliest opportunity if a child is absent, and the secretary records the reason.
- Attendance is manually recorded, with the headteacher making effective use of the information to identify trends on both a group and individual basis. Records are regularly collated and analysed.
- Punctuality at the beginning of the school day is satisfactory, with a small number of pupils arriving after the commencement of lessons. Many children arrive by car from nearby villages. Systematic arrangements ensure that individual lessons start on time.
- Effective support is received from the education social worker, whenever required.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory or better in approximately 86% of the lessons observed, including 32% where it was good and 5% where it was very good. Teaching was unsatisfactory in some 14% of lessons.

- Relationships between pupils and staff are good in all classes. Pupils respect their teachers, who constantly encourage and praise their efforts.
- Close team work and well-organised routines ensure that reception children make a sound start to learning. A very good contribution is made by the nursery nurse.
- Schemes of work provide appropriate guidelines for learning. Most lessons have clear learning objectives.
- Teachers employ a suitable range of strategies for the delivery of lessons. Group work has been particularly successful in raising standards in reading.

- Due emphasis is placed on ensuring that pupils fully understand instructions and that questions are clearly phrased. A good introduction is also given to subject-related vocabulary.
- Sufficient time is accorded to plenary sessions to enable work to be properly evaluated.
- All members of staff make appropriate use of information technology to support and enhance learning across the curriculum.
- Where teaching is less than satisfactory, lessons are often slow in pace, work lacks appropriate challenge, and too little emphasis is placed on the development of skills in writing. Subject matter also occasionally fails to meet National Curriculum requirements.

5.2 Assessment, Recording and Reporting

Procedures for assessing, recording and reporting on pupils' work are satisfactory overall, with some good features.

- A good baseline profile is drawn up of each child's attainment on entry to the school. Effective use is made of the information to plan future teaching.
- Procedures to identify special educational needs are generally accurate and consistent, although the number of such pupils is relatively small.
- At Key Stage 1, teachers assess pupils' progress against skills levels in English, mathematics and science, and record the information in progress books. Assessment is generally satisfactory at this level. However, where skills are assessed only once during a two-year cycle of work and recorded as "known in Year 1", teachers' understanding is insufficient to promote higher standards in Year 2. For example, where pupils are assessed for knowledge and understanding of fair testing in Year 1, many have forgotten the work by Year 2, where knowledge of investigative science is generally insecure.
- Satisfactory use is made of standardised tests to determine progress and achievement in mathematics and English.
- Subject portfolios generally serve as satisfactory benchmarks to guide teachers in the assessment of standards.
- Targets set for individual pupils are satisfactory overall, although assessment currently provides too little information to determine meaningful targets for groups. The headteacher is aware of the situation and has plans to establish a computerised system to track progress throughout the school.
- The school analyses data from teacher assessment at the end of Key Stage 1, but specific areas are not always identified for the development of the curriculum.
- Teachers discuss work with pupils and make helpful suggestions for improvement.

- Marking of work is generally unsatisfactory. Too little guidance is given to pupils on ways of making improvements. Insufficient emphasis on writing across the curriculum lessens the effect of marking on the quality of work.
- Work recorded in books does not cover all aspects of the National Curriculum for English, mathematics and science. Co-ordinators are thus unable to make secure judgments about progress and standards in these subjects. Much work takes place on whiteboards and is subsequently erased.
- Plenary sessions at Key Stage 1 are generally good and enable teachers and pupils to focus on what has been learnt during lessons. Good attention is given to self-evaluation during the majority of such sessions.
- Three meetings are held each year to enable parents to discuss their children's progress with teachers.
- Annual reports comply with statutory requirements and are generally good. The best reports give a clear indication of what a child has achieved and the next steps to be taken to achieve further progress in learning.
- In February each year, parents are given clear, helpful information on the next stage of learning in all strands of mathematics and English.

5.3 Curriculum

Overall, the school provides pupils with a broad, balanced, relevant curriculum which complies with statutory requirements.

- The curriculum throughout the school is generally presented in a stimulating manner. Pupils receive a broad range of experiences, which are suitably matched to their needs.
- Planning for the development of key skills is satisfactory overall in literacy, number, and information and communication technology, and unsatisfactory in writing.
- Strong emphasis is placed on personal and social education through the "Healthy Schools" scheme. Pupils receive good support both from their teachers and each other. Meaningful use is made of circle time to enable pupils to explore feelings and share ideas. The school's policy and scheme of work in this area take due account of the new framework introduced in September, 2003, by the Qualification, Curriculum and Assessment Authority for Wales.
- Homework is carefully planned, so that work supports what happens in the classroom, and is differentiated effectively. Good co-operation is received from parents.
- All pupils have equal access to all parts of the curriculum. Due attention is given to social inclusion.

- Visits to places of interest, both within the locality and further afield, enhance the formal curriculum and develop understanding in several subjects, particularly history, geography and religious education.
- Extracurricular activities, in the main, are well supported throughout the year and contribute effectively to pupils' learning and physical development.

5.4 Support, Guidance and Pupils' Welfare

Good provision overall is made for the support, guidance and welfare of pupils.

- Pupils are taught in a warm, caring environment and in an atmosphere conducive to learning.
- The headteacher and staff are aware of the needs of individual pupils and work hard to provide good pastoral care and guidance. Academic progress is not yet sufficiently monitored. The school's orderly and compassionate ethos ensures all pupils and staff are involved in the welfare of others.
- Good links are maintained with a local nursery and pre-school playgroups. The induction of children entering the school is sensitively handled.
- All pupils receive equal opportunities and are fully included in all aspects of school life, whatever their age, sex, attainment or background.
- Appropriate supervision is provided during breaks and the lunchtime period. All members of staff have undertaken basic training in first-aid, including three who are fully qualified.
- A specific member of staff has been given responsibility for child-protection issues. Procedures are firmly embedded in the support system, which operates effectively throughout the school. Careful attention has been paid to statutory requirements and guidance from the local education authority.
- The headteacher and governing body display a responsible attitude to health and safety. Risks have been properly assessed, although procedures are not yet sufficiently detailed and based on the specific requirements of the school. No significant issues are currently outstanding.
- Security is of high standard, with a modern system preventing unauthorised access into the building.

5.5 Provision for Pupils with Special Educational Needs

Overall, good provision is made for pupils with special educational needs.

- Approximately 6% of pupils have been identified as having some form of special educational need, a figure well below the national average for Wales. One pupil is currently the subject of a formal statement.
- Procedures conform to the new national Code of Practice.
- The designated governor for special educational needs keeps fully abreast of the work undertaken by the school.
- All pupils are fully integrated in their classes and learn alongside their peers. Teachers monitor pupils closely to ensure that effective support is provided.
- The co-ordinator for special educational needs carries out her duties efficiently and effectively.
- Each pupil with special educational needs follows a suitably-detailed individual educational programme, which is regularly reviewed and updated. Every effort is made to ensure that parents are fully involved. The statement of special educational need is reviewed on an annual basis in accordance with statutory requirements.
- Most pupils make steady progress in lessons and complete tasks when assisted by their teachers. Work, in the main, is suitably differentiated and matched to the needs of each pupil.
- A nursery nurse, employed to provide close support for one pupil, works carefully with the class teacher but is often deployed to work with other groups of pupils.
- Good support is received from outside agencies.
- Progress in most cases is good and commensurate with pupils' abilities.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Overall, a good partnership has been established with parents, the community, and other schools and institutions.

- Parents are made to feel welcome and valued, and are clearly respected by the school. Good opportunities are provided for informal contact with teachers. Induction arrangements for new pupils are also highly effective.
- Views expressed at the pre-inspection meeting and in response to the questionnaire indicate that parents have a high regard for the school.
- Communications, in general, are of very good quality. Regular newsletters set out

aims and objectives, and provide full details of events and activities. Curricular information is issued at the start of the school year. The school prospectus and the governors' annual report to parents both comply with statutory requirements.

- Valuable support is received from a number of parents, grandparents and other people who regularly help in the classroom.
- The Friends of Victoria Infants' School organise social and other events, and have raised significant funds for the school. Monies have been used to purchase a range of items, including outdoor equipment, digital cameras and non-fiction books for the library.
- Strong links have been established with the local community. Pupils regularly participate in community projects and show an active concern for the environment. Visits have been made to a nearby park to take part in an environmental treasure hunt and litter patrol.
- Very good liaison takes place with Erddig Nursery and Victoria Junior School. Transfer arrangements are efficiently handled by the relevant link co-ordinator.
- Students from Ysgol Clywedog regularly visit the school to gain work experience. Good links have also been formed with Bangor University. Regular reviews are made of partnerships to ensure that good practice is achieved.

5.7 Partnership with Industry

Partnership with industry is underdeveloped and currently unsatisfactory overall.

- No formal policy or strategy has yet been produced for fostering links with industry and developing pupils' economic and industrial awareness.
- Little emphasis is currently placed on staff development in this area, although the school is currently considering guidelines for the industrial placement for teachers.
- No firm links have yet been formed with the local training and enterprise council or the Education Business Partnership.
- Good working relationships have been established with the National Trust. which has helped by lending costumes for a recent Victorian production.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Overall, good procedures are in place to enable the school to evaluate its own work and to plan for improvement.

- The school has adopted a sensible range of measures to develop the process of self-evaluation.
- National Curriculum assessment results have been carefully analysed and used to identify strengths and weaknesses. Good use is made of data to set targets for improvement on both a group and individual basis.
- Much attention has been given to improving literacy and number skills. Particular success has been achieved in raising standards in reading through group-reading strategies. Some aspects of writing and number still require more rigorous attention.
- Strong emphasis is generally placed on the regular professional development of staff in order to achieve further improvements in standards.
- The school development plan is a sensible working document, with a realistic set of priorities. Governors are suitably involved in the process and receive regular reports on progress.
- Frequent reviews are made of curriculum development and planning, although monitoring of classroom delivery is not yet sufficiently well focused to achieve consistency in all parts of the school.
- Parents are invited to express their views on areas for improvement by means of an annual questionnaire.

6.2 Leadership and Efficiency

Leadership and efficiency are good overall.

- The headteacher has established good working relationships with staff and governors, and created a warm, caring ethos where each child is respected and valued. She is also a good role model for teaching.
- Sound emphasis has been placed on pursuing the school's aims and values and developing a corporate approach to the improvement of standards.
- Policies and schemes of work have been updated and now provide a more structured framework for planning and assessment.
- Good progress has been made in developing the roles of curriculum co-ordinators,

particularly in reviewing schemes of work, supporting planning, updating resources and contributing to in-service training. The school recognises that some changes in responsibilities would be beneficial and is currently preparing plans to that end.

- The headteacher has undertaken some classroom monitoring but has not yet identified specific targets for improvement, particularly in teaching, where standards currently vary considerably across the school. Senior staff are not yet sufficiently involved in the process.
- Members of the governing body are fully involved in all aspects of the life of the school, with each taking special responsibility for a particular area of the curriculum. The budget is carefully managed, and statutory duties, in the main, are well performed.
- Parents are consulted about and involved in their children's education and express a high degree of satisfaction with the school.
- Day-to-day administration is smooth and efficient, and helps to ensure that the school functions as a harmonious, well-organised community.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are satisfactory overall and generally well used by the school.

- Adequate staffing has been provided for the present number of pupils on roll.
- Teachers are appropriately qualified and suitably deployed.
- Detailed job descriptions have been provided in all cases.
- Appropriate performance management is in place.
- Support staff generally make a good contribution to pupils' learning.
- The building, although old, is bright, clean and well maintained, and benefits from an attractive display of pupils' work.
- Good use is made of a well-stocked library.
- Although adequate for present pupil numbers, classrooms are relatively small and restrict the movement of pupils. Work, in some instances, is interrupted by pupils passing through areas to reach other parts of the school.
- Staff have worked hard to create a stimulating outside area for play.
- Learning resources are generally good, with a wide of books, materials and equipment, including an adequate number of computers in each room.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Forty-six reception children are taught in two separate classes. Provision is good overall and successfully promotes the desirable outcomes for learning.

i. Language, Literacy and Communication Skills

Good standards are achieved in the development of language, literacy and communication skills.

Good Features

- Close team work and effective planning ensure that, when children exchange areas for literacy activities, they do so quickly and quietly. Day-to-day routines are well established.
- Circle times successfully promote oral work and develop powers of concentration. Children listen carefully to their teachers and participate enthusiastically in discussions.
- Regular use is made of “Big Books” to encourage enjoyment of reading. Good progress is made in mastering early vocabulary and reading simple text. Children recognise characters in books and use picture clues to discuss and work out stories.
- Mark-making activities and pre-writing exercises enhance hand-eye co-ordination. Almost all children can write their own names. Many are beginning to write familiar words from memory.

Shortcomings

- Restlessness and calling out sometimes disrupt conversation.
- Scope exists for greater adult intervention in role-play to encourage meaningful interaction and extended discussion.

ii. Personal and Social Development

Good progress is made in personal and social development. Skills in this area are developing well.

Good Features

- Children willingly share resources and work amicably together.
- Concentration is generally good.
- The *helpwr heddiw* system encourages self-esteem and confidence, and develops a sense of personal responsibility. Children help with a number of tasks, including distributing milk and snacks, and take their duties seriously.

Shortcomings

- No significant shortcomings were observed.

iii. Mathematical Development

Standards in mathematical development are satisfactory overall.

Good Features

- Children undertake a range of suitable activities and make steady progress in counting, sorting, matching and pattern making. Group work is well structured and focused.
- Most children can recognise, count and write numbers to five. Many can count to ten and beyond.
- Due recognition is shown of basic two-dimensional shapes.
- Children are beginning to recognise the different values of coins. A class post office provides regular opportunities for the handling of money.
- Good progress is made in developing measuring and comparisons skills through regular sand and water activities.

Shortcomings

- Sufficient emphasis is not always placed on oral work.

iv. Knowledge and Understanding of the World

Good standards are achieved in knowledge and understanding of the world.

Good Features

- Appropriate knowledge is being acquired of work undertaken in the community. Talks by visitors such as the nurse, fireman and road-safety officer make a valuable

contribution to learning.

- Discussions of old photographs and family experiences help children to understand the concept of growth and change. Studies of nature, the weather and the seasons help them to appreciate the changes around them.
- Good understanding is being acquired of the heritage and culture of Wales through early mastery of basic vocabulary, visits within the locality, and the making of items such as Welsh love spoons and dragons.
- Attractive displays throughout the school provide evidence of work on other customs and cultures.

Shortcomings

- No significant shortcomings were observed.

v. Physical Development

Children are making steady progress in the development of physical skills. Standards in this area are satisfactory overall.

Good Features

- Children can thread beads and use scissors with increasing control. Manipulative skills are developing well.
- When collaborating with each other in small groups, children work effectively with large toys and are able to pedal, push and move in different directions. Good support is provided by the classroom assistant.
- In dance, most children respond well to instructions.

Shortcomings

- In one lesson observed during the inspection, standards were affected by a lack of proper concentration. Overall, the activity was insufficiently rigorous. Movement was also hampered by incorrect dress in some instances.

vi. Creative Development

Within the range of work currently undertaken, standards in creative development are generally good. Scope exists for the broadening of experiences, particularly in painting and music.

Good Features

- Children are given experiences with a variety of media, including paint, salt dough and collage. Group work is well supported.
- The nursery nurse makes a substantial contribution to standards of achievement, particularly in this area of learning.
- Some particularly good work has been undertaken in observational drawing.
- Children know a variety of nursery rhymes and action songs, and generally show a good sense of rhythm.

Shortcomings

- Too few opportunities are provided for children to make music and to use percussion instruments on a regular basis.
- In painting, insufficient emphasis is placed on the expression of thoughts and ideas and the development of creativity and imagination. Too few materials are readily available in the classroom for children to engage in adequate experiment and exploration.

English

Standards of achievement in English are satisfactory overall.

i. Speaking and Listening

Satisfactory standards are achieved in speaking and listening skills.

Good Features

- Most pupils listen attentively during the introduction to lessons and contribute sensibly in class discussions.
- Strong emphasis is currently being placed on developing role-play across the curriculum to enhance the use and understanding of language. Pupils enjoy participating in the activities and are gaining significant benefits from the initiative. Confidence in using language is steadily improving.

Shortcomings

- Calling out interrupts the flow of conversation in some sessions.
- Too few earphones are available to enable pupils to work on computers without

disturbing the rest of the class.

ii. Reading

Standards in reading are generally good by the end of Year 2.

Good Features

- Pupils build successfully on the firm foundations laid at reception level.
- Daily reading sessions are well organised and make a considerable contribution to standards.
- Most pupils read with fluency, understanding and expression.
- Appropriate use is made of phonics to help pupils tackle new words.
- Parents help considerably by hearing their children read at home.
- Older pupils, in particular, make regular use of the school's well-stocked library to develop skills in research.

Shortcomings

- No significant shortcomings were observed.

iii. Writing

Skills in writing are satisfactory overall, although there is a need for greater application and practice.

Good Features

- Pupils undertake different forms of writing to suit different purposes and occasions.
- Most are able to sequence the main events of a story.
- Small, common words are generally written correctly.
- Regular use is made of "Big Books" to develop knowledge of punctuation.
- Information technology is well used to support learning in this area.

Shortcomings

- Limited opportunities are provided for extended writing and the development of creativity and imagination.

- Insufficient attention is given to writing skills in subjects across the curriculum.
- Handwriting skills are not developed sufficiently. Work varies considerably both in letter formation and standards of presentation.
- Lesson organisation does not always allow pupils sufficient time to undertake written work and to achieve the maximum development of skills.

Mathematics

Standards in mathematics are satisfactory overall.

Good Features

- Many pupils display a sound recall of number facts, including doubling and halving mentally. Most can count in twos and fives to 100 or beyond, and can mentally recall addition and subtraction facts to 20.
- Pupils develop a suitable range of strategies for addition and can clearly explain their chosen methods.
- Many pupils at the top of the school have an understanding of place value to 100 and can recognise odd and even numbers. Some can explain why a number is even.
- Higher-achieving pupils are able to recognise the different values of coins, calculate simple bills and give the correct change from 10p, 20p and 50p.
- Sound understanding is shown of two and three-dimensional shapes, with pupils correctly identifying corners and edges.
- Knowledge of fractions is developing satisfactorily. Most pupils can recognise $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ when discussing shapes.
- Pupils can compile block charts and pictograms to represent and interpret data.
- Appropriate use is made of information and communications technology to reinforce and consolidate skills.

Shortcomings

- Pupils' reasoning skills are underdeveloped and not always used effectively to solve simple problems.
- Most pupils show insufficient understanding of the relationship between addition and subtraction.
- Understanding of multiplication and division is insecure, both in respect of early multiplication tables and the resolving of problems.

- Lower-achieving pupils have very slow recall of number facts. Many experience difficulties in understanding subtraction, recognising the different values of coins, and counting on from a given number.
- Mathematical language is at an early stage of development. Many pupils do not recognise the symbols for the four rules of number.
- Knowledge of symmetry is undeveloped.

Science

Standards in science are satisfactory overall.

Good Features

- Pupils can name the external parts of the body and label a diagram correctly. They understand that life is supported by food and water, and display secure knowledge of a healthy diet.
- Pupils have grown plants from seeds and know that soil, water, warmth and light are necessary for healthy germination. They can name the parts of a flowering plant and understand the function of roots.
- Pupils conduct simple experiments with electricity and can construct a circuit to light a bulb. They have a sound understanding of the uses and dangers of electricity.
- Pupils know that they can change substances by heating and cooling. Able pupils understand that some changes are reversible and others are not.
- Sound understanding is shown of how paints can be mixed to produce new colours.

Shortcomings

- Pupils use too narrow a range of recording strategies. Too little work is recorded in books to demonstrate what they are learning and understanding from lessons.
- Presentation of work is untidy. English is not well promoted through work in the subject.
- Pupils have limited experience of investigative science, as shown from discussion and work in their books. Understanding of how to plan an investigation, make predictions, carry out tests and draw conclusions is unsatisfactory overall.
- Little understanding is shown of the concept of fair testing.

Welsh

Standards of achievement in Welsh as a second language are satisfactory overall.

Good Features

- Pupils, in general, make steady progress in acquiring new vocabulary and asking and answering simple questions in the language.
- Growing confidence is shown in using vocabulary associated with topics such as feelings, colours, clothing and the weather.
- Pronunciation is generally correct.
- In Year 2, pupils engage in simple dialogue through simulated telephone conversations.
- Due emphasis is placed on the regular reinforcement of language patterns.
- Pupils enjoy reading “Big Books”. Good use is made of flash cards and the interactive white board to reinforce new words and common sentence patterns.
- Older pupils show appropriate familiarity with reading and make effective use of picture clues to work out new text. Good recall is shown of words previously learnt.
- Prayers and songs provide further opportunities for oral practice.
- A suitable Welsh ethos provides good support for learning in the subject.

Shortcomings

- Lessons in other subjects are sometimes interrupted unnecessarily and inappropriately to introduce an element of Welsh.
- Strategies for developing skills in writing are relatively limited. Work in this area is still at an early stage of development.

Design and Technology

Standards in design and technology are good overall.

Good Features

- Pupils draw pictures of what they wish to make, label their diagrams, list the materials to be used, and write a paragraph about how they will make the model.

- Good attention is given to the development of practical skills so that pupils can complete basic tasks such as stitching, gluing or stapling. During the inspection, pupils designed moving vehicles with axles and wheels. Design work is generally creative.
- Pupils carry out appropriate research before commencing work on design, and make use of toys, books, information and communication technology, and old models.
- Suitable attention is given to food technology and textiles. Pupils have designed a healthy salad and made finger and hand puppets joined with basic sewing stitches.
- Pupils enjoy working with construction kits and also make models from recyclable materials.
- Effective use is made of levers and other simple mechanisms to make moving pictures and wind-up mechanisms to illustrate nursery rhymes such as *Hickory Dickory Dock*.
- Pupils have sound ideas about what they want to make and are able to evaluate their work appropriately for their age.

Shortcomings

- No significant shortcomings were observed.

Information Technology

Standards in information technology are good overall.

Good Features

- Pupils are developing appropriate skills in using the mouse and keyboard to operate computers. Regular opportunities are provided for word-processing from an early stage. Good use is also made of paint programmes to encourage correct letter formation.
- Listening centres are well used to promote aural skills in each class.
- Most pupils can open programmes for themselves and select an area of work. By the end of the key stage, they are able to save and print their own work. Many can competently operate a wide range of programmes.
- Confident use is made of a digital camera to record investigations, particularly in areas such as temperature, rainfall and wind, and also different stages in the design and construction of models.
- Pupils regularly turn to computers to support and enhance their learning and make effective use of the Internet and CD-ROMs to search for information.

- Sound use is made of an interactive whiteboard to promote learning across the curriculum, particularly in subjects such as mathematics, English and Welsh.

Shortcomings

- Insufficient earphones are available to enable pupils to work on computers without distraction from noise and activities around them.
- Pupils are not yet always fully engaged in activities involving the interactive whiteboard.

History

Standards of achievement in history are good overall.

Good Features

- Pupils are developing a satisfactory sense of chronology. Most can undertake sequencing exercises successfully and are aware of the purpose of time-lines.
- Due attention is given to the concept of change, with good use of photographs to make pupils aware of differences between the present and past, and of their own development since birth. Good powers of observation are shown in identifying features and extrapolating information.
- Pupils handle artefacts with enthusiasm and enjoy exploring toys used in their grandparents' times.
- Studies are made of the lives of famous men and women, including Welsh personalities such as Daniel Evans of Patagonia.
- Effective use is made of drama to re-enact the lives of explorers such as Christopher Columbus and to bring history alive.
- Visits to Erddig give pupils first-hand experiences of life in Victorian times such as baking, washing and cleaning. Good recall is shown of learning acquired on such occasions.

Shortcomings

- Too few opportunities are taken to develop writing skills. Methods of recording work are relatively limited.

Geography

Standards in geography are satisfactory overall.

Good Features

- Regular use is made of the local environment to promote learning in the subject. Visits to the local park, for example, provide a useful source of first-hand experiences.
- Pupils can talk about where they live, give their addresses, describe their journeys to school, identify local landmarks, and describe their likes and dislikes about the area.
- Members of the local community regularly visit the school to talk about their occupations. Good awareness is shown of the work of people such as the fireman, police officer, nurse, veterinary surgeon and the school-crossing patrol officer.
- In Year 2, some interesting work has based on studies of an island in Scotland, enabling pupils to identify similarities and differences between their own locality and a coastal environment.
- Weather studies help younger pupils understand the need for different types of clothing. Older pupils are aware of some of the world's hot and cold places, and are able to locate Great Britain on a globe.
- Pupils show growing awareness of environmental issues and of ways in which they can make their own contributions to curb the effects of pollution.

Shortcomings

- The development of map-reading skills lacks appropriate progression and rigour.
- Whilst pupils can generally recognise the countries that make up the British Isles, many are unable to pinpoint Wrexham on a map of Wales.
- Insufficient use is made of large maps to help pupils identify the areas they are studying.
- Work is not always appropriately related to the age and understanding of pupils. Too little thought is currently given to methods of introducing places much further afield.

Art

Standards of achievement in art are good overall.

Good Features

- Evidence indicates that pupils are given appropriate experiences with a wide range of media, including chalk, paint, crayon and charcoal.
- Good use is made of a variety of materials to create colourful collage pictures. Pattern

work in weaving is developing well.

- Paintings by individual pupils often show good use of colour. Appropriate hues and tones are employed to create atmosphere and to depict scenes such as hot and cold. Good progress is made in colour-mixing.
- Regular opportunities are provided for observational drawing, with sketch books showing some good examples of teddy bears and musical instruments.
- Studies of the work of famous artists such as Monet, Arcimboldo and Magritte help pupils to understand different styles and approaches.
- Good attention is equally given to Welsh artists such as Tom Pugh and Will Roberts. Effective use, for example, has been made of charcoal to produce realistic pictures of life in the pits.
- Well-formed dragons and love spoons, made out of clay and salt dough, show good attention to size and detail.
- Appropriate links have been formed with other subjects. Pupils in Year 2, for example, have produced some very attractive pictures of Struay Island which they are studying in geography, whilst other work depicts different customs and cultures such as the celebration of the Chinese New Year.
- Regular use is made of computer paint programmes to produce simulated images of the world.

Shortcomings

- Scope exists for the further development of three-dimensional work in clay.
- Painting and pastel work is sometimes undertaken in sketch books, rather than on large sheets which would be more appropriate for children of this age.

Music

Standards in music are satisfactory overall.

Good Features

- When given opportunities to do so, pupils sing tunefully in English and Welsh, paying appropriate attention to pitch and pace.
- Pupils understand what is required of them in lessons and are introduced to a range of musical terminology from an early stage.
- Younger pupils use a variety of percussion instruments and generally respond well to

the conductor's instructions. Good understanding is shown of signals for soft and loud.

- Older pupils generally show a good sense of rhythm and can mark time by clapping to a steady beat.
- Listening skills are developed progressively throughout the school. Pupils are given ample opportunities to listen to recorded music, to appreciate the work of famous composers, and to explore and express their own feelings.
- Good efforts are made to encourage pupils to evaluate and improve their performances.
- Effective links are formed with other areas of the curriculum. Work in English, for example, has involved writing about Peter and the Wolf whilst, in art, pupils regularly paint to music.
- Much benefit is received from visitors to the school such as the "Key Strings", who play and talk about their instruments, and a dance group which performs to music from other countries.
- A large number of children perform enthusiastically to music in an after-school keep-fit club.

Shortcomings

- Potential in singing is not yet fully developed. Pupils have too few opportunities to practise and improve their skills in this area. Daily assemblies are sometimes limited in their repertoire of hymns and songs.
- During the inspection, pupils in one class failed to gain maximum benefit from the lesson because of competing noise from an adjoining area.

Physical Education

Standards in physical education are satisfactory overall.

Good Features

- Effective use is made of space during gymnastics and dance lessons. Pupils are able to sequence a series of events and move in time to the music during Welsh country dancing.
- Pupils are developing appropriate awareness of their bodies and travel different pathways with fast and slow movements.
- During gymnastics lessons, pupils move with growing control over, under and through apparatus and can balance using different parts of their bodies.

- When using apparatus, pupils are aware of their own and others' safety, and collaborate effectively with each other to link different movements.
- During games lessons, pupils take turns to pass and receive balls, and are able to guide a ball through a course with growing control and awareness of movement.
- Pupils make sensitive evaluations as they watch each other's demonstrations of skills.

Shortcomings

- Pupils have an underdeveloped sense of the importance of exercise and its effect on their bodies. Lessons often begin and end with cursory warm-up and cool-down sessions.
- Many pupils are incorrectly dressed for lessons. Health and safety problems occur when pupils do not change into appropriate clothing and when trousers are too long and slip under their feet.

Religious Education

Standards in religious education are satisfactory overall.

Good Features

- Pupils learn about Christianity and Islam. They appreciate that, in each religion, there are similar festivals and link the fasting festivals of Lent and Ramadan effectively.
- Visits to the local church have helped pupils to acquire a sound understanding of baptism as a ceremony to welcome a person into the Church. They also have an understanding of remembrance for those who have died.
- Pupils recognise that religions have special days and have sound knowledge of the major festivals in the Christian calendar.
- Most pupils recognise the significance of the Bible as a sacred text and know the significance of Jesus' life from his birth at Bethlehem to his death on the cross. They have a good recall of the nativity story and an understanding of his good works with people.
- Sound understanding is shown of the significance of artefacts in religious worship and ceremonies.
- Children write individual prayers of thanksgiving showing gentle and thoughtful reflection and think of prayer as singing a song to God.
- They appreciate circle time as an opportunity to discuss likes and dislikes about, for

example, behaviour in the school yard.

Shortcomings

- Recall of Bible stories varies considerably and is generally focused on stories from the New Testament.
- Pupils have little understanding of the Koran as a sacred text or of the mosque as a place of worship. Recall of learning in this area is generally unsatisfactory.
- Too little emphasis is placed on the development of writing skills.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

Overall, the school has made a good response to the last inspection report, although there are two areas still requiring further improvement.

- The last inspection report, published on 23rd January, 1998, identified seven key areas for action. The school was advised that it needed to:
 - i. extend the length of the school day to ensure that it complies with Welsh Office recommendations;
 - ii. ensure that all subjects are taught for an appropriate length of time;
 - iii. improve standards in design and technology, information technology and Welsh;
 - iv. ensure that all pupils are fully challenged to maximise their potential;
 - v. address shortcomings in teaching at Key Stage 1;
 - vi. set quantifiable targets for school improvement;
 - vii. complete schemes of work as outlined in the school development plan.
- Progress since that time has been the following.

Key Issue 1

The school has addressed time factors and now complies with national recommendations.

Key Issue 2

Sufficient time is now generally accorded to each area of the curriculum.

Key Issue 3

Standards in Welsh are now satisfactory overall, whilst those in design and technology, and information technology have risen from unsatisfactory to good.

Key Issue 4

Tasks are still not always sufficiently challenging for pupils, particularly in subjects such as mathematics and English.

Key Issue 5

Although the percentage of unsatisfactory teaching has declined significantly, quality is still uneven. Monitoring is not yet sufficiently precise and focused to ensure that standards are consistent throughout the school.

Key Issue 6

Due attention has been paid to setting appropriate targets for improvement. National Curriculum assessment results, for example, have risen steadily over the past five years. Particular improvements have been made in information technology, and design and technology.

Key Issue 7

Suitable schemes of work are now in place for all subjects. Much hard work has been undertaken in this area.

8.2 Key Issues for Action

The school now needs to:

- raise standards from satisfactory to good or better;
- place greater emphasis on writing in subjects across the curriculum;
- ensure that work, in all cases, provides appropriate challenge, particularly for higher-achieving pupils;
- introduce more rigour into present arrangements for monitoring standards of teaching and learning so as to:
 - a) bring the quality of all teaching up to the level of the best;
 - b) ensure proper continuity and progression in all areas of work;
- develop more meaningful links with industry to ensure that learning is appropriately matched to the different ages and understanding of pupils.

Some of these issues have already been identified as areas for improvement in the school development plan.

The inspection team would like to express their appreciation of the co-operation and assistance they received from the headteacher, staff, governors, parents and pupils of the school.

APPENDIX A

Basic Information about the School

Name of School	Victoria Infants' School
School Type	Community
Age-Range of Pupils	4 – 7 years
Address of School	Poyser Street Wrexham
Post Code	LL13 7RR
Telephone Number	01978 355459

Headteacher	Mrs. Karen Davies
Date of Appointment	1st January, 1997
Chairman of Governors	Mr. Bruce Roberts
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	24th – 26th February, 2004

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		46	48	48					142

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	7	0	7

Staffing Information	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	20.3 : 1
Pupil : Adult Ratio in Nursery Class	-
Average Class Size (excluding nursery)	23.7
Teacher (fte) : Class Ratio	1.17 : 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	-	94	97	-	95.5
Term 2	-	93	94	-	93.5
Term 3	-	95	94	-	94.5

Number of Pupils Excluded during Twelve Months prior to Inspection	0
--	---

APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2 48					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	6	73	21	0
		National	0	4	13	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	4	75	21	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	0	6	71	23	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	6	75	19	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	0	0	71	29	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	0	69	31	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	94%	In Wales:	79%

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who were absent from the tests/tasks
 W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

APPENDIX D

The Evidence Base of Inspection

The inspection was carried out by a team of three inspectors over a period of three days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Seventeen parents attended a meeting with two members of the inspection team.
- Fifty-nine questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty-five-seven lessons or parts of-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

APPENDIX E

Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Welsh (as a second language) History Geography Art Music	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Behaviour and Attitudes Teaching Self-Evaluation and Planning for Improvement Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. Valerie Howells	Mathematics Science Design and Technology Information Technology Physical Education Religious Education	Main Findings Assessment, Recording and Reporting Curriculum Support and Guidance Special Educational Needs Key Issues for Action
Mr. S. Roberts		Main Findings Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Staffing, Accommodation and Learning Resources Key Issues for Action