

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

**Wats Dyke Infant School  
Mynydd Isa  
Mold  
North Wales  
CH7 6UL**

**School Number: 664/2080**

**Date of Inspection: 20<sup>th</sup> to 22<sup>nd</sup> June 2005**

**by**

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W170/15942**

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Wats Dyke Infant 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 also be obtained from the school.

There are three types of inspection.

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

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly based on its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Before the inspection, the governors and staff produced a self-evaluation report that included their judgments on the work of the school and the standards its pupils attain. Inspectors used this report to confirm the accuracy of the school's judgments.

The inspection of Wats Dyke Infant School took place between 20<sup>th</sup> and 22<sup>nd</sup> of June 2005. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, 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 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 judgments in this report is as follows:

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

**Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Nursery' (N) refers to the year group of pupils in a primary-phase school who attain the age of 4 during the academic year. The term 'Reception' (R) refers to the year group of pupils who attain the age of 5 during the academic year. Year 1 (Y1) 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	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3 - 4	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

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 with children who attend the school.

Report by Mr Robert Alun Isaac  
On Wats Dyke Infant School in June 2005

## LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	Attainment Target
CoP	Code of Practice
EBP	Education Business Partnership
EWO	Education Welfare Officer
GB	Governing Body
ICT	Information and Communications Technology
IEP	Individual Education Plan
INSET	In-service Education and Training
KS	Key Stage
LEA	Local Education Authority
LRC	Language Resource Centre (Special Unit)
NC	National Curriculum
NNEB	National Nurse Education Board
NQT	Newly Qualified Teacher
PESS	The Physical Education in Schools Strategy
PSE	Personal and Social Education
PTA	Parents and Teachers Association
SDP	School Development Plan
SEN	Special Educational Needs
SENC <sub>o</sub>	Special Educational Needs Co-ordinator
SMT	Senior Management Team
SNU	Special Needs Unit
WAG	Welsh Assembly Government
Y	Year

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards of achievement</b>	8
Key question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	11
Key question 2: How effective are teaching, training and assessment?	11
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	20
Key question 5: How effective are leadership and strategic management?	20
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	23
<b>Standards achieved in subjects and areas of learning</b>	25
Mathematics	25
Welsh second language	26
Information technology	27
History	28
Art	29
Physical education	30
<b>School's response to the inspection</b>	32
<b>Appendices</b>	33
A Basic information about the school	33
B School data and indicators	33
C National Curriculum assessments results	34
D Evidence base of the inspection	35
E Composition and responsibilities of the inspection team	36

## Context

### The nature of the provider

1. Wat's Dyke Infants School is situated in the village of Mynydd Isa about two miles to the north-east of Mold. It is administered by Flintshire County Council (the local education authority) and was built in 1972 of open-plan design. The school has 277 pupils on roll (244 full time equivalent) aged from three to seven years including 62 who attend in the Nursery on a part-time basis. Although lower than at the time of the last inspection, numbers have risen steadily in the last four years. The current headteacher has been in post since 1997. Most pupils are drawn from the surrounding locality which can be described as neither prosperous nor economically disadvantaged. About six per cent of children are entitled to receive free school meals, which is well below the national average. The school has 12 classes and 13 teachers, including the headteacher. All class sizes are below 30 and all contain single-age groups.
2. About seven per cent of the pupils are deemed to have some form of special educational need (SEN), including three with formal statements of SEN. A further 10 receive special support in a Language Resource Centre (LRC), all of whom have formal statements of SEN relating to speech and language difficulties. English is the sole or predominant home language in most cases. No child comes from a Welsh speaking home. Very few come from ethnic minority backgrounds and all pupils have taken part in pre-school education. The school received recognition as an Investor in People in 2001 and this was renewed in 2004. It has also been awarded the Quality Mark of the Basic Skills Agency in 2003. Its last section 10 inspection was in May 1999.

### The school's priorities and targets

3. The school has an appropriate set of aims and objectives which seek to provide a happy, working, thinking, caring and safe environment for its children. Its vision statement is "to strive to be a school where children want to be, parents are confident and staff are proud."
4. The school has identified the following as priorities for development in 2004-05:
  1. improve the accommodation;
  2. introduce a computerised attendance system;
  3. promote the Healthy Schools Initiative;
  4. revise assessment procedures in the foundation subjects;
  5. review reading materials;
  6. review the English policy and monitor the teaching of literacy;
  7. review the policy, scheme of work and provision for mathematics;
  8. create and run a school council.
5. Priority 3, priority 6 and priority 8 are already being addressed.

## Summary and recommendations

6. Wats Dyke Infant School is a very good school which provides a distinctive and inclusive education for all its pupils. It helps all learners, including those with SEN, to achieve well and provides them with high quality teaching often. Its leadership and management are excellent.
7. In its self-evaluation report, the school described its performance accurately. The grades set out below match the school's grades in two key questions and in the other five, inspectors felt the school had been over-cautious in ascribing grade 2 and increased this to grade 1 throughout.

### Table of grades awarded as a result of the inspection

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

### Standards of achievement

8. The quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. This is a particular strength of the school.
9. In key stage 1, standards of achievement are as follows:

Subject	Key Stage 1
Mathematics	Grade 2
Welsh second language	Grade 2
Information technology	Grade 1
History	Grade 2
Art	Grade 1
Physical Education	Grade 1

10. Overall standards are good with outstanding features. In the six subjects inspected in key stage 1, there are outstanding features in art, information technology and physical education, and no important shortcomings in any other subjects.
11. In the 30 lessons inspected, the grades awarded for standards achieved were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	64%	13%	0%	0%

12. These are high figures, well above the current national target of 50%, and the target for 2007 of 65% of lessons to be graded 1 or 2.
13. Pupils, including those with SEN, and those in vulnerable circumstances, make equally good progress in gaining knowledge, understanding and skills.
14. Children aged under five, both in Nursery and Reception, achieve very good standards in the key skills of speaking, listening, reading, writing, numeracy, and information and communications technology (ICT). Their standards in creative work are outstanding, for example, in their excellent film-making and acting.
15. In key stage 1, pupils' standards and progress in speaking, listening, reading and writing, and ICT across the curriculum are good with outstanding features.
16. Standards in numeracy are good overall. Pupils use their numeracy skills well and in general, they transfer number skills well to a range of other subjects. Pupils achieve good standards in bilingual competence.
17. The school provides for an above average number of pupils with statements of SEN because it has an area SEN unit for pupils who have profound language difficulties. This has little effect upon the results achieved in national assessments, which is remarkable.
18. In 2004, the school's results were above local and national averages for English, mathematics and science in the percentage of pupils attaining at least Level 2. The same was true for the proportion attaining level 3 in science, whereas the number who achieved level 3 in English and mathematics was in line with national averages. The school's results were higher than most similar schools, locally and nationally.
19. In 2005, the school's results were again above local and national averages for English, mathematics and science in the percentage of pupils attaining at least level 2. The proportion attaining level 3 in English and science was also high, whereas the number achieving level 3 in mathematics was in line with national averages.

20. In 2004, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together at 95% was considerably above local and national averages, as well as those attained by similar schools.
21. In 2005, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was also above local and national averages, as well as those attained by similar schools. Assessment results have risen steadily in recent years. There are few differences between the attainments of boys and girls.
22. Pupils' very good behaviour and their excellent attitudes towards learning show outstanding features and contribute significantly to their achievements. Pupils develop into responsible, mature individuals who show respect and courtesy towards all. Their politeness and good manners are outstanding features of school life.
23. Pupils' personal, moral and social development is very good. They develop good moral values and demonstrate honesty, fair play and consideration for others.

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

24. There are a number of outstanding features in the quality of education, particularly:
  - the high quality of much of the teaching;
  - the excellent provision for the under-fives and very good planning for key stage 1; and
  - the excellent support and guidance given to all pupils, including those with SEN.
25. The quality of teaching is a strength of the school and a significant proportion is outstanding. No unsatisfactory lessons were observed. In the 30 lessons seen in the six subjects inspected, the following grades were awarded for teaching:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	52%	17%	0%	0%

26. Teaching shows at least good features in 83% of lessons observed. Within this proportion, 31% of teaching has outstanding features. This is well in excess of the current national target of 50% and the target for 2007 of 65% to be good or better.
27. Most teachers stimulate and challenge pupils of all abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. Teachers intervene sensitively to support and encourage pupils in their work. They have high expectations of

pupils' achievements and the latter respond well. Good teaching occurs in all year groups.

28. Where teaching - in about a fifth of lessons - has a few minor shortcomings, teachers' planning and delivery are not sufficient to ensure that lessons are exciting. A few teachers do not share objectives enough with pupils. Also, a few do not take enough opportunities to use incidental Welsh in their lessons in order to reinforce skills in the language.
29. The assessment requirements of the National Curriculum (NC) are fully met and due regard is given to the SEN Code of Practice for Wales. Achievements in other NC subjects are assessed annually. Teachers' marking celebrates and informs pupils of their achievements and gives good indicators for improvement. Pupils' involvement in assessment and in planning their own improvement is limited. The school recognises the need to develop systems for pupils' self-assessment. Reporting procedures are very good.
30. The curriculum meets learners' needs outstandingly well in the Early Years, and very well in key stage 1. The school provides a broad and balanced curriculum which meets statutory requirements. It has been awarded the Basic Skills Agency's Quality Mark.
31. Teachers provide good opportunities for the development of key skills. Language and ICT skills are very well developed. The promotion of numeracy and bilingual skills is good.
32. The provision for pupils' spiritual, moral, social and cultural development is excellent and pupils' responses are very positive. Teachers help pupils effectively to mature personally
33. Pastoral care and guidance is very good and the school has very effective links with outside agencies. The provision for pupils with SEN is very good.

### **Leadership and management**

34. There are outstanding features in the overall quality of leadership and management, including:
  - the excellent leadership by the headteacher and the deputy headteacher;
  - the very good leadership of subject coordinators;
  - the high quality of governance provided by the governing body; and
  - the active inclusion of pupils in leadership through regular meetings of the school council;
35. The quality of leadership provided by the headteacher is outstanding. Her management is very purposeful, caring, knowledgeable and clear-sighted and she is dedicated to infant education. She gives a clear sense of direction to the work and life of the school.

36. Other teachers are very ably supported by the deputy headteacher in many ways, but primarily through his example in teaching, which is imaginative and of high quality. The Senior Management Team (SMT) works closely together in leading the school forward. Involvement in the school council helps pupils in Year 1 and Year 2 gain a very good insight into leadership and citizenship. Senior managers support newly appointed staff very well and induction procedures are good.
37. The governing body gives the headteacher and staff very good support and is totally committed to the school's aims and objectives. Governors are actively involved in the daily life and work of the school and staff value their commitment greatly. Governors have a good oversight of the budget and supervise expenditure very well.
38. The quality of subject leadership is good with outstanding features. Subject leaders are knowledgeable, committed and insightful about their subjects. Subject leaders are closely involved in monitoring and evaluating teaching in their subjects.
39. The headteacher, governors and staff have successfully developed excellent self-evaluation procedures.
40. The staff are of high calibre. A sufficient number of well-qualified and experienced teachers meet the needs of pupils and the curriculum effectively. Numerous support staff make a very important contribution to the quality of the teaching and the standards of achievement, particularly for pupils with SEN. Assistants with Nursery Nurse Education Board (NNEB) accreditation work very effectively with teachers to plan, teach and record pupils' progress.
41. The school secretary carries out daily routines and a range of other responsibilities very efficiently and effectively. Catering, cleaning and mid-day supervisory staff play an important role daily. The caretaker provides the school with excellent service in his care for the school grounds and gardens.
42. The overall quality of the accommodation is good. The exterior and surrounding grounds are bright and stimulating. The interior of the building has been made visually stunning through the creation of outstanding displays of pupils' work. The school has been resourced well to broaden the educational opportunities for all pupils.
43. The school has made excellent progress since the last inspection and gives very good value for money.

## Recommendations

In order to improve the school further, the staff and governing body should now:

**R1** raise the standards achieved by more able pupils in mathematics;

**R2** develop further, pupils' involvement in planning their own progress and improvement;

**R3** improve teaching, where there are shortcomings;

The school has already identified Recommendation 1 and Recommendation 2 in its school development plan.

## Standards

### Key question 1: How well do learners achieve?

Grade 1 : Good with outstanding features.

44. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the standards achieved by pupils.

#### Pupils' success in attaining agreed learning goals

45. Children aged under five achieve excellent standards in subjects such as English and art, and make very good progress in acquiring key skills. The quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. This is a significant strength of the school.
46. Overall standards in key stage 1 are good with outstanding features. In the six subjects inspected, there are outstanding features in art, information technology and physical education, and no important shortcomings in any other subjects. The following grades were awarded:

Subject	Key Stage 1
Mathematics	Grade 2
Welsh second language	Grade 2
Information technology	Grade 1
History	Grade 2
Art	Grade 1
Physical Education	Grade 1

47. In the 30 lessons inspected, the grades awarded for standards achieved were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	64%	13%	0%	0%

48. These are high figures, well above the current national target of 50%, and the target for 2007 of 65% of lessons to be graded 1 or 2.
49. Pupils, including those with SEN, and those in vulnerable circumstances, make equally good progress in gaining knowledge, understanding and skills. They respond well to high quality teaching and confidently ask questions to further their understanding. Pupils have individual targets which they understand and they make good progress towards achieving these.

50. Children aged under five achieve very good standards in the key skills of speaking, listening, reading, writing, numeracy and ICT. Their standards in creative work are outstanding. In key stage 1, standards in the key skills of speaking and listening are very good. Pupils speak confidently and are highly articulate.
51. Pupils listen attentively to their teachers and to each other. They speak confidently but without precocity when answering questions and discussing their work. They make relevant contributions, for example, when describing how they can improve school life. They retell stories well, using appropriate vocabulary and sentence structure. Pupils read very well to locate information. They write well in different forms across the curriculum, making good use of appropriate terminology in most subjects.
52. Pupils in key stage 1 show good ability when using their numeracy skills for a range of purposes in other subjects across the curriculum. Their ability to communicate in both English and Welsh continues to develop well as they progress through years 1 and 2.
53. In the Language Resource Centre (LRC), pupils with communication difficulties show excellent progress in their ability to interact and engage in conversation appropriately.
54. Pupils achieve well in collaborating on creative and problem-solving activities. They take the initiative, make hypotheses and deductions, and explore ideas creatively in a number of media, such as paint, clay, digital imagery and film.
55. Pupils come from a range of socio-economic backgrounds and are quickly integrated into school life, with its equally high ambitions for all to achieve well.
56. The school provides for an above average number of pupils with statements of SEN because it has an area SEN unit for pupils who have profound learning difficulties. This has little effect upon the results achieved in national assessments, which is remarkable.
57. In 2004, the school's results were above local and national averages for English, mathematics and science in the percentage of pupils attaining at least Level 2. The same was true for the proportion attaining level 3 in science, whereas the number who achieved level 3 in English and mathematics was in line with national averages. The school's results were higher than most similar schools, locally and nationally.
58. In 2005, the school's results were again above local and national averages for English, mathematics and science in the percentage of pupils attaining at least Level 2. The same was true for the proportion attaining level 3 in English and science, whereas the number who achieved level 3 in mathematics was in line with national averages.
59. In 2004, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together at 95% were

considerably above local and national averages, as well as those attained by similar schools.

60. In 2005, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together were also above local and national averages, as well as those attained by similar schools.
61. Assessment results have risen steadily in recent years. There are few differences between the attainments of boys and girls.

### **Progress in learning**

62. Most pupils make good progress in fulfilling their potential and moving on to the next stage of learning. More able pupils also do well.
63. Pupils in the LRC make very good progress. Children aged under five make very good progress in learning. Many pupils in key stage 1 make good progress because they respond well to the high-quality teaching they receive. They speak confidently of the progress they feel they are making and they know how to improve their work. There is very good communication between teachers and pupils, the latter receiving much verbal feedback.

### **The development of personal, social and learning skills**

64. Pupils' very good behaviour and excellent attitudes to learning show outstanding features and contribute significantly to their achievements. The headteacher and staff have high expectations of pupils' behaviour and they respond very positively. Pupils develop into responsible, mature individuals who show respect and courtesy to all. Their politeness and good manners are outstanding features of school life.
65. Boys and girls understand they are expected to work hard, behave well and attend regularly but also that they can learn through play. These expectations are widely fulfilled. They are keen learners and enjoy their work and play. They listen carefully and co-operate willingly with others, settle quickly to tasks and sustain concentration. They are interested in their work, are keen to do their best and take pride in their achievements.
66. Levels of attendance for reception and key stage 1 classes have remained stable since the previous inspection. The average level of attendance for 2004, at 95%, was good. Attendance rates are better than both the local and national averages.
67. Recorded, unauthorised absence is consistently nil. The school discourages parents taking their children on holiday during term time, causing pupils to miss valuable learning time. The comprehensive rewards system to encourage regular attendance and good punctuality is effective. There are no significant variations in attendance levels across the school. Registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Punctuality is good at the start and throughout the school day,

allowing sessions to begin promptly without interruption. The school follows the requirements of WAG Circular 3/99

68. Pupils make very good progress in developing their personal and social skills and in their moral and wider development without exception from Nursery through to Year 2. Excellent relationships between pupils and adults are evident throughout the school. This enables pupils to become secure and confident in their learning. Teachers help them to become increasingly sensitive to the needs of others, and to care for those who are less fortunate.
69. In discussions, pupils show mature attitudes and recognise the need to treat all fairly and without discrimination. They show a growing awareness of the diversity of beliefs and social and cultural traditions in Britain today. They develop good moral values and demonstrate honesty, fair play and consideration for others. They also develop a good understanding of right and wrong. During assemblies, pupils are encouraged to think of and reflect on their experiences, helping them to develop further their spirituality. Pupils support charitable causes enthusiastically.
70. The school prepares pupils to play an active role in the life and work of the local community, and teachers make good use of the locality as a learning resource. Pupils benefit from extensive and varied school visits and regular visitors to the school such as the community police liaison staff and the fire-service. Parents also assist in the development of pupils' knowledge and understanding of the workplace and the local community. The school arranges for and encourages pupils to take an active part in the community. Pupils regularly serve the community by supporting a range of civic, cultural, environmental and charitable projects.

## The quality of education and training

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

Grade 1: Good with outstanding features.

71. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the overall quality of teaching which is a strength of the school.

### How well teaching meets learners' needs and the curricular and course requirements.

72. In the 30 lessons observed, the grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	52%	17%	0%	0%

73. Teaching shows good features with no important shortcomings in over 80% of lessons. Within this proportion, 31% of teaching has outstanding features. This is well in excess of the current national target of 50% and the target for 2007 of 65% to be good or better. Good teaching occurs in all year groups.
74. Outstanding features of teaching include the:
- highly imaginative lesson content;
  - very good working relationships between teachers and pupils that promote a high quality working and playing atmosphere;
  - good planning and purposeful lessons that match pupils' needs; and
  - a very wide range of resources and activities used by teachers to engage pupils fully in their learning.
75. The quality of teaching was uniformly outstanding in the Nursery and Reception classes. Teachers in the classes for children aged under five, work in very good partnerships with classroom assistants, including those with NNEB accreditation, to provide very interesting sessions.
76. Most teachers, throughout the school, stimulate and challenge pupils of all abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. Teachers intervene sensitively to support and encourage pupils in their work.
77. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms and around the school. This has a very positive effect on attitudes to learning.
78. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They demonstrate enthusiasm in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. Questions are used skilfully to gauge pupils' knowledge and understanding.
79. Many lessons are planned well and have a clear structure and purpose. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
80. Teachers promote equality of opportunity and ensure that all pupils are treated fairly irrespective of their abilities and backgrounds. They provide good opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
81. Teachers ensure that pupils with SEN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with SEN in the LRC in mainstream classes are effective. These ensure that they follow the NC closely and are included very well.

82. Teachers' use of the school's single interactive whiteboard is having an increasingly good impact on teaching and learning when it is available, accessible and working.
83. Pupils are supported in their problem-solving by teachers' consistent use of appropriate strategies to teach reading and writing. Teachers effectively support the development of pupils' independent research skills, and help them apply these regularly in a range of contexts. They have a good understanding of the guidance of Estyn and the Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (ACCAC) for aspects of study which are cross-curricular, such as personal and social education (PSE).
84. Where teaching in about a fifth of lessons has a few shortcomings, teachers' planning and delivery are not sufficiently well organised to ensure that lessons are exciting. A few teachers do not share objectives with pupils at the beginning of lessons or revisit them towards the end of lessons. Also, a few do not take enough opportunities to use incidental Welsh in their lessons in order to reinforce skills in the language.

#### **The rigour of assessment, recording and reporting and its use in planning and improving learning**

85. The assessment requirements of the NC are fully met and due regard is given to the SEN Code of Practice for Wales. Assessment in the core subjects of English, mathematics and science is based on clear, valid criteria from a wide range of sources. These include national, local and school-based tests of literacy and numeracy, together with on-going classroom evaluations.
86. Assessment of performance in other NC subjects is conducted annually. This has led to the continuous improvement of standards since the last inspection. The data collected, particularly for children aged under five and for pupils in the LRC, is used effectively in adopting appropriate teaching methods and planning relevant and stimulating learning experiences.
87. Teachers monitor pupils' individual progress effectively in all subjects from the Nursery through to Year 2. The school is now developing the use of performance data to analyse for trends and weaknesses with particular groups of pupils, such as the more able.
88. Teachers' marking celebrates and informs pupils of their achievements and gives good indicators for ways to improve. Pupils feel their work is valued and they take increasing pride in its appearance as they progress through the school.
89. Pupils' involvement in the assessment process through verbal and written evaluations is limited. The school in its own self-evaluation recognises the need to develop recording systems for pupils' self-assessment and target-setting.

90. Reporting procedures are very good. Parents are provided with full information about what their child will be learning through the school prospectus and newsletters. Parents have regular formal and informal opportunities to visit the school to discuss their child's progress and review their work. They are also informed about their child's achievements through full annual reports and interim reports mid-way through the year to indicate current progress. All reports allow the opportunity for a written response.
91. Home/school notebooks and reading records enhance the dialogue between parents and the school. Very good information is also provided annually to the governing body, to the LEA and to the receiving junior schools. All formal records and reports are freely accessible to those with a legitimate interest and comply fully with statutory requirements.
92. Subject leaders provide colleagues with useful guidance through portfolios of work in a range of subjects. They make effective use digital cameras to support assessment and recording. However the school does not have a consistent approach to the levelling of work.

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

Grade 1: Good with outstanding features
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93. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the outstanding quality of its provision.

**The extent to which learning experiences meet learners' needs and interests**

94. The curriculum is broad and balanced and caters very well for the whole range of pupils' needs. Detailed and thorough schemes of work guide learning very well.
95. Teachers promote well the development of basic and key skills for all pupils, including those in the Early Years and the Language Resource Centre.
96. The quality of provision for the under-fives is appropriate to their needs and pupils make very good progress towards the Desirable Outcomes for Children's' Learning. This is a significant strength of the school. Children under five participate in a very good range of experiences and practical activities that stimulate their interest, skill and enjoyment. The school is already well ahead in its planning for the new Foundation Phase from the Nursery onwards in September 2005.
97. The planning for history, physical education and art is outstanding and for IT is very good. *The Cwricwlwm Cymreig* is promoted excellently in subjects such as English, drama, history, geography, music and art. Pupils in Year 2 have worked with a Welsh film maker and their involvement in the writing, making and acting of a film based on a Welsh legend was outstanding as was the

outcome. In art, pupils study closely the work of Welsh artists and imitate their work imaginatively through painting activities. In history, pupils gain a good understanding of historic figures in Welsh culture such as William Morgan and Prince Llewellyn the Last. Pupils sing well and are fluent in prayer in the Welsh language.

98. Generally, homework is linked closely to class work and makes a positive impact on learning.
99. The outstanding provision that the school makes for pupils' personal and social development follows closely the PSE Framework of ACCAC and the guidance of Estyn. Circle time discussions make a good contribution to pupils' social and emotional development and they confirm that they feel confident to discuss any problems honestly with staff. In this and all other respects, the curriculum complies with legal requirements.
100. The school offers a variety of equal opportunities for pupils to participate in a broad range of extra-curricular activities, including sports and drama clubs and visits. These support and enhance curricular and PSE objectives. For example, pupils visit the Victorian Manor House at Erddig to enhance their historical knowledge, and the Walker Gallery in Liverpool to broaden their knowledge of famous artists.
101. Teachers are very committed to enabling all pupils to develop inclusively as part of the school community. The provision for pupils' spiritual, moral, social and cultural development is excellent and pupils' responses are very positive. Teachers help pupils effectively to mature personally and to fully understand and appreciate their expectations of good behaviour and positive attitudes. Teachers promote pupils' spiritual development very well by reflecting on issues raised in lessons and by encouraging them to express their own views and ideas. The school's ethos and values underpin a profound commitment to pupils' personal development and pupils readily show an ownership of school rules.

### **The extent to which learning experiences respond to the needs of the employers and the wider community**

102. The school has excellent links with parents, grandparents and other carers. Parents support school events enthusiastically. The school keeps them well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, a useful prospectus and by regular meetings with teachers. Parents help often in daily classwork and many make their own, separate contributions to homework. A constructive home/school agreement is in place that has been well-received by parents.
103. The many positive links with the community are very effective and contribute well to pupils' learning in a number of subjects. Music is very much a part of the school's important links with neighbouring schools. Pupils participate in a number of concerts and performances within the community, drama and music being fundamental elements in this.

104. The school enjoys very successful working partnerships with other schools in its 'cluster group' of schools, especially the nearby junior school to which Year 2 pupils transfer. Arrangements for the transfer of pupils are very good and Year 2 pupils look forward to junior school. The school has a pro-active approach to its partnership with the junior school and other schools in its cluster and a number of useful links are in place. These links contribute significantly to the continuity and progression of education from key stage 1 to key stage 2.
105. Teachers have established successful partnerships with several institutes of higher education and provide good training facilities for trainee teachers and students undertaking vocational qualifications. The school mentors students carefully and staff support them very well. They make a positive contribution to school life.
106. Several topics contained in the school's PSE programme help broaden and enrich pupils' work-related education. Links with relevant agencies and local, commercial organisations are good. Partnerships and formal links with local industry are continuing to develop well and some teachers have undertaken industrial or commercial placements, and used the experiences well to enrich the curriculum. Pupils gain first-hand knowledge of different working environments through their visits to a variety of retail, commercial and industrial sites.
107. The school has numerous, practical examples of the way it promotes education for sustainable development, visible in displays in the entrance foyer, the corridors and in outdoor areas. Through good initiatives and through classroom learning, pupils develop a greater understanding of, and show a strong commitment to, sustainable development. Teachers promote recycling and energy conservation well. The school has a good policy on sustainable development and global citizenship, although the latter is at an early stage of development. The school is in the first of three years, in working towards a Healthy School award. Teachers pay good attention to pupils' healthy development through a healthy eating programme. This involves the sale of fruit for all pupils at break times and in the provision of nutritious, well-balanced lunches.
108. There are regular and meaningful opportunities in assemblies and during break times to develop pupils' bilingual skills in different aspects of school life. Teachers and learners in the Nursery and Reception classes make regular, effective use of incidental Welsh throughout the day but this is less common in key stage 1.
109. The school avoids stereotypical activities and teachers successfully promote an inclusive culture through which all pupils, whatever their background or circumstances, are encouraged to take part and achieve to the best of their ability.

110. The school council gives pupils in Year 1 and Year 2 very good opportunities to develop their problem-solving and decision-making skills. Pupils in Year 2 develop good entrepreneurial skills through handling 'tuck' money as well as through their involvement in creating and selling videos of their film of a Welsh Legend.
111. The school promotes creative skills outstandingly, particularly in art, role-play, dance, movement and drama. Pupils take part in a number of competitions and workshops and local and county level, sponsored by industry and relevant agencies.

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

Grade 1: Good with outstanding features
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112. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the excellent quality of its provision.

#### **The quality of care, support and guidance**

113. Pupils are very well cared for, guided and supported. The school provides a very happy, secure, safe and caring learning environment.
114. Excellent relationships exist between pupils, staff, parents and the local community. The school operates an 'open door' approach and parents are invited to attend three parents' evenings (two formal and one informal) per year to discuss their child's progress and any other matter related to their education. These meetings are well attended. The school seeks parents' and governors' views and opinions on a range of relevant matters. A 'hobbies day' is held annually where parents are able to talk to pupils about their hobbies and interests. The school does not have a parent-teachers' association but parental support for all events is exceptional. The school has established a home-school agreement for every pupil which all parents sign and return.
115. The school has very good induction arrangements for pupils joining or leaving. Transfer arrangements for pupils moving from Nursery to Reception, Reception to Year 1 and from Year 2 to key stage 2 are very well established. The 'moving up day' and 'buddy' arrangements are very effective. Pupils settle into the school very quickly and happily.
116. Support staff work effectively to meet pupils' particular needs. Good relationships exist between staff and pupils. The school makes very good use of all available specialist services.
117. The school expects pupils to attend regularly and punctually and they respond very well. The system for recording attendance is effective, however, it does not allow for lateness to be recorded accurately. Teachers usually mark registers promptly and correctly at the start of the morning and afternoon

sessions. Although the registers are summarised regularly the current practice for identifying unauthorised absences occasionally provides inaccurate results. Unexplained absences are followed up after two days of non-attendance. The Education Social Worker is involved with the very few cases of unexplained poor attendance.

118. The school buildings are secure and provide a safe environment for pupils to learn. Teachers give the health and welfare of all pupils a very high priority. The headteacher and a designated member of the governing body carry out comprehensive risk assessments. Several staff are trained first-aiders. The school's comprehensive PSE programme contains many Health and Safety related topics. Staff and pupils have a good awareness of health and safety requirements. Excellent procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school.
119. Child protection procedures are excellent. The headteacher is the designated child protection co-ordinator. Many school staff and governors are formally trained in child protection procedures, the head teacher and a colleague being trained to a high level. A good Child Protection Policy is in place and all staff members have received relevant update training and briefings. Complaint and appeal procedures are in place.

### **The quality of provision for special or additional learning needs**

120. The provision for pupils with additional learning needs is a first-class feature of school life. The headteacher leads and manages this very well. Effective procedures for early identification, assessment and monitoring contribute significantly to raising pupils' achievements. As a result, pupils are placed on the register of SEN quickly but also are removed when their needs have been fully met. All staff show considerable empathy and understanding of the needs of all pupils. Teachers give a high priority to the inclusion of all.
121. There are 13 pupils at the school who have a statement of SEN. Ten of these pupils have been placed by the LEA in the school's specialist LRC for intensive support with their speech and language impairments. Three pupils are fully integrated into mainstream classes. The pupils in the LRC play an integral part in school life and join mainstream lessons for a significant part of the day. The language work they follow in the LRC parallels that being done in the mainstream school but is more appropriately structured to address their difficulties. The LRC is very ably managed by a specialist teacher and pupils get excellent support from the classroom assistant. Pupils also benefit excellently from the support of a speech and language therapist for half of the week. The high level of expertise and excellent organisation ensures that pupils make very good progress educationally and still benefit from being fully included in daily school life.
122. Throughout the school, pupils with SEN are supported well by dedicated and effective school staff and from outside agencies including the Educational Psychology Service, specialist LEA teaching staff and staff from nearby special schools. Very good links exist with the local authority's Health and

Social Services departments. Class teachers, the SENCo and outside agencies work closely together to ensure that individual programmes and classroom provision are of a high quality and closely match the needs of pupils. Learning takes place in a highly stimulating and purposeful atmosphere in which pupils enjoy their lessons and appreciate the support given.

123. Pupils with SEN make very good progress in terms of their attitudes, behaviour and learning. Provision is particularly effective where well trained learning assistants give additional support to individuals or groups of pupils within the classroom in the Catch Up scheme in Year 2. The LRC is also a valuable school resource which teachers frequently draw on to enrich and focus the learning experiences of pupils with SEN based in the main school. The headteacher's excellent knowledge, experience and understanding of pupils' needs enable her to lead and manage SEN provision highly effectively.
124. There is a strong ethos of mutual respect and understanding; together with a comprehensive framework of guidance and support. The good relationships enjoyed between staff and pupils are underpinned by a consistently applied reward system involving sensible class rules and "Golden Time" rewards. Teachers take many opportunities to develop pupils' self-esteem and self-worth. Some Year 2 pupils 'buddy' younger pupils. For some, continued support is given through targets identified in their individual programmes, agreed by both pupils and parents.
125. Clear policies and effective strategies ensure high standards of behaviour. All staff are trained in Assertive Discipline Strategies. The school is involved with a consortium of other local schools to develop a unified approach to deal with bullying. There were no exclusions in the last reporting period.

### **The quality of provision for equal opportunities**

126. The school ensures that all pupils, whatever their ability, background or need have equal access and opportunity to participate in school life. This is an outstanding feature of school life. Teachers take great care to ensure that all pupils have good access to the curriculum. The spirit of inclusion is at the heart of the school's work.
127. The school conforms to all statutory requirements in terms of documentation for equal opportunities, racial discrimination and disability discrimination. All revised and new school documentation includes suitable equal opportunities statements. Teachers give serious consideration, when purchasing new resources, to avoid stereotyping pupils by gender, race or disability. Informal monitoring and evaluation are carried out by the headteacher and senior management team. This ensures that all pupils receive equal treatment across the curriculum, within the classroom and as part of general school organisation. They also have equal access to resources and activities. The school adheres strictly to the guidance on race relations from the county and there have been no racial incidents to report.

128. The school also seeks to identify barriers to learning; for instance, a high proportion of pupils at the school come from families whose parents both work. To support parents and pupils, the school has for many years been a forerunner in providing very popular breakfast and after-school clubs. Additionally, pupils based in the LRC are fully accepted as equal members of the school community and the headteacher ensures that all staff and pupils maintain a constructive attitude towards them as well as to other pupils in the school with learning disabilities.
129. The arrangements to eliminate racism, oppressive behaviour, bullying and harassment work very well because all teachers consistently apply the school's expectations. Situations are frequently resolved at an early stage through effective strategies involving pupils based on peer group support, circle time discussions and an active school council. In discussion, pupils indicate that bullying is extremely rare and that teachers will quickly deal with any concerns brought to their attention.
130. Pupils are developing a good understanding of the culture and heritage of Wales through Y Cwricwlwm Cymreig and the school makes positive efforts to extend their knowledge of the wider world through classroom experiences and in assemblies. For instance, there are effective displays throughout the school relating to recent project work on family life in Kenya and there is impressive Year 2 work relating to the G8 summit conference in Edinburgh. Pupils understand that 100 million children on earth do not go to school. However, as the school has recognised, further work needs to be done on developing pupils' understanding of the value of living in multi-ethnic Britain.

## Leadership and management

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

Grade 1: Good with outstanding features

131. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the excellent quality of its leadership and management.

#### How well leaders and managers provide clear direction and promote high standards

132. The quality of leadership provided by the headteacher is outstanding. Her management is very purposeful, knowledgeable and clear-sighted and she is dedicated to infant education. She retains the respect and loyalty of staff and pupils alike. The headteacher is ably supported by the deputy headteacher, who as well as leading mathematics and IT very well, is also fully involved in classroom teaching. Both the headteacher and the deputy headteacher provide excellent role models for high quality teaching.

133. The headteacher and the SMT give a clear sense of direction to the school's work and share with other staff a common purpose for improvement. They meet regularly to set a strategic lead in school development.
134. The organisation of a school council helps pupils gain a very good insight into leadership and the principles of citizenship.
135. Senior managers support newly appointed staff very well and induction procedures are very good. The school takes very good account of national priorities, local partnerships and cluster arrangements. Teachers follow national guidance in promoting pupils' awareness of sustainable development.
136. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management procedures are very well established and successfully promote teachers' continuous professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
137. The quality of subject leadership is good with outstanding features. Subject leaders are knowledgeable, committed and insightful about their subjects. They have been involved in policy-making and have reviewed their schemes of work thoroughly. All have collated very useful portfolios of pupils' work. Subject leaders are closely involved in monitoring or evaluating teaching in their subjects and draw up detailed and perceptive analyses and action plans as a consequence. The very good work of subject leaders is reflected in the fact that standards, across the board, are at least good.

### **How well governors meet their responsibilities**

138. The governing body gives the headteacher and staff very good support and is fully committed to the school's aims and objectives. The headteacher provides governors with comprehensive information about school development through her reports.
139. Governors are actively involved in the daily life and work of the school and staff value their commitment greatly. The governing body has a very good oversight of the budget and supervises expenditure well. Governors regularly act in the best interests of the pupils.
140. Governors are involved in monitoring the quality of provision through personal visits to classrooms and many are well known to pupils. They meet regularly throughout the school year and meet all regulatory and legal requirements fully.

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

<b>Grade 1: Good with outstanding features</b>
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141. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the excellent quality of its self-evaluation. The school provides a model of good practice in this area and ensures the full involvement of all its stakeholders.

### **How effectively the provider's performance is monitored and evaluated**

142. Self-evaluation procedures are highly effective.

143. The headteacher has been highly successful in developing the school's awareness of its strengths and areas for development. Staff and governors contribute fully to the process of self-evaluation. The school's leaders draw evidence from the assessments made of all areas of school life.

144. The views of parents and pupils are central to the self-evaluation process. The school's open-door policy ensures that parents get ample opportunities to voice their opinions on various aspects of their children's education. Pupils play an important role in the self-evaluation process. Their views, as expressed in questionnaires, and through the school council, are considered carefully.

145. Subject leaders scrutinise pupils' work and teachers' planning documents, and gather exemplars of best practice in a very broad range of subject portfolios. A rolling programme of classroom observations to monitor teaching and learning is undertaken by the headteacher and subject leaders.

146. The school systematically uses local and national data, including baseline assessment for reception children, to bring about improvements in standards. Standards achieved are closely monitored in relation to national priorities. Assessment results are used as a focus for target setting. Each subject area has been carefully evaluated with strengths and areas for development identified accurately.

147. Strategies for assessing and evaluating pupils' standards of achievement are very effective. Teachers' analysis of assessment records helps to identify trends and shortcomings and to set appropriate individual targets for learners.

148. The school's self-evaluation report is first-class. It is concise, accurate, comprehensive and clear, and honestly identifies strengths and areas where improvements are needed. It is based on first hand evidence and covers all aspects of the Common Inspection Framework. The report is an outstanding feature of the school.

### **The effectiveness of planning for improvement**

149. The school uses the outcomes of self-evaluation well to inform the priorities in its school development plan (SDP). This is a working document of high quality, which identifies strategies, responsibilities, time schedules, costs and success criteria for each target. The school's leaders regularly evaluate the progress being made. Governors ensure that each target is fully supported by appropriate resources.
150. Performance management contributes well to the identification of teachers' professional needs and this has a very positive impact on pupils' standards. Staff training is clearly linked to the objectives of the SDP.
151. In all key questions, the school evaluated its quality as grade 2, whereas the inspection team decided this was overly cautious and awarded the higher grade 1.
152. The school has made excellent progress since the last inspection. All the key issues have been very well addressed and this has had a very positive impact on improving pupils' standards. Since the last inspection, the quality of teaching and learning has been significantly improved, standards have risen and a high quality of leadership and management has emerged. This is outstanding.
153. Overall, the school gives very good value for money.

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

Grade 1: Good with outstanding features
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154. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2 and underestimated the very good quality of provision.

### **The adequacy, suitability and use made of staffing, learning resources and accommodation**

155. The overall quantity and quality of staffing is a great strength of the school. Pupils are given good support by a well-qualified and experienced team who are effectively deployed to use their skills to best effect. There is a mutually supportive blend of youth and experience in the team. Teachers are confident and experienced in their subjects. The relatively small numbers of pupils in most classes ensure that individuals receive a high level of support.
156. Numerous support staff make a very important contribution to the overall quality of teaching and the standards achieved, particularly for pupils with

SEN. Assistants with NNEB accreditation work very effectively with teachers to plan, teach and record pupils' progress.

157. The school secretary carries out daily routines and a range of other responsibilities very efficiently and effectively. Caretaking, cleaning and mid-day supervisory staff play a major role in the smooth day-to-day running of school affairs. The caretaker provides the school with excellent service in his care for the school grounds and gardens.
158. There is a strong commitment to staff development and this has contributed greatly to the school's achievement of high standards. Systems for performance management for teachers are firmly in place together with annual appraisal for classroom support staff. Recognition of this commitment has been shown in that the school has successfully achieved the Investors in People Award for a second time.
159. Teachers and other staff members have appropriate job descriptions, which clearly define their roles and responsibilities. Responsibilities for subjects and aspects are shared fairly between staff. In-service education and training (INSET) has improved teachers' knowledge and expertise in many areas. Canteen staff and lunchtime helpers contribute well to pupils' development and pupils report that they enjoy school lunches very much.
160. The overall quality of the accommodation is good. The size of the building is adequate for the pupils on roll. Structurally, the school is of open-plan design and staff utilise all available space very well to create a stimulating and effective learning environment. The centrally located LRC and the Year 2 teaching areas have been more clearly defined to optimise the teaching strategies employed there. Teachers and learners in nursery, reception and Year 1 use fully open-plan areas very effectively.
161. The exterior and surrounding grounds are bright and stimulating with well-marked playground areas and a secret garden, which provided the setting for the pupils' film 'The Magic Harp'. The school has recently won an award in the 'Wales in Bloom' competition in recognition of the efforts involved in providing such attractive settings. The interior of the building has been made visually stunning through the creation of outstanding displays of pupils' work.
162. There are a few shortcomings in accommodation in that there is a shortage of parking space, the hall is small for physical education, there is insufficient storage space, the air-conditioning is poor and many of the window frames need repair. The school addresses these problems to the best of its ability with rolling programmes of maintenance, repair and development; for instance, by spending to provide additional parking space.
163. The school has been resourced well to broaden the educational opportunities for all pupils. Books and materials are in good condition and plentiful. In addition to pupils having access to substantial classroom reading resources, they also regularly use the central reference library. Teachers make good use of the local environment as a learning resource, with visits to local

supermarkets. The beneficial effects of visits further afield, for example Erddig, Techniquet and Wrexham are evident in pupils' work. Visits to the school by local people provide pupils with a greatly enriched curriculum.

164. Overall, the school is well resourced although some computers have reached the end of their working life and safe accessibility to the single interactive whiteboard is a problem. Broadband internet access is firmly in place and this is a good development but the school is aware of the need to upgrade overall ICT resources.

**How effectively and efficiently resources are deployed to achieve value for money**

165. Governors show excellent financial management by maintaining sensible contingency balances whilst achieving their first objective of keeping class sizes low. They match spending decisions closely to the school's priorities as identified in the school strategic plan. Subject leaders are allocated funds with which to resource their subjects and their spending is closely monitored by the governing body.
166. The deployment of staff and their professional development are clearly linked to whole-school priorities. The school reviews its resources regularly and they are used effectively and efficiently. Systems for day-to-day financial management are well established.

## Standards achieved in subjects and areas of learning

### Mathematics

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

#### Good features

167. Pupils in key stage 1 make good progress and correctly use a range of mathematical terms. They are familiar with number symbols, recognise number sequences and are starting to identify patterns.
168. Pupils are confident with simple addition and subtraction and are developing an increasing knowledge of number bonds. They have good numeracy and problem solving skills and the more able can explain clearly their reasoning and calculations.
169. Year 1 pupils assemble mathematical resources to make and sort tens and units. They correctly add and subtract numbers below 20. They recognise and name numbers on a 100 square. Within a range of 0 to 30 they recognise when a number is 1 or 10 more or less than any given number.
170. They compare two lengths or capacities or masses judiciously and use standard and non-standard measures, such as hand size, to estimate length, mass or capacity.
171. Year 2 pupils count accurately in twos to 20, in fours to 40 and in fives to 100. Pupils use a range of strategies to solve mental calculations. They recognise the value of coins, 'buy' items at a vegetable stall, and calculate carefully the change due from 10 or 20 pence. They recognise simple fractions and are starting to tell the time.
172. Pupils confidently name two- and three-dimensional shapes and discuss their properties in terms of straight or curved sides, and the number of faces, edges and corners. They use multilink cubes to investigate how many different shapes can be made from sets of four and transfer this information accurately and neatly onto squared paper.
173. Key stage 1 pupils are learning to handle data and to order and present simple information in the form of pictograms, lists tables and graphs. This is particularly effective when they have used computers.

#### Shortcomings

174. Because the tasks set are not always challenging enough, the skills of more able pupils are sometimes underdeveloped.

## Welsh as a second language

Key stage 1: Grade 2: Good and no important shortcomings

### Good features

175. Children enter key stage 1 with good standards in Welsh, having had a good grounding in the Early Years.
176. Most pupils in key stage 1 speak and read with clear pronunciation and intonation and their attitude to learning Welsh is positive and enthusiastic.
177. Pupils respond well to oral stimuli and follow simple commands and instructions. They confidently ask and answer questions about the weather and about how they feel.
178. They know and sing a selection of songs and action rhymes, count to ten, recognise and name their colours and know a range of descriptive words.
179. Pupils confidently choose and ask for a fruit to eat at 'tuck time'.
180. They recognise and name the characters from their Welsh books and read with good expression, demonstrating a clear understanding of the story line.
181. All pupils sing and pray fluently in Welsh during school assemblies.
182. Their written work is developing well with regular opportunities to write, including daily comments on the weather. Pupils make good use of their word processing skills to present their work.

### Shortcomings

183. There are no discernible shortcomings.

## Information Technology

Key stage 1: Grade 1: Good with outstanding features

### Good and outstanding features

184. Pupils learn to use ICT to communicate and handle information, to some degree, in a range of subjects. Most use a digital camera well to record their work at home as well as in school when compiling projects.
185. In key stage 1, pupils have developed a number of basic skills such as using a paint program, entering simple text, changing the font and colour and using the brush, fill and spray tools. They use the interactive whiteboard adeptly, when given the opportunity.

186. Key stage 1 pupils develop very good skills in word processing; for example in creating and printing simple sentences. Pupils in the LRC make good progress in literacy and numeracy by using appropriate computer programs, with good support from assistants. Pupils compile very good graphs and bar charts using a data handling programme and explore information held on CD-ROM.
187. Key stage 1 pupils apply their IT skills well in good project work on a variety of themes and have very interesting portfolios of digital work.
188. Pupils find appropriate files on a hard disk and are experienced at opening and using them. They explore information held on CD-ROM and in appropriate internet websites when researching Welsh love spoons. They use simple data handling programmes well to illustrate investigations in mathematics and science.
189. Pupils have learned how to operate a programmable, robotic machine to follow set instructions along a given path.
190. They have a good awareness of digital applications in the home such as domestic, programmable machines for cooking and cleaning.
191. Pupils in the LRC show good IT capability in their use of computers. They are skilled in using software.
192. Year 2 pupils have had outstanding results in their film-making of a Welsh legend. They have successfully designed a storyboard, written the film script, acted, filmed and recorded their acting. They also designed, made and printed digital posters advertising the film. Pupils were fully involved in the technical aspects of production and their outstanding results have been screened at Theatr Clwyd Cymru.

### **Shortcomings**

193. There are no major shortcomings.

## **History**

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

### **Good and outstanding features**

194. Pupils enter key stage 1 with a good, basic understanding of the differences between then and now, for example, of how they have developed from babies into four-year-olds.

195. Key stage 1 pupils have a good understanding of past and present when studying their locality. They identify differences between the past and the present when examining artefacts and other sources of evidence.
196. Pupils, and their parents, have written interesting recounts of the lives of famous people, and have shown good use of the internet for their research into this project.
197. Pupils in Year 2 have a good understanding of the life and character of the Victorian heroine, Grace Darling. They know that life in Victorian times was very different from life as we know it now.
198. Key stage 1 pupils recall well the facts about periods, places and events they have studied. They draw on a range of sources such as role-play areas, visitors with specialist knowledge, artefacts and illustrations to gain a deeper understanding of historical topics.
199. Pupils' understanding of Welsh history is enhanced by interesting visits to historic places in the area. They have a good knowledge of significant figures, such as William Morgan and Prince Llewellyn the Last. They write well about Beddgelert. They show much empathy for a child-miner's working life in Victorian Merthyr Tydfil.
200. Pupils have written well, in very good handwriting, about Guy Fawkes, Queen Victoria, and George Stephenson. Pupils develop a good general sense of chronology through their studies of timelines.
201. Pupils, who are less able, including those with profound SEN, take an interest in displays of historical materials in the school and use these well to stimulate their thinking.
202. Pupils record their work appropriately with a good balance between free writing and worksheets. Often, they write well at considerable length.
203. Pupils have a much better understanding of history by learning through play in excellent role play areas, such as those replicating Erddig Hall or Argoed Colliery.

### **Shortcomings**

204. In discussion, pupils had little understanding of how long ago monarchs such as Queen Victoria lived.

## Art

Key stage 1: Grade 1: Good with outstanding features

### Good and outstanding features

205. From Nursery onwards, pupils express themselves extremely well through pictures and patterns with a wide variety of different materials and using a good range of tools, processes and techniques.
206. Pupils respond very well to paintings by famous artists, including Claude Monet, Paul Klee, Josef Herman and Richard Wilson, using their techniques to produce similar patterns and colour tones.
207. They demonstrate very good control of brush and pastel strokes and choice of colour and line. Pupils use different media confidently and experiment to achieve the desired effect. They are highly imaginative often.
208. Their observational skills are often mature well beyond their ages. They draw carefully, with very good hand-eye co-ordination, observing closely the shapes they see.
209. Year 2 pupils create excellent landscape pictures, using chalk, charcoal or oil pastels. They show a good eye for detail and an ability to reproduce natural colours very well. They are well aware of the importance of the background and the foreground and of achieving perspective and are successful in creating these aspects.
210. Pupils' three-dimensional work is of a very high quality and is well-displayed around the school.

### Shortcomings

211. There are no discernible shortcomings.

## Physical Education

Key stage 1: Grade 1: Good with outstanding features

### Good features

212. Pupils in key stage 1 make very good progress. At the start and end of lessons they give reasons for having warm-up and warm-down activities and discuss the changes which occur to their heart-rates and body temperatures during exercise. They have a very good understanding of the social benefits of games and the necessity for being aware of health and safety at all times.

213. Pupils in Year 1 listen attentively, move confidently and respond accurately to instructions. They show agility and good co-ordination as they travel around the hall, exploring different paces and levels of movement imaginatively. In creative dance lessons, they recall a variety of shapes and moves from previous lessons and constantly try to refine their techniques when putting them together in a meaningful sequence.
214. In mixed ability groups, Year 2 pupils have invented an excellent range of their own outdoor games using small apparatus such as balls, posts, nets, or bean bags and have written sets of sophisticated and appropriate rules, which they rigorously apply. Subsequently in lessons, they enjoy and adhere to the rules relating to these games.
215. Pupils are involved in a wide range of extra-curricular activities such as gymnastics clubs, sponsored sports events for charity such as 'Aerobics for Leprosy', or initiatives such as 'Walk to School Week' to promote healthy living. They enjoy rich learning experiences when developing their skills and stamina with professional football coaches or when rehearsing or performing Welsh folk dances as part of the school Eisteddfod or in dance performances at Theatr Clwyd Cymru.
216. All pupils participate and enjoy fully the complete range of physical education experiences offered by the school. This includes boys and girls in equal measure, as well as those from different ethnic heritages and those who have SEN.
217. When asked how they can create pictures without a paintbrush, pupils responded by saying that they have created pictures with their bodies in groups using mime and movement.

### **Shortcomings**

218. Pupils' ability to evaluate their own and others' performance is occasionally limited.

## School's response to the inspection

219. We are delighted with the findings of the inspection team and are particularly pleased with the initial statement, which states that we provide a distinctive and inclusive education for all our pupils.
220. Our self-evaluation procedures and report describe the school's current position accurately and we are pleased that the inspectors recognised that we had been over-cautious in grading the key questions and upgraded them accordingly.
221. It was particularly pleasing that the inspectors recognised that our end of Key Stage 1 teacher assessment results are a product of the work carried out by highly dedicated and professional staff from nursery to Year 2. In addition, the care and support systems and the LRC are recognised as first class features of our school.
222. We are also pleased that it has been recognised that we have made excellent progress since the last inspection and that we give very good value for money.
223. An action plan will be put in place to address the recommendations in the report. We have three recommendations to consider, two of which are already identified in our School Development Plan.
224. The Governing Body and staff are committed to maintaining the high standards already achieved and will continue to monitor and evaluate in order to further the success of Wats Dyke Infants' School for the benefit of all our pupils.
225. A copy of the school's Action Plan in response to inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making.
226. We have found Estyn's new inspection framework to be a positive and productive experience and we are confident that the judgments have been based on firm evidence. We would like to thank the inspection team for their professional approach throughout.

## Appendix A

### Basic information about the school

Name of school	Wats Dyke Infant School
School type	Community
Age-range of pupils	3 to 7
Address of school	Mynydd Isa Mold North Wales
Post-code	CH7 6UL
Telephone number	01352 753043
Headteacher	Mrs Marion Hughes
Date of appointment	March 1997
Chair of governors	Mrs Amanda Bragg
Reporting inspector	Mr Robert Alun Isaac
Dates of inspection	20 <sup>th</sup> to 22 <sup>nd</sup> June 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	31	57	78	78	NA	NA	NA	NA	244

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25 : 1
Pupil: adult (fte) ratio in nursery classes	10 : 1
Pupil: adult (fte) ratio in special classes	5 : 1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	N	R		Rest of School
Autumn 2004	94	93		95.3
Summer 2004	88	94		94.0
Spring 2004	91	94		95.0

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

## Appendix C

### Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					67
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	0	0	4	75	21	96
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School	0	0	3	63	34	97
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School	0	0	9	82	9	91
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School	0	0	6	69	25	94
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School	0	0	3	70	27	97
		National	0	2	9	61	26	87
Science	Teacher Assessment	School	0	0	0	66	34	100
		National	0	2	10	68	20	88
Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment								
In the school	95.5%		In Wales	80%				

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

Four inspectors spent a total of 10 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- thirty lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team also considered:

- the school's self-evaluation report;
- responses to a questionnaire from 150 parents;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team held post inspection meetings with the staff and governors.

## Appendix E

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Robert Alun Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2 and Key Question 5	History Information Technology
Mr James Kerry Jones	Lay Inspector	Contributing to Key Question 1, Key Question 2, Key Question 3 and Key Question 4	
Mr Merfyn Douglas Jones	Team Inspector	Leading on Key Question 3 and Key Question 6	Early Years Welsh 2 <sup>nd</sup> Language Art
Dr Jim Hewitt	Team Inspector	Contributing to Key Question 1, Key Question 2, Key Question 4 and Key Question 7	Mathematics Physical Education

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for the co-operation and courtesy they received during the inspection.

### Contractor

Celtic Inspections Services Unit (CISU)  
University of Wales Institute of Education  
Cyncoed Campus  
Cyncoed Road,  
CARDIFF  
CF23 6XD

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

**Wats Dyke Infant School  
Mynydd Isa  
Mold  
North Wales  
CH7 6UL**

**A SUMMARY REPORT FOR PARENTS**

**Date of Inspection: 20<sup>th</sup> to 22<sup>nd</sup> June 2005**

**by**

**Robert Alun Isaac  
W170/15942**

**Date published: 15<sup>th</sup> July 2005**

**Under Estyn contract number: T/192/04/P**

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Wats Dyke Infant 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 also be obtained from the school.

There are three types of inspection.

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

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly based on its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Before the inspection, the governors and staff produced a self-evaluation report that included their judgments on the work of the school and the standards its pupils attain. Inspectors used this report to confirm the accuracy of the school's judgments.

The inspection of Wats Dyke Infant School took place between 20<sup>th</sup> and 22<sup>nd</sup> of June 2005. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, 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 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 judgments in this report is as follows:

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

**Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Nursery' (N) refers to the year group of pupils in a primary-phase school who attain the age of 4 during the academic year. The term 'Reception' (R) refers to the year group of pupils who attain the age of 5 during the academic year. Year 1 (Y1) 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	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3 - 4	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

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 with children who attend the school.

## Context

### The nature of the provider

1. Wat's Dyke Infants School is situated in the village of Mynydd Isa about two miles to the north-east of Mold. It is administered by Flintshire County Council (the local education authority) and was built in 1972 of open-plan design. The school has 277 pupils on roll (244 full time equivalent) aged from three to seven years including 62 who attend in the Nursery on a part-time basis. Although lower than at the time of the last inspection, numbers have risen steadily in the last four years. The current headteacher has been in post since 1997. Most pupils are drawn from the surrounding locality which can be described as neither prosperous nor economically disadvantaged. About six per cent of children are entitled to receive free school meals, which is well below the national average. The school has 12 classes and 13 teachers, including the headteacher. All class sizes are below 30 and all contain single-age groups.
2. About seven per cent of the pupils are deemed to have some form of special educational need (SEN), including three with formal statements of SEN. A further 10 receive special support in a Language Resource Centre (LRC), all of whom have formal statements of SEN relating to speech and language difficulties. English is the sole or predominant home language in most cases. No child comes from a Welsh speaking home. Very few come from ethnic minority backgrounds and all pupils have taken part in pre-school education. The school received recognition as an Investor in People in 2001 and this was renewed in 2004. It has also been awarded the Quality Mark of the Basic Skills Agency in 2003. Its last section 10 inspection was in May 1999.

### The school's priorities and targets

3. The school has an appropriate set of aims and objectives which seek to provide a happy, working, thinking, caring and safe environment for its children. Its vision statement is "to strive to be a school where children want to be, parents are confident and staff are proud."
4. The school has identified the following as priorities for development in 2004-05:
  1. improve the accommodation;
  2. introduce a computerised attendance system;
  3. promote the Healthy Schools Initiative;
  4. revise assessment procedures in the foundation subjects;
  5. review reading materials;
  6. review the English policy and monitor the teaching of literacy;
  7. review the policy, scheme of work and provision for mathematics;
  8. create and run a school council.
5. Priority 3, priority 6 and priority 8 are already being addressed.

## Summary and recommendations

6. Wats Dyke Infant School is a very good school which provides a distinctive and inclusive education for all its pupils. It helps all learners, including those with SEN, to achieve well and provides them with high quality teaching often. Its leadership and management are excellent.
7. In its self-evaluation report, the school described its performance accurately. The grades set out below match the school's grades in two key questions and in the other five, inspectors felt the school had been over-cautious in ascribing grade 2 and increased this to grade 1 throughout.

### Table of grades awarded as a result of the inspection

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

### Standards of achievement

8. The quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. This is a particular strength of the school.
9. In key stage 1, standards of achievement are as follows:

Subject	Key Stage 1
Mathematics	Grade 2
Welsh second language	Grade 2
Information technology	Grade 1
History	Grade 2
Art	Grade 1
Physical Education	Grade 1

10. Overall standards are good with outstanding features. In the six subjects inspected in key stage 1, there are outstanding features in art, information technology and physical education, and no important shortcomings in any other subjects.

11. In the 30 lessons inspected, the grades awarded for standards achieved were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	64%	13%	0%	0%

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

13. Pupils, including those with SEN, and those in vulnerable circumstances, make equally good progress in gaining knowledge, understanding and skills.

14. Children aged under five, both in Nursery and Reception, achieve very good standards in the key skills of speaking, listening, reading, writing, numeracy, and information and communications technology (ICT). Their standards in creative work are outstanding, for example, in their excellent film-making and acting.

15. In key stage 1, pupils' standards and progress in speaking, listening, reading and writing, and ICT across the curriculum are good with outstanding features.

16. Standards in numeracy are good overall. Pupils use their numeracy skills well and in general, they transfer number skills well to a range of other subjects. Pupils achieve good standards in bilingual competence.

17. The school provides for an above average number of pupils with statements of SEN because it has an area SEN unit for pupils who have profound language difficulties. This has little effect upon the results achieved in national assessments, which is remarkable.

18. In 2004, the school's results were above local and national averages for English, mathematics and science in the percentage of pupils attaining at least Level 2. The same was true for the proportion attaining level 3 in science, whereas the number who achieved level 3 in English and mathematics was in line with national averages. The school's results were higher than most similar schools, locally and nationally.

19. In 2005, the school's results were again above local and national averages for English, mathematics and science in the percentage of pupils attaining at least level 2. The proportion attaining level 3 in English and science was also high, whereas the number achieving level 3 in mathematics was in line with national averages.

20. In 2004, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together at 95% was considerably

above local and national averages, as well as those attained by similar schools.

21. In 2005, the results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was also above local and national averages, as well as those attained by similar schools. Assessment results have risen steadily in recent years. There are few differences between the attainments of boys and girls.
22. Pupils' very good behaviour and their excellent attitudes towards learning show outstanding features and contribute significantly to their achievements. Pupils develop into responsible, mature individuals who show respect and courtesy towards all. Their politeness and good manners are outstanding features of school life.
23. Pupils' personal, moral and social development is very good. They develop good moral values and demonstrate honesty, fair play and consideration for others.

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

24. There are a number of outstanding features in the quality of education, particularly:
  - the high quality of much of the teaching;
  - the excellent provision for the under-fives and very good planning for key stage 1; and
  - the excellent support and guidance given to all pupils, including those with SEN.
25. The quality of teaching is a strength of the school and a significant proportion is outstanding. No unsatisfactory lessons were observed. In the 30 lessons seen in the six subjects inspected, the following grades were awarded for teaching:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	52%	17%	0%	0%

26. Teaching shows at least good features in 83% of lessons observed. Within this proportion, 31% of teaching has outstanding features. This is well in excess of the current national target of 50% and the target for 2007 of 65% to be good or better.
27. Most teachers stimulate and challenge pupils of all abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. Teachers intervene sensitively to support and encourage pupils in their work. They have high expectations of pupils' achievements and the latter respond well. Good teaching occurs in all year groups.

28. Where teaching - in about a fifth of lessons - has a few minor shortcomings, teachers' planning and delivery are not sufficient to ensure that lessons are exciting. A few teachers do not share objectives enough with pupils. Also, a few do not take enough opportunities to use incidental Welsh in their lessons in order to reinforce skills in the language.
29. The assessment requirements of the National Curriculum (NC) are fully met and due regard is given to the SEN Code of Practice for Wales. Achievements in other NC subjects are assessed annually. Teachers' marking celebrates and informs pupils of their achievements and gives good indicators for improvement. Pupils' involvement in assessment and in planning their own improvement is limited. The school recognises the need to develop systems for pupils' self-assessment. Reporting procedures are very good.
30. The curriculum meets learners' needs outstandingly well in the Early Years, and very well in key stage 1. The school provides a broad and balanced curriculum which meets statutory requirements. It has been awarded the Basic Skills Agency's Quality Mark.
31. Teachers provide good opportunities for the development of key skills. Language and ICT skills are very well developed. The promotion of numeracy and bilingual skills is good.
32. The provision for pupils' spiritual, moral, social and cultural development is excellent and pupils' responses are very positive. Teachers help pupils effectively to mature personally
33. Pastoral care and guidance is very good and the school has very effective links with outside agencies. The provision for pupils with SEN is very good.

### **Leadership and management**

34. There are outstanding features in the overall quality of leadership and management, including:
  - the excellent leadership by the headteacher and the deputy headteacher;
  - the very good leadership of subject coordinators;
  - the high quality of governance provided by the governing body; and
  - the active inclusion of pupils in leadership through regular meetings of the school council;
35. The quality of leadership provided by the headteacher is outstanding. Her management is very purposeful, caring, knowledgeable and clear-sighted and she is dedicated to infant education. She gives a clear sense of direction to the work and life of the school.
36. Other teachers are very ably supported by the deputy headteacher in many ways, but primarily through his example in teaching, which is imaginative and of high quality. The Senior Management Team (SMT) works closely together in leading the school forward. Involvement in the school council helps pupils in Year 1 and Year 2 gain a very good insight into leadership and citizenship.

Senior managers support newly appointed staff very well and induction procedures are good.

37. The governing body gives the headteacher and staff very good support and is totally committed to the school's aims and objectives. Governors are actively involved in the daily life and work of the school and staff value their commitment greatly. Governors have a good oversight of the budget and supervise expenditure very well.
38. The quality of subject leadership is good with outstanding features. Subject leaders are knowledgeable, committed and insightful about their subjects. Subject leaders are closely involved in monitoring and evaluating teaching in their subjects.
39. The headteacher, governors and staff have successfully developed excellent self-evaluation procedures.
40. The staff are of high calibre. A sufficient number of well-qualified and experienced teachers meet the needs of pupils and the curriculum effectively. Numerous support staff make a very important contribution to the quality of the teaching and the standards of achievement, particularly for pupils with SEN. Assistants with Nursery Nurse Education Board (NNEB) accreditation work very effectively with teachers to plan, teach and record pupils' progress.
41. The school secretary carries out daily routines and a range of other responsibilities very efficiently and effectively. Catering, cleaning and mid-day supervisory staff play an important role daily. The caretaker provides the school with excellent service in his care for the school grounds and gardens.
42. The overall quality of the accommodation is good. The exterior and surrounding grounds are bright and stimulating. The interior of the building has been made visually stunning through the creation of outstanding displays of pupils' work. The school has been resourced well to broaden the educational opportunities for all pupils.
43. The school has made excellent progress since the last inspection and gives very good value for money.

## **Recommendations**

In order to improve the school further, the staff and governing body should now:

**R1** raise the standards achieved by more able pupils in mathematics;

**R2** develop further, pupils' involvement in planning their own progress and improvement;

**R3** improve teaching, where there are shortcomings;

The school has already identified Recommendation 1 and Recommendation 2 in its school development plan.

## **Acknowledgement**

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for the co-operation and courtesy they received during the inspection.