

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

***WEPRE COMMUNITY PRIMARY SCHOOL  
LLWYNI DRIVE  
CONNAH'S QUAY***

***School Number: 664-2086***

***Date of Inspection: 26-29 April 2004***

***By***

***MR ROBERT ALUN ISAAC  
Registered Inspector***

***Date: 30 June 2004***

**Under Estyn Contract Number: CT234/03P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

### **The school and its priorities**

Wepre Primary School overlooks the Dee estuary and the Wirral. It serves the rapidly expanding Wepre Lane residential area of Connah's Quay, which the school describes as relatively prosperous. Pupils usually transfer to Connah's Quay High School, St Richard Gwyn High School, or Ysgol Maes Garmon on reaching the age of 11.

- There are 397 pupils on roll from Nursery to Year (Y) 6, including 44 in two part-time Nursery classes. Children first start at the school in Nursery when they reach the age of three and most have experienced some pre-school education. The school's numbers on roll are below its maximum, formal capacity by about 60 pupils. However, numbers have increased steadily in recent years. The present headteacher, the school's fifth, was appointed in 1999, and the school was last inspected in July 1998.
- Seven per cent of pupils are entitled to receive free school meals, which is well below the national average. The pupil population is mostly English speaking and white. Two per cent of pupils come from minority ethnic backgrounds, and no pupils receive support in speaking English as an additional language. No pupils speak Welsh as their first language. No pupils are cared for by the Local Authority and two pupils were excluded temporarily in the last year.
- There are 80 pupils on the register of special educational needs (SEN), which at 20 per cent is in line with the national average. Six pupils have formal statements of SEN. The school provides for pupils with SEN in mainstream classes, and in withdrawal groups. There are 15 full-time teachers, including the headteacher, and three part-time teachers. One teacher recently took paternity leave for two weeks, which included the week of inspection, and one teacher has been on long-term sick leave for three terms. Three of the present staff are newly qualified teachers. The school experienced a high turnover of staff before and after the last inspection and 12 of the present staff have been appointed since 1998.
- The school's mission statement is "Achieving success through happiness." It was recognised as an Investor in People in 2002. The school's aims are set out in detail in its school development plan (SDP). Its priorities include the improvement of provision for information and communications technology (ICT), the further improvement of its accommodation, the performance management of teachers, the further development of personal, social and health education (PSHE), and the retention of Investors in People status.

## 2. MAIN FINDINGS

### The main findings of the report

Wepre Primary School is a good and improving school, where overall standards of achievement, the overall quality of teaching, and the quality of leadership and management are all good. It has made good progress in improving the service it provides in recent years.

#### Standards of achievement

- Standards of achievement are good. Standards of achievement were very good in 13 per cent, good in 63 per cent, and satisfactory in 24 per cent of the work seen.
- Initial assessments show that the standards of many children on joining the school are slightly above average when compared with the attainments of children in other schools in the county. They make good progress in Nursery and Reception.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning.

<b>The six areas of learning for children under five</b>	<b>Nursery</b>	<b>Reception</b>
Personal and social development	Good	Good
Language, literacy and communication skills	Good	Good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Good
Creative development	Good	Good
Physical development	Good	Good

#### Standards of achievement for pupils by the age of 7 and 11

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Good	Very good
Mathematics	Good	Good
Science	Good	Good
Welsh Second Language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Satisfactory
Religious Education	Good	Good

- The school's Key Stage (KS) 1 results have improved since the last inspection. The school's results at KS1 are broadly in line with those of similar schools, that is, those with similar percentages of pupils in receipt of free school meals.
- The school's KS2 results have improved significantly since the last inspection. The school's results at KS2 in 2003 were average when compared with those of schools in a similar context.

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- In the KS2 2003 National Curriculum (NC) test results, pupils' achievements in attaining NC Level 4 or higher, were above national results in English by 14 per cent, in mathematics by 10 per cent and in line with national results in science.
  - The proportion of pupils who achieved the higher NC Level 5 was above national averages in English by 12 per cent, below national averages in mathematics by 12 per cent, and below national averages in science by 15 per cent.
  - Overall, the school has done well in helping pupils to improve their attainments in the last six years although there has been some variability. Pupils in KS2, who are more able, are sometimes not given enough challenging work in mathematics and science.
  - Pupils with SEN in KS1 and KS2 achieve good standards, and make good progress, relative to their ages and abilities.
  - In many subjects, standards of achievement in the key skills of speaking, reading, writing and the use of ICT are good; standards in listening and numeracy are satisfactory.

### **The spiritual, moral, social and cultural development of pupils**

- The provision for pupils' spiritual, moral, social and cultural development is good. The overall quality of assemblies and acts of collective worship is good. Pupils' responses to the school's provision for spiritual, moral, social and cultural development are good. This represents an improvement on provision since the last inspection.

### **Pupils' behaviour and attitudes to learning**

- Overall, pupils' behaviour is very good. Pupils are lively, happy, keen, co-operative and confident. They have positive attitudes to their work and play. They settle quickly to tasks and sustain concentration.
- The school has a good policy to promote racial equality, and has suitable measures in place to prevent racism, bullying, sexism and other forms of discrimination.
- Attendance rates are satisfactory, averaging 94 per cent for the past three terms.
- Procedures for monitoring attendance are effective. The school complies with the statutory requirements set out in the Welsh Assembly Government Circular 3/99, *Pupil Support and Social Inclusion*.

### **The quality of education provided**

- The overall quality of teaching is good, being good or better in 75 per cent of lessons observed. Teaching was satisfactory or better in all lessons observed, being very good in 14 per cent, good in 61 per cent, and satisfactory in 25 per cent. This is a substantial improvement in the quality of teaching since the last inspection.
- The overall quality of assessment is satisfactory. The extent to which assessment is used to promote higher standards is also satisfactory. The arrangements for assessing and recording pupils' achievements are good.
- In some classes, pupils' work is marked regularly and helpfully, particularly in lower KS2. However, in some work, such as that of a half of Y5, marking is either superficial or not carried out at all. As a result, some pupils lack clear guidance on how they can improve.
- The reports issued to parents are good. The extent to which the school analyses assessment data about English, mathematics and science in order to improve pupils' performance is satisfactory.

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- The quality of the curriculum for children aged under five is very good. The quality of the curriculum for pupils in KS1 and KS2 is good. The school's curriculum meets the requirements of the NC. The quality of planning for the teaching of key skills is satisfactory but there is no formal policy to guide the teaching of key skills.
  - There are clear policies and schemes of work for all subjects, except physical education. Some, such as those for English, mathematics and ICT, are very good. Other schemes of work are good. There is no overall scheme of work for physical education.
  - Pupils' learning is enriched by a wide range of visits within the locality and further afield, including residential visits to field studies centres. Teachers organise interesting visits by a range of specialists to the school. These experiences enrich the curriculum, benefit pupils' learning and help raise standards.
  - Teachers make good provision for pupils with SEN. Most pupils have equal access to the whole curriculum and there is a separate policy to promote equality of opportunity. However, pupils in one Y5 class study a much narrower curriculum than those in the other half of Y5.
  - The school has established a good partnership with parents and the community, schools and other institutions. The school has good dialogue and useful links with parents but one in seven parents are dissatisfied with the information the school provides on such matters as the curriculum and homework.

#### **The management and efficiency of the school**

- The quality of self-evaluation and planning for improvement is satisfactory.
- The SDP is a satisfactory, if somewhat unwieldy, document. It has clear priorities, costing and success criteria and it indicates timescales and persons involved. However, there is insufficient monitoring or rigorous evaluation of the effectiveness of strategies used to improve the school. There has also been insufficient monitoring or evaluation of the quality of teaching.
- The overall quality of leadership and management is good. Management systems are effective. The headteacher and deputy headteacher lead school development well.
- Governors provide good leadership, working with the headteacher and his colleagues to identify, monitor and evaluate the school's strengths and areas for further development.
- The overall quality of subject leadership is good. It is very good in English, mathematics and ICT, and good in all other subjects, except physical education, where it is unsatisfactory. Co-ordinators have monitored standards in many subjects, and, apart from physical education, schemes of work are reviewed and updated in a planned cycle of improvement.
- Financial management is satisfactory. The school's routine administration and organisation are effective and efficient but the statutory requirements and guidelines provided by the Welsh Assembly Government for the school prospectus and the annual report of the governors to parents are not complied with.
- The quality of staffing is good. The school's leaders have built a well-motivated team of teachers in the last few years, after a period of considerable disruption. We pre school now has a sufficient number of well-qualified and experienced teachers, and staff morale is good.

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- Support staff, including those who are accredited with an NNEB certificate, make a good contribution to the quality of school life.
  - The adequacy of the accommodation for the number of pupils on roll is satisfactory. The internal accommodation has good displays of pupils' work. The school has benefited from remodelling but there remain difficulties caused by the nature of the internal accommodation.
  - The total area of the school is large enough for the numbers on roll, but the structure of internal accommodation means that KS2 classrooms are small and cramped. The small size of the hall presents a potential danger to health and safety during whole-school activities.
  - The indoor areas for children aged under five are very good. The outdoor accommodation for children aged under five is satisfactory but there is no secure, fenced outdoor area for children's physical development. The school's outdoor areas are very spacious with plenty of room for competitive games.
  - The quality and range of learning resources are satisfactory. Teachers use good resources for learning in their lessons in a well-planned way.
  - Much has been done to improve the school libraries, but there remain serious shortfalls in library resources. There are not enough books to cater for the needs of all pupils.
  - The quality and quantity of computers are unsatisfactory. The computer:pupil ratio is 1:19, which compares unsatisfactorily with national provision. Also most computers are over five years old. Much-needed investment in ICT resources has not happened.

**The effectiveness with which the issues identified in the previous inspection have been addressed**

- Overall, good progress has been made in addressing the issues raised in the last inspection. In addition to the good progress made in addressing many of the key issues identified in the last inspection, the school has recovered from a period of high staff turnover, and rebuilt and retained the team of teachers. Although there is much still to do, standards, teaching and leadership have all improved since the last inspection, and the school has much to be proud of.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Overall standards of achievement are good. Standards of achievement were very good in 13 per cent, good in 63 per cent and satisfactory in 24 per cent of work seen.

- In the KS1 2003 NC teacher assessments, pupils' achievements in attaining NC Level 2 or higher, were below national results in English by six per cent and below Local Education Authority (LEA) assessments by eight per cent. The teacher assessments in mathematics were below national averages by two per cent but slightly above the LEA average. Teachers' assessments in science were above national and LEA averages by three per cent.
- The proportion of pupils who achieved the higher NC Level 3 was very low when compared with national and LEA averages in English, mathematics and science. The results achieved by girls have been higher than those of boys in English, mathematics and

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science by approximately seven per cent. The school's KS1 results have improved since the last inspection.

- The school's results at KS1 compare moderately with similar schools, that is, those with broadly similar percentages of pupils in receipt of free school meals.
- In the KS2 2003 NC test results, pupils' achievements in attaining NC Level 4 or higher, were above national results in English by 14 per cent, in mathematics by 10 per cent and in line with national results in science.
- The proportion of pupils who achieved the higher NC Level 5 was above national averages in English by 12 per cent, below national averages in mathematics by 12 per cent, and below national averages in science by 15 per cent. The results achieved by girls have been in line with those of boys.
- The school's KS2 results for pupils who gained at least NC Level 4 in all three core subjects were above LEA averages in 2003 by 10 per cent and above national averages by 11 per cent. These results have improved significantly since the last inspection.
- The school's results at KS2 in 2003 were average when compared with those of similar schools.
- From the work seen during the inspection, pupils achieve very good standards in English in KS2 and good standards in English in KS1. Pupils achieve good standards in all other subjects in KS1 and KS2, apart from physical education, where standards achieved are only satisfactory.
- Overall, the school has done well in helping pupils to improve their attainments in the last six years although there has been some variability. More able pupils lack confidence in learning or researching independently in mathematics and science in some classes.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Pupils achieve good standards in speaking, reading, writing and ICT across the curriculum. Their standards in listening and numeracy are satisfactory.

- Pupils' skills in speaking in a range of subjects are good. They speak clearly and their use of vocabulary is good. Their listening abilities are satisfactory. They do not always listen carefully to their teacher's directions or to each other.
- Pupils develop good skills in reading and writing. They read accurately and with understanding, and write fluently for a range of purposes.
- Pupils read a suitable range of literature to develop their reading skills. They also read for pleasure and enjoyment. They use good research skills to investigate selected activities.
- Pupils' writing is good for a range of purposes. They make good progress in adapting their writing styles to suit different contexts and audiences in many subjects.
- Pupils apply their numeracy skills satisfactorily across the curriculum. In some, but not all, classes, they use some mathematical information in subjects, such as science, history and geography.
- In KS1, pupils have opportunities to apply their ICT skills in the full range of subjects and evidence shows highly effective use of the interactive whiteboard.
- In KS2, pupils use ICT to reinforce their numeracy and literacy skills, and to research in history. Pupils make effective use of word processing programs to record and present

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their writing; and use a program effectively to create circuits in a science lesson. They use art programs to produce colourful and imaginative pictures and designs.

- Pupils have used a computer in the SEN room, but because of the limited range of software and hardware, ICT has a minimal impact on the learning of pupils with SEN.
- Children aged under five develop good skills in speaking and listening, reading and writing as they talk about and record all aspects of their curriculum. They make good progress in the use of number when weighing ingredients when they cook, or when measuring and comparing their own growth rates as they discuss how animals grow.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The overall provision for pupils' spiritual, moral, social and cultural development is good.

**The provision for pupils' spiritual development is good.**

- Teachers and governors foster a caring environment which ensures that pupils gain an awareness of their own worth from an early age. This includes those with SEN and children in the Nursery and Reception classes.
- Teachers are aware of the spiritual dimension of music and provide many opportunities through lessons and assemblies for pupils to develop an awareness of this. It works well and is evident in the joy with which pupils sing in assemblies and during singing practices as well as in their appreciation of music during lessons. The requirements of the Welsh Assembly government regarding collective worship are met.
- Religious education lessons provide pupils with an insight into the beliefs and spiritual aspirations of Christian and non Christian communities. The opportunities teachers provide for pupils to debate religious and moral questions enables them to explore and formulate reasoned opinions and balanced attitudes towards the major issues of life.

**The provision for pupils' moral development is good.**

- Pupils' moral development is promoted well through a clear framework of values to which pupils contribute. The headteacher and his colleagues provide opportunities for pupils to formulate rules for both the school and for their classes. Pupils respond to this provision well and demonstrate an understanding of right and wrong and of what constitutes civilized behaviour.
- Older pupils talk with great maturity about morality issues as they affect the school. They have a clear perception of the positive and very occasionally the negative impact of these issues upon the lives of those within the school community. Pupils have shown outrage at the graffiti recently drawn on school furniture perpetrated by persons from outside.
- The headteacher and his colleagues provide good role models for pupils. They build good relationships and are fair and just in their dealings with pupils.

**The provision for pupils' social development is good.**

- Pupils enjoy many extra-curricular activities including team games and residential trips, which enhance the development of personal and social skills. Risk assessments are carried as appropriate. The After School Club is popular.

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- Teachers place emphasis on pupils becoming caring citizens. Charitable organisations, both locally and nationally, are supported well through various fundraising activities. Donations have been made to help sufferers from leprosy, as well as for Comic Relief, National Children’s Homes, the NSPCC and Nightingale House, a local hospice.
  - The school has achieved the Healthy Schools Award which is linked to PS(H)E, social and health education. Pupils are discouraged from unhealthy snacks, eating instead fresh fruit at break times.
  - Staff promote the value of kindness, mutual respect and good manners. Pupils are polite and friendly towards each other, adults and visitors to the school. They respond positively to positions of responsibility. Pupils in Y6, for example, are chosen by teaching staff to become “buddies”, helping younger pupils at break times.

**The provision for pupils’ cultural development is good.**

- The curriculum provides pupils with good opportunities to develop understanding of their own culture and traditions and that of other countries and societies. Pupils study a wide range of music from other countries. A collection of African drums recently provided younger KS2 pupils with the opportunity to appreciate ethnic African music and perform it for themselves. In religious education, the arrangements KS1 teachers make for pupils to visit a synagogue and the preparatory work they engage upon enable a deeper insight into the life and worship of Jewish communities.
- Pupils’ cultural development is further enhanced by visits from theatre groups, artists and actors. A group of peripatetic music teachers perform music for pupils regularly.
- The Welsh Dimension features in the stories pupils listen to in English, religious education, history and geography lessons. Pupils frequently sing songs in Welsh and most have knowledge of the life and times of Dewi Sant. Pupils’ participation in eisteddfodau extends further their appreciation of Welsh culture.

## **4.2 Behaviour and Attitudes**

Pupils’ standards of behaviour are consistently very good. Parents commented very positively upon this in the pre-inspection meeting with inspectors and inspection findings confirmed it. It is a particular strength of the school and is actively encouraged by the whole school community. Pupils’ attitudes to learning are good. This is an improvement upon the behaviour and attitudes of pupils in the last inspection.

- Pupils respond positively to the standards set by the school and are respectful of each other, teachers and non-teaching adults. As a result, there is a purposeful learning environment and a productive partnership with the teaching staff.
- Pupils are lively, happy, keen, co-operative and confident. The school is an orderly and civilised community where routines and good standards are firmly established. Pupils’ behaviour contributes well towards the school’s social cohesion and the inclusion of all.
- Parents, staff, pupils and governors fully understand and support the use of sanctions and rewards. Teaching staff have benefited from in-service training (INSET) about behaviour management from the Behavioural Support Unit of the LEA.
- Midday supervisors have attended a Hop, Skip and Jump course which gave them useful strategies for dealing with behaviour issues. Praise and disappointment cards are used effectively, encouraging co-operative play at lunchtime. Certificates for good behaviour

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are presented in school assemblies and a house point system encourages healthy competition.

- The measures taken to prevent bullying or any form of aggressive behaviour are good. The Educational Social Worker (ESW) regularly visits the school and is alerted to any problems that arise. Flintshire Primary Care liaises with the school. This is run by clinical psychologists and assistants who give support in school and at home.
- Pupils have a positive attitude to learning. This is evident from the work they have produced, displays around the school and comments from parents. On some occasions, pupils do not always listen and become distracted, but are quickly guided back on task. One Y6 pupil asked an inspector “Would you like to see what I have learnt this lesson?” This exemplifies a positive attitude to school life.

### **4.3 Attendance**

Attendance rates are satisfactory, averaging 94 per cent for the past three terms. Procedures for monitoring attendance are effective. The school complies with the statutory requirements set out in the Welsh Assembly Government Circular 3/99, *Pupil Support and Social Inclusion*.

- A computerised registration system has been introduced during the last year. Teachers have implemented the system efficiently and effectively.
- The school’s partnership with the ESW is productive. Regular meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary.
- Pupils’ punctuality is good. This maximises teaching time and has a positive impact on the quality of learning.
- The school has set no formal targets for the improvement of rates of attendance but is working diligently to achieve better rates throughout the school. The high priority afforded to attendance and punctuality is frequently made known to pupils and parents. However, the school does not actively discourage parents from taking children on holiday during term time.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The overall quality of teaching is good. Teaching was very good in 14 per cent of lessons observed, good in 61 per cent, and satisfactory in 25 per cent. The school has improved the quality of teaching since the 1997 inspection, when only 49 per cent was good or better, compared with 75 per cent good or better now.

#### **Good features**

- Teachers have high expectations of pupils in lessons, use a good range of techniques, plan well, and make effective use of resources. They are supported well in their work by classroom assistants, nursery nurses trained assistants, the SEN co-ordinator (SENCO), and peripatetic staff.

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- Teachers demonstrate a good knowledge and understanding of the subjects they teach. The ongoing programme of INSET is thorough and relevant.
  - Teachers plan effectively for the development of pupils' skills, knowledge and understanding in all subjects, except physical education.
  - Teachers make clear what they expect of pupils in terms of achievement and behaviour. Teachers and assistants manage pupils' behaviour skilfully. They reward pupils' good work with a range of stickers and house points.
  - Teachers use a good range of organisational strategies. They provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. They also use a good mix of teaching techniques and well-prepared resources to enliven their lessons.
  - Teachers usually match work appropriately to pupils' abilities. They also make good provision for pupils with SEN.
  - Teachers provide pupils with exemplars of the standard of work expected of them. Pieces of work are read aloud to the whole class and pupils focus upon various good features.

### **Shortcomings**

- A few teachers do not provide sufficiently challenging work for pupils who are more able.
- Learners are held back from making their own discoveries in subjects, such as history and science, by the lack of suitable research books in the KS2 library.
- Parents, in the pre-inspection meeting with inspectors, commented that the quality of marking is inconsistent. Inspection findings confirmed this to be the case. In most classes, teachers' marking was helpful and positive, but in some pupils' work, marking was irregular and uninformative. In many of the workbooks of a half of the Y5 cohort, marking was at times almost non-existent.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment of the progress of pupils is satisfactory. The system for recording and reporting to parents is good.

- Arrangements for assessing the achievement of pupils are well established in the school. These incorporate a week devoted entirely to assessment.
- Initial assessment for children aged under five is consistent and accurate. Teachers use it well to plan for the Desirable Outcomes of Children's Learning.
- The assessment, recording and reporting of the progress of pupils with SEN are systematic and it is used accurately both to identify pupils' difficulties and to plan teaching and learning programmes.
- In some classes, pupils' work is marked regularly and helpfully, particularly in lower KS2. However, in the work of a half of Y5, marking is either superficial or not carried out at all. As a result, pupils lack clear guidance on how they can improve.
- The school has made a sound start in analysing results with regard to differences in the achievement of boys and girls. The school's self-evaluation report acknowledges the need to continue monitoring gender differences.
- The assessment process is not used rigorously enough to monitor the standards of groups of pupils according to ability. Insufficient attention is paid to basing the planning of

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teaching and learning on the information gleaned from assessment, especially in mathematics and science.

- Pupils in some classes are involved in assessing their own work in literacy, design and technology, and ICT.
- The school has made a start on formalised assessment of the foundation subjects but this is not yet standardised in every class.
- Records of pupils' progress are usually detailed, accurate and consistent. They are easily available and well-managed.
- Most teachers store folders of pupils' work in English, mathematics, science and ICT each year and pass them on to the pupils' next teachers at the end of the year. Pupils retain these record folders until they leave the school. The record folders for a half of Y5 pupils are poorly maintained.
- The annual written reports provided for parents indicate teachers have a good knowledge of each child's achievements. The reports include very helpful targets for improvement in English, mathematics and science. They meet the statutory requirements of the Welsh Assembly Government. Parents are encouraged to contribute their own comments.

### **5.3 Curriculum**

The overall quality of the curriculum for pupils in KS1 and KS2 is good. Teachers use good planning well to ensure that pupils build up their knowledge step by step through each year. There are, however, shortcomings in the curriculum provided for a half of Y5 pupils. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning.

- Many pupils gain enjoyment from their studies. The school's curriculum meets the requirements of the NC. Teachers ensure that pupils have equality of opportunity to learn.
- There are clear policies and schemes of work for all subjects, apart from physical education. Some, such as those for English, mathematics and ICT, are of high quality.
- Most lessons are planned well with work which helps pupils develop the skills they need at that time as well as in later life.
- Children aged under five are provided with an exciting and well-planned curriculum which enables them to make good progress.
- The quality of planning for the teaching of key skills is satisfactory but there is no formal policy to guide planning. Teachers promote good standards in speaking, reading, writing and ICT, but this is less the case for listening and numeracy.
- The school manages the amount of time spent on teaching the KS1 and KS2 curriculum each week but pupils in a half of Y5 have not had an appropriately balanced amount of time on each subject.
- The arrangements for pupils' PSHE, including health and sex education, in KS1 and KS2 are good. The school follows the guidance provided the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) in its framework for PSHE.
- The school's provision for extra-curricular activities is good. Teachers and other adults run very good extra-curricular clubs for pupils to improve their skills in drama, music and dance. Christmas celebrations include musical productions from KS1 and KS2.

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- Regular, after-school clubs include those for dance, percussion, violin, brass, football, cricket, hockey, athletics, rugby, netball, art, reading, cookery and chess. Teachers organise inter-school games competitions, including rounders and cross-country running. Pupils enjoy seeing performances by travelling theatrical entertainers.
  - The school organises a good range of visitors including school governors, artists and musicians.
  - Pupils benefit from using an excellent facility for science in the Site of Special Scientific Interest located within the school grounds.
  - Pupils' learning is enriched by a broad range of visits within the locality and further afield. These include visits to places of educational interest, such as Glan Llyn, Kingswood and Pentrellyncymmer.
  - The school ensures that pupils are well prepared for the transition from primary to secondary school through a series of visits by Y6 pupils. These include a two-day creative arts course at Connah's Quay High School
  - Visits not only enhance and extend pupils' learning about history, but also reinforce *Y Cwricwlwm Cymreig*. The Welsh Dimension, generally, is promoted well in subjects such as art, music, history and geography.
  - The curriculum is modified for pupils with SEN following consultation with parents. The governing body has a committee for curriculum issues and each subject is reviewed regularly.
  - The school has an appropriate policy for ensuring equal opportunities and teachers promote racial equality well. This is formalised through a policy to promote racial harmony and imbued in the attitudes of staff and pupils.
  - Teachers usually make good use of homework to extend learning opportunities. Pupils get more homework to reinforce learning as they grow older, apart from those in one Y5 class, where homework is set inconsistently.
  - Pupils who are gifted or talented are catered for satisfactorily.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of support and guidance is good. Pupils are cared for well.

- The school's mission statement emphasises a supportive environment for learning, achieving individual potential, and teamwork. Older pupils said that they felt valued and safe in school. Teachers encourage pupils to share their problems in confidence in "bubble time". Also, pupils think highly of "golden times" which are earned by good behaviour and good attitudes to work.
- Teachers and other adults working in the school know the personal needs of their pupils and deal with them sensitively.
- Child protection arrangements are established and fully understood by all staff, although the child protection policy requires further development. The headteacher and deputy headteacher have good, working relationships with support agencies, including the Flintshire Primary Care team, the Flintshire Behaviour Support Service, the police, the ESW and Social Services.
- Sex and drug education is taught well within science and PSHE.

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- The school actively promotes the value of healthy eating. The school nurse visits the school regularly and health related issues are reported and documented. Some staff have undertaken the EpiPen training for dealing with pupils who have nut or milk allergies.
  - The health and safety committee of the governing body meets termly and reports findings to all governors. Fire drills are held regularly.
  - Traffic at the beginning and end of the school day is a cause for concern for a number of parents and is a potential safety hazard.
  - The school hall is too small for the number of pupils who use it for a variety of activities, but particularly when KS1 and KS2 pupils are in assemblies at the same time. No risk assessment has been made on the hall when it is used by the whole school for collective worship and other congregations.
  - The quality of educational guidance is marred by inconsistencies in the marking of pupils' work. The setting and monitoring of targets for pupils to aim for lack rigour.

## **5.5 Provision for Pupils with SEN**

The quality of provision and support for pupils with SEN is good. It is co-ordinated well and documented carefully. The provision fully complies with the SEN Code of Practice for Wales. Pupils with SEN make good progress and achieve good standards relative to their abilities.

- The school has 80 pupils on its register of pupils with SEN. There are 33 pupils at the classroom monitoring stage, 19 at the School Action stage and 22 at the School Action Plus (SAP) stage. Support is provided for six pupils with statements of SEN. No pupils are disapplied from the NC.
- The school's comprehensive SEN policy statement includes clear information about the provision for pupils with SEN, school policies for identification, assessment and provision for such pupils, its staffing policies, and its partnership with external agencies.
- The school employs a part-time teacher as SENCO. The teacher performs her duties efficiently, ensuring that support systems and procedures are effectively managed and that documentation and records are regularly and meticulously maintained. However, the SENCO's role is underdeveloped in terms of supporting subject co-ordinators and classroom teachers and in monitoring classroom provision to ensure consistent differentiation. There is no school policy to give guidance on the needs of more able children.
- In addition, the same teacher acts as the Special Needs Support Teacher (SNST) who withdraws small groups of children from classes for additional support. Composition of the groups is based on phonological awareness and reading ability together with some emotional and behavioural considerations.
- The work done in withdrawal groups is very good and well managed. Planning is detailed and the work well structured and relevant to the pupils' needs. Effective timetabling ensures that pupils can still participate in ordinary class activities and have full access to all areas of the curriculum.
- The provision of ICT software and hardware for pupils with SEN is insufficient.
- Three pupils receive useful and unobtrusive individual full-time support in class from support workers provided by the LEA. A full-time classroom assistant supports literacy across the school. Some pupils on SAPS receive extra teaching support from the LEA

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Learning Support Service and the Behaviour Support Service. Referrals are also made to the Flintshire Primary Care Service for pupils with emotional and behavioural problems.

- The SENCo and other teachers draw up individual educational plans (IEPs), which are matched well to pupils' abilities and have very specific learning targets. These plans are regularly reviewed and new targets set if needed. Parents are kept informed at all stages.
- The chair of the governing body has designated oversight for SEN and liaises well with the SENCo to monitor provision.
- Pupils from a neighbouring special school attend mainstream classes regularly and are provided for inclusively.
- Pupils with SEN are included fully in the life and work of the school. Parents speak highly of the positive attitude towards pupils with SEN by the headteacher, staff and other pupils.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has established a good partnership with parents and the community, other schools and other institutions. There are shortcomings in the information provided for parents.

- All new parents sign the home-school agreement, which meets the requirements of the Welsh Assembly Government. All parents receive a copy of the school prospectus. Neither the school prospectus, nor the governing body's annual report to parents, complies with the government's statutory requirements.
- The school adopts an open door policy whereby parents are welcome to discuss concerns relating to pupils' education and welfare. Teachers are friendly and approachable and know the pupils well. In addition, there is often contact with staff at the beginning and end of the school day.
- The school has a good dialogue and useful links with parents whose children receive SEN support, requiring IEPs. Links with parents of children aged under five are good.
- One in seven of the parents who responded to the inspection questionnaire were dissatisfied with the information the school provides on such matters as the curriculum and homework.
- The school appreciates the efforts of the Parent and Teacher Association which organises social and other events to help raise funds to enhance pupils' education.
- Parents are invited to attend Family Learning courses provided by the school in conjunction with outside agencies, which enables them to support their children's learning.
- The local police sponsor an initiative for road safety equipment. Members of other emergency services visit and talk to pupils about their work. Links have been forged with local hospital staff, who arrange workshops for pupils.
- Annual transfer arrangements to secondary education are extensive and well established. Early transition meetings and activities are well planned.
- The school acts as a resource for student teachers from the University College of Wales, Bangor and the North East Wales Institute to gain classroom experience. Placements are also provided for young people on NNEB and BTEC child-care courses. In addition, local secondary school pupils are made welcome during work experience weeks.

- The school and its various activities are well supported by the local community and good use is made of the community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas.
- Overall, the positive partnerships with parents, schools, institutions and the local community make a valuable contribution to pupils' learning, motivation and standards of achievement.

## **5.7 Partnership with Industry**

The school's links with business and industry are good. The partnership with industry has improved considerably since the last inspection.

- A policy has not been formulated for developing partnerships, but the school does have good strategies for curricular links with local businesses and industry.
- The school community has benefited from achieving the Investor in People Award, under the auspices of ELWA, as has staff development.
- The visits made to local industry develop pupils' understanding of their topics and enhance their understanding of the world of work, for example, work on electrical circuits following a visit to Powergen.
- A wide range of visitors and speakers share their vocational experiences and expertise with pupils. These, along with work related activities, help develop pupils' understanding of industry and the economy.
- Many companies help support the school with a range of resources. Examples of this are the pond dipping platform and the tree planting in the environmental area.
- Teachers have not undertaken placements in industry to further their understanding of the world of work. However, liaison has begun with Careers Wales, interviews with staff have taken place and further links are planned.

# **6. MANAGEMENT**

## **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is satisfactory.

- The school uses a range of procedures to evaluate standards and the quality of provision. Teachers use assessment data and comparative information to identify targets for improvement. The senior management team monitors, reviews and evaluates progress towards meeting improvement targets. Co-ordinators identify areas for development and keep them under review.
- Current priorities for development are identified and agreed and are appropriate to the immediate needs of the school. Governors are involved in realising the school's aims and improving its educational provision. They work with staff to effect improvements in provision, to raise standards of achievement and to enhance the quality of the learning environment.
- Teachers have evaluated most school policy documents and schemes of work carefully. Constructive, evaluative reports are drawn up by most co-ordinators, which identify strengths and areas for development.

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- The SDP is a satisfactory, if somewhat unwieldy, document. It has clear priorities, costing and success criteria and it indicates timescales and persons involved. However, there is insufficient monitoring and evaluation of the effectiveness of strategies used to improve the school. There has also been insufficient monitoring or evaluation of the quality of teaching.

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## **6.2 Leadership and Efficiency**

The overall quality of leadership and management is good. The quality of leadership has improved considerably in the last five years. The present headteacher, the school's fifth, was appointed in 1999, having taught in a range of schools prior to that.

- The headteacher provides good leadership and management. He is ably supported by the deputy headteacher, who has also developed the school's teaching of literacy well.
- The headteacher and his colleagues have taken the school successfully through the process to gain recognition as Investors in People. Wepre School is a well-run organisation which seeks to improve its provision through fruitful links with a wide range of other schools and individuals.
- Governors provide sound, committed leadership, working closely with the headteacher and his colleagues to identify, monitor and evaluate the school's strengths and areas for further development. The governing body is supportive of the school and some governors are in school often to discuss progress with staff or take part in assemblies.
- The quality of subject leadership is good, overall. It is very good in English, mathematics and ICT, and good in all other subjects, except physical education, where it is unsatisfactory.
- Subject co-ordinators have monitored the quality of provision in all subjects, apart from physical education, and schemes of work are reviewed and updated in a planned cycle of improvement.
- A good relationship has been established with a range of other institutions, particularly the main receiving Connah's Quay High School. Good arrangements are in place to work with and mentor students training to be teachers at the North East Wales Institute of Education, and the University of Wales at Bangor.
- The school budget is managed well. Decisions on expenditure are closely linked to the priorities identified in the SDP. However, the amount of the budget carried forward into the next financial year has been too high in recent years and necessary investments in resources in the library and for ICT have not been made.
- The school runs smoothly. Routine administration and organisation are good. Appropriate systems are in place and the school secretary ensures that administrative routines are efficient.

## **6.3 Staffing, Accommodation and Learning Resources**

The quality of staffing is good. The quality of the accommodation and the range and quality of learning resources are satisfactory.

- At the time of the last inspection, staff turnover was high and morale low. Three-quarters of the staff left in the two years after that time, but all have now been replaced. A good team of teachers has been built up and retained. Staff morale is now high and staff turnover is low. The stability of staffing has been improved significantly in the last three years.
- Teachers are appropriately qualified and deployed and recently-appointed, newly qualified teachers have been integrated well into the school. There is good specialist

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support for the teaching of Welsh, and peripatetic teachers make a valuable contribution to the study of music.

- Arrangements for teachers' professional development are linked effectively to the school's priorities and the professional needs of teachers. The effectiveness of INSET and its impact upon the development of the school is monitored. Teachers are involved in performance management and are appraised annually.
- An effective mentoring system is in place for staff new to the school. Induction procedures are good and support all new and relief staff well, including school cleaning staff and members of staff in new roles.
- Teachers, classroom assistants, and nursery nurses, work effectively together for the benefit of pupils, especially those with SEN. However, on occasions, assistants' skills are not effectively utilised, particularly when the teacher is talking to the class or reading pupils a story.
- The caretaker and his staff, kitchen staff and lunchtime assistants make vital contributions to the well-being of pupils.
- Midday support assistants ensure that pupils are fully occupied at lunchtimes in positive play.
- The total area of the school is large enough for the numbers on roll, but the structure of internal accommodation means that KS2 classrooms are small and cramped.
- The small size of the hall presents a potential danger to health and safety during whole-school activities.
- Outdoor provision is good, however, the under-fives do not have access to a secure fenced play area.
- The indoor accommodation is clean and well kept and both classroom and communal display areas are attractive and imaginative.
- Learning resources to support the curriculum within each classroom are generally of good quality and are used effectively by teachers.
- Although the school libraries have been revamped and old stock removed, there are not enough books to cater for the needs of all pupils.
- The quality and quantity of computers are unsatisfactory. The computer:pupil ratio is 1:19, which compares unsatisfactorily with national provision. Also most computers are over five years old. Much-needed investment in ICT resources has not happened.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Learning. The standards achieved by children in Nursery (aged 3-4 years) and Reception (aged 4-5 years) are good in language, literacy and communication, mathematical development, personal and social development, physical and creative development and in their knowledge and understanding of the world.



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## **Nursery and Reception children achieve good standards in language, literacy and communication.**

### **Good features**

- Nursery and Reception children listen with interest and can recall in detail what they have heard. As a result, they are making good progress in acquiring new vocabulary. They follow simple commands and instructions correctly. They enjoy reciting rhymes and songs which they remember accurately.
- Nursery children clearly make their needs, likes and dislikes understood. Most of the Reception children speak fluently in varying role-play contexts. They use a wide range of relevant words suitable for the pet shop, the vet's surgery, the 'park' area and at home.
- Reception children re-tell a familiar story in the correct sequence and predict how a story will end using their memories and imaginations adventurously. Nursery children know many of their letter sounds and recognise simple, familiar words. Reception children make steady progress in reading with good phonic awareness.
- Most children make good progress in developing their writing skills. Nursery children's emergent writing is developing well. In Reception classes, they write well in simple sentences.

### **Shortcomings**

- A few less able Reception children make slow progress in writing.
- Nursery and Reception children do not hear or practise enough incidental Welsh in order to develop strong intonation and pronunciation.

## **Nursery and Reception children achieve good standards in their mathematical development.**

### **Good features**

- Nursery and Reception children make good progress in learning their numbers through number rhymes and table number games. Nursery children can count to and recognise numbers up to at least 10. They know which numbers are one more within 10 and match spoken numbers to symbols. Most Reception children count to 20, and a few to 30. They make good progress in estimating and checking answers.
- Reception children recognise, sort and match numbers and objects to 20. They understand the concept of zero. More mature children know number bonds to 10. All children make very good progress in learning about addition and subtraction.
- Most Reception children can sort according to colour, shape and size, often using two criteria. They sequence repeating patterns. Nursery children recognise and name most two-dimensional and a sample of three-dimensional shapes, and Reception children build well on this knowledge through creative activities such as assembling mosaic pictures.
- Children understand the meaning of words such as 'shortest/tallest', 'bigger/smaller', 'full/empty', and 'more/less' in their sand and water play. In their role-play, children develop their understanding of money with increasing confidence.

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**Nursery and Reception children achieve good standards in their personal and social development.**

**Good features**

- Nursery and Reception children make good progress in their personal and social development. Nursery children have settled into school life and the routines of the school day well.
- Nursery and Reception children work well in pairs and groups, and negotiate patiently with those who do not. They respect the needs and views of the other children when sharing resources.
- Nursery and Reception children relate well to teachers and other adults. They attend to their own hygiene and can dress and undress themselves with minimal support for physical education.
- When given choices Nursery and Reception children select their tasks without fuss and settle to their tasks well. They tidy up after their work quickly and quietly.

**Nursery and Reception children achieve good standards in their knowledge and understanding of the world.**

**Good features**

- Reception children understand the importance of environment in relation to animals and humans and that all living things need to be looked after with care. When Nursery children observed two owls and a hedgehog brought in by the Flintshire Wildlife Group they confidently handled the birds and, in the following day's lesson, had a good recall of their diet, their locomotion and their differing habitats.
- Reception children look after a hamster and some goldfish and understand that they need regular feeding and cleaning, as do human beings. They are conscious of the benefits of healthy eating. A visit by one child to the dentist leads to a detailed discussion of the importance of milk and regular visits to the dentist. Children can identify how parts of the body develop as they grow up. They develop a good sense of the passing of time.
- Nursery and Reception children compare the homes and clothing of people who live in different climates in the very rich role-play facilities developed by teachers and assistants.
- Reception children bake ladybird biscuits using a wide spectrum of skills and creativity. They are very aware of the need for hygiene.
- Reception children have a sound knowledge of Biblical figures such as Noah and Zaccheus. They have celebrated, in very detailed role-play, the ritual of marriage.
- Nursery and Reception children make good progress in the use of ICT. Nursery children reinforce their number work with modelling programs and enhance their art with computer pictures. They demonstrate strong control of the mouse and choose appropriate images for bonfires and table decorations. Reception children use computers competently to complete drawings of butterflies on an interactive white-board by dragging objects, drawing freehand patterns and filling in shapes with colour. They understand symmetry.

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## **Nursery and Reception children achieve good standards in their creative development.**

### **Good features**

- Nursery and Reception children express themselves well in role–play. They use props imaginatively and negotiate their roles sensibly.
- Nursery and Reception children observe details sharply. They explore colour with zest and use a wide range of mediums and materials to express their ideas.
- They respond with enjoyment to various musical activities, play percussion instruments and like to sing. They repeat rhythm patterns accurately, can recognise instruments and various animal sounds and can distinguish between quiet and loud, fast and slow.
- Nursery and Reception children play creatively and imaginatively with sand, water and construction toys.

## **Nursery and Reception children achieve good standards in their physical development.**

### **Good features**

- Nursery and Reception children use small tools and implements confidently and develop good manipulative skills.
- They find space quickly and quietly, and follow instructions correctly. They run, skip, hop and stop on their teacher’s signal. Nursery children roll balls to each other and can chase and catch them.
- Reception children use the indoor and outdoor apparatus well. They improve their balance and develop a good range of movements.
- Nursery and Reception children move in many different ways and directions and understand the different ways of using their bodies in movement.

### **Shortcomings**

- Some Reception children lack dexterity.

## **English**

Overall standards of achievement are good in KS1 and very good in KS2.

### **Good features**

- Most pupils in KS1 listen attentively to their teachers’ explanations and to other pupils’ contributions.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers’ questions and offer their own comments and observations.
- Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories. Some can identify grammatical conventions such as an exclamation mark or a question mark in a Big Book.
- Y1 pupils recognise full stops, capital letters and speech marks. They can sequence events and retell a story in their own words.
- By the end of KS1, more able pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to

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help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.

- Standards in spelling are generally good. Many have developed a good knowledge of the alphabetical order of letters.
- Pupils make good progress in their writing during KS1, from emergent to independent writing. They write for a range of purposes and audiences and, by the end of KS1, most pupils can write a story using some of the key features of narrative. The handwriting of most is legible, neat and regular. They have written using alliteration to good effect.
- Y2 pupils suggest some creative ideas for the ending to stories read aloud to the class. They are quick to learn the meaning of new words.
- More able KS1 pupils write quickly and at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to stimuli that have inspired them.
- Most pupils in KS2 listen respectfully, but not carefully, to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and verbally, in full sentences. They are confident in discussing their ideas and opinions with their peers.
- They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions. Most pupils use similes and metaphors well.
- Pupils in lower KS2 read aloud clearly and confidently to a good standard.
- Pupils in Y3 understand and use the conventions for writing letters, and many show an awareness of different degrees of formality in writing. They identify examples of alliteration in the poems they read, and suggest interesting and evocative words. A minority is familiar with the differences between fiction and non-fiction texts. They understand terms such as contents, index and glossary and recognise that these are guides to finding information.
- In Y4, pupils build a good understanding of the differences between direct and indirect speech and use connectives in compound sentences effectively. Y5 pupils know what instructional text is and write it well.
- Overall standards in writing are very good in KS2. Pupils' writing shows a good command of the characteristics of persuasive, creative and informational writing as well as good use of punctuation. Many have written creative stories of very good quality.
- The work of more able pupils is very good, showing a good use of adjectives, neat sentence construction, good punctuation and the ability to develop a story. More able pupils in Y4 write using some memorable phraseology and show much promise.
- Y6 pupils ask questions about a topic they are investigating and suggest and use appropriate sources of information. They skim the pages to find the answers to their questions and use dictionaries and thesauruses well to find the meaning of unfamiliar words. Most pupils read fluently and discuss plot and character with some insight.
- A minority of pupils achieve high standards in the use of ICT for writing and presentation.

### **Shortcomings**

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- A minority of pupils in KS1 have difficulty in listening carefully to their teachers or other pupils.
  - The skills of some pupils in KS2 are underdeveloped in the use of computers for communication.

## **Mathematics**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils can read two- and three-figure numbers confidently. They apply good mental strategies when counting on and counting back. Younger pupils in KS1 use number squares well and can continue advancing number patterns beyond 100.
- Pupils can undertake tasks in addition, subtraction, division and multiplication confidently and accurately. They recall their number bonds quickly and can use this knowledge to perform their tasks accurately and to explain their strategies when adding or subtracting numbers.
- Pupils' knowledge of place value is well developed. They know that the position of a digit in a number determines its value.
- Pupils develop a good mathematical vocabulary. They have a clear understanding of 'more than', 'less than' 'lighter than', 'heavier than', 'longer than' and 'shorter than'. They use this understanding well, when estimating. Pupils can use standard and non-standard measures accurately.
- Pupils understand that fractions are a part of a whole number and older pupils correctly identify quarters, halves and thirds of the shapes they draw.
- Pupils recognize and name common two and three-dimensional shapes: for example, they distinguish between cones and cylinders with ease. Younger pupils sort shapes using simple criteria into Venn diagrams and older pupils describe the properties of two and three-dimensional shapes well.
- Pupils represent data they have collected carefully in block graphs, sometimes using computer technology. They make simple interpretations from these graphs and understand their significance.
- In KS2, pupils' understanding of the four arithmetical operations is good. Many pupils have quick recall of multiplication facts. Most pupils recognize numbers up to 100,000 and more able pupils recall numbers above 1,000,000.
- Pupils in KS2 develop a confident approach to resolving mathematical problems, recognizing that there are different ways of arriving at correct conclusions.
- Pupils have a good knowledge of decimals, applying this well in number and money calculations. They understand the significance of the decimal point in money computations.
- Pupils estimate and measure angles accurately. They use the correct terminology when referring to them and can describe the properties of obtuse, acute, reflex and right angles.
- Pupils in upper KS2 construct a wide range of graph representations and use them practically for everyday purposes. They construct graphs to convert metric into imperial measures, pounds into euros and miles into kilometers.

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- Pupils compute areas and perimeters using the correct units of measure and apply this knowledge well when calculating the perimeters and areas of irregular shapes.
  - Pupils in KS1 and KS2 count in Welsh confidently.

### **Shortcomings**

- There are no major shortcomings.

### **Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils have a good knowledge and understanding of life processes and living things, materials and their properties and physical processes.
- In KS1, pupils develop good observational and investigative skills and show a growing understanding of what constitutes a fair test. They have an enthusiasm for science and work well with partners and in small groups.
- Pupils show a good level of understanding about sources of light and can predict which light source will provide the best illumination. They understand the danger of looking directly at the sun.
- They have developed knowledge about electricity through discussion and sorting electrical and non-electrical items. They make effective use of experiments to investigate whether objects float or sink and have spent some time experiencing and creating forces such as pushing and pulling.
- They know that some materials have several properties and that heating and cooling can change materials. They investigate changes relating to temperature, for example in toasted bread, and know that some changes are irreversible.
- They confidently sort a range of food items into various groups, including healthy or unhealthy. They produce block graphs to record results.
- Pupils know the difference between living and non-living things and between plants and animals. They understand the need to care for living things.
- Y2 pupils study plants and animals in the local environment. They understand the difference between habitats, recognise the features of a habitat and identify which creatures would live in them.
- Lower KS2 pupils have made good use of the school wildlife area, a site of special scientific interest [SSSI] to study and classify organisms and find out about conditions in different habitats. Pupils can name a wide range of species, identify their habitats and offer explanations why different species prefer certain conditions. Pupils are extremely careful not to disturb insect nests.
- Pupils display good observational skills and articulate their hypotheses well. They record their findings on a chart and understand the reasons for making a fair copy. Some pupils use an Internet based site to support learning,
- In one Y5 class, pupils show a good scientific vocabulary and produce diagrams which are lively and colourful. However, more able pupils said that they found the work too easy.

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- No lessons were observed in the other Y5 class but written work in ‘Experiment Books’ and class displays showed that pupils successfully base their planning of investigations on previous knowledge and understanding and use their results to draw conclusions.
  - Following a visit to Powergen, Y6 pupils have developed knowledge and understanding of simple circuits. They recognise the need for a power source to provide energy for a circuit which will produce light, sound or movement. They can define the terms “conductor” and “insulator” and give examples. They have experimented by placing batteries in a series to test hypotheses. Pupils can recognise symbols for circuits and recognise different kinds of circuit.

### **Shortcomings**

- In KS1 and KS2, more able pupils do not achieve as highly as they might because they are sometimes not provided with sufficient challenge or opportunities to learn independently.

### **Welsh second language**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- By the end of KS1 pupils make steady progress in listening to, understanding and speaking Welsh through exchanging greetings, responding to instructions and acting out songs. They ask questions on various topics, including the weather in Britain and other countries, where they live, how they feel and their age using complete sentences. They know a wide range of colours and numbers up to 20.
- Pupils read familiar words and short phrases correctly and are beginning to write short sentences in Welsh.
- Throughout the school, pupils respond positively to the language they hear. Pupils sing a number of Welsh action songs accurately and with enjoyment.
- In KS2, pupils make good progress in Welsh, particularly in Y3 and Y4.
- They build firmly on the skills developed in KS1. Most read familiar text accurately and with good expression.
- Pupils take part in dialogues confidently, using a script and changing words for one of their own choice, for example, in the colour of their clothes and when paying for a series of school clothes.
- Many use the third person correctly. They have a good grasp of prepositions and use them confidently and correctly. In their work on ‘Sami Samwn’ they give, and hear, correct directions. Older pupils can express their views and preferences on practised subjects. They can use the positive and negative forms.
- They chant the lyrics of rap poetry confidently and with enjoyment.
- Most pupils make steady progress in group reading exercises, speaking with good pronunciation and intonation.
- Older pupils write questions and answers and in some classes can write at some length on their favourite sports personalities. Many of the letters of thanks show some individuality.

### **Shortcomings**

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- There are no major shortcomings.

## **Design and technology**

Only one lesson was observed during the inspection. However, evidence of previous work and discussions with pupils suggest that standards of achievement are good in KS1 and KS2.

### **Good features**

- In Y1, pupils have made good models of playground equipment using a range of materials and can talk about their constructions to the class.
- They have examined a range of levers and sliders in pop-up books to plan and produce Christmas cards with moving parts, which were of a good standard.
- In Y2, pupils have made fruit salads. They have developed their food technology skills well by tasting and comparing and through the use of simple tools and making notes. They know that fruit is part of a healthy diet and are aware of the importance of hygiene when handling food.
- Y2 pupils have made good model 'buggies'. They observe how axles work and make mock-ups to test the suitability of wooden or plastic pegs and different types of wheels. They evaluate their work well in terms speed and durability and in performance on different surfaces.
- In lower KS2, pupils have worked through clear stages of planning and evaluation to produce accurate models with a moving part controlled by pneumatics.
- KS2 pupils develop their design skills when choosing appropriate materials and tools. They have produced free-standing photograph frames of good quality. They evaluate their frames well against their own design criteria.
- Y4 pupils have used ICT design programs very well to create textured surfaces and to embellish model Tudor buildings, shields and costumes. One pupil explained how he had produced a design on the computer and transferred this onto a T-shirt.
- One class of Y5 pupils explored the use of cams to design and make moveable toys. They produce good working drawings with an indication of measurements and materials to be used. Pupils evaluate their products throughout the different stages of making. The finished work was of a high standard and subsequently displayed in the school reception area.
- Pupils used their findings from investigative work to draw up a specification for a new bread product. They selected appropriate ingredients and worked accurately to make a quality product that matched the sensory properties required.
- Upper KS2 pupils have been involved in a range of projects where their standards were good: making musical instruments, investigating the use of joints in the construction of shelters and making slippers for a specific purpose using different materials. They have very positive attitudes to the subject and co-operate well with each other.

### **Shortcomings**

- There are no major shortcomings.

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## **Information technology**

Standards of achievement are good in KS1 and KS2. There are very good features in the work of pupils in Y4 and Y6.

### **Good features**

- Pupils learn to use ICT to communicate and handle information, to a good degree, in a range of subjects. They have occasionally used a digital camera well to record their work.
- In KS1, pupils have learned how to program a robotic toy accurately. Pupils develop their understanding of mathematics as well as ICT through learning how to control this robot.
- They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.
- Pupils in Y1 have developed colourful pictograms from tallies they have made. They use a mouse, icons and the screen pointer well.
- They have drawn themselves imaginatively, using electronic imaging software, replicating images in patterns to good effect. Pupils have also developed skills in word processing: creating and printing simple sentences.
- Pupils with SEN make good progress in literacy and numeracy by using appropriate computer programs, with good support from specialist assistants.
- KS1 pupils know that people communicate via the telephone or electronic mail. They can highlight blocks of text and change the colour, type and size of font.
- In KS2, pupils have had some experience in conducting Internet research, for example, about geographical statistics of the countries of Europe. Most pupils can access appropriate sites on the Internet and many have manipulated digital imagery.
- Pupils can find appropriate files on a hard disk, and can open and use them. They use computers to support their research, for example, by using digital encyclopaedias on multimedia compact discs.
- Pupils have improved their ICT capability in their word processed writing, for example, by using a range of fonts and styles of text in poetry and letters. Some pupils use simple electronic mail programs effectively to send and receive information.
- They have used computers well to combine text and images.
- Pupils in KS2 can explain the meaning and purpose of different file commands such as edit and print.
- Pupils have written for different audiences using Publisher, ClipArt and WordArt. They have also explored, collected and presented information and modelled effects on screen.
- Y6 pupils have a good understanding of how to use spreadsheets. They know, for example, how to format cells in a spreadsheet and how to use cell addresses in formulae to automate the addition or averaging of a column of figures.
- Y6 pupils have used the Internet effectively to research and gather information. They use and compare a small range of search engines, such as "Google" or the BBC website, for fitness for purpose. They achieve good standards in writing LOGO programs.

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### **Shortcomings**

- Pupils' skills in a few classes are underdeveloped because they have not had sufficient opportunities to use computers regularly or have their progress assessed.

### **History**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- In KS1, pupils understand the concept of chronology by looking at changes in their own lives and in the lives of family and friends. For example, they compare items that they and their grandparents would take on holiday, noting the key similarities and differences.
- KS1 pupils have handled and sorted artefacts, such as toys, into sets according to age and have subsequently drawn pictures which they have labelled according to distinguishing characteristics.
- Pupils have experienced wearing traditional clothes and performing the everyday activities of the Victorian era on an educational visit to Erddig Hall. Pupils have a good understanding of the everyday life of the rich and the poor people who lived there then.
- Y3 pupils have demonstrated a wide range of knowledge and understanding about the Celts in a test which required them to present information in written and picture form using their own books for reference.
- Pupils use a wide range of Roman vocabulary in their speech and writing and use Roman numerals to do simple additions and subtractions on a modern day tabula made of plasticene. They cite examples of later use such as in the title "Henry VIII" or on modern day watches. Other Y3 pupils have a good understanding of the Roman diet, showing delight in producing a Roman menu of stuffed dormice, pigs' trotters, pigeons and thrushes.
- Y4 pupils have produced detailed work of a high standard on Henry VIII and on Tudor life in general. They have used the Internet for research and ICT design applications to produce decorative work for models and coats of arms.
- Upper KS2 pupils have produced high quality writing on the Victorian Period based on the topics 'Religion and the Victorian Christmas' and 'Victorian inventions'. They have visited the Walker Art Gallery in Liverpool to look at Victorian paintings and artefacts. Their work shows a good knowledge and understanding of the past and how it has shaped the present.
- Discussion with Y6 pupils about their work on the "Swinging '60s" revealed a wealth of knowledge and much irreverence.
- Scrutiny of their writing shows that many have developed a good sense of historical understanding and can clearly explain the difference between primary and secondary sources.

### **Shortcomings**

- There are no major shortcomings.

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## **Geography**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- From an early age, pupils gain a good awareness of the area in which they live. They know about the physical features and landmarks of the locality following a walk in the area.
- They have drawn plans of the school and the route from their homes to school.
- Their early mapping skills develop well, including the use of a simple key. They recognise physical and man-made features on a map or aerial photograph.
- Older pupils at KS1, recognise a map of the United Kingdom, identify the individual countries and pick out where they live.
- Pupils know places which are further afield at home and abroad as a result of travels with and writing about 'Barnaby Bear'. Pupils have produced bar graphs to map Barnaby's travel patterns and written entries for Barnaby's 'diary'.
- In their study of the imaginary island of Struay near Scotland, Y2 pupils describe the features on the island and the work undertaken there. They compare land use, weather patterns and facilities with their own locality.
- In KS2, pupils' mapping skills are well developed. Pupils use an atlas and read a map intelligently using their knowledge of scale, key and co-ordinates. Y6 pupils have used four-point grid references in their map work. They confidently name and locate a range of countries on a globe.
- Pupils have a good understanding of the differences between Connah's Quay and other contrasting areas such as Conwy. They express their likes and dislikes using the knowledge they have gained in their studies.
- Older pupils are aware of environmental issues, which affect their own lives, and have an impact upon sustainable development. In their writing on the water cycle, for example, they show a good understanding of the effect of pollution on a local river. They appreciate that people can make bad and good changes to the environment, and that children are a part of their environment and can affect it. They understand the difference between recyclable litter and rubbish.
- Pupils use their numeracy and ICT skills well in references to the height of mountains, the physical size of countries, and the overall width of Europe. They know that 75 million people live in Italy, that the Black Forest is in Southern Germany, and that the Spanish River Ebro is 925 kilometres long.
- Pupils in Y6 use digital search engines in the classroom to ascertain that France is 210,000 square miles in size and the United Kingdom is 94,000 square miles.
- Pupils have a satisfactory awareness of the Third World through studies of Chembakolli in India, as well as in discussions about Nelson Mandela's role in Southern Africa. They have made comparisons of the climatic differences between Chembakolli and Connah's Quay.

### **Shortcomings**

- There are no major shortcomings.

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## Art

Standards of achievement are good in KS1 and KS2. Pupils regularly attend the school's thriving art club and exhibit their work out of school.

### Good features

- In KS1, pupils use their sketch books well to draw and colour images of sea creatures from colourful artefacts. They develop sharp observational skills and confident modelling skills in their three-dimensional clay sculpture work.
- They enhance their own and others' confidence by appraising each other's work constructively.
- They competently create artwork in the styles of Andy Goldsworthy when constructing their pebble sculptures, of Georgia O'Keefe in pastel representations of still life, and of William Morris when creating patterns using interesting collections of flowers and shells.
- They demonstrate a mature sense of colour and line in creating movement marks in their sea paintings in the style of Hokusai.
- Pupils make good progress in experimenting with batik and wax resistant work.
- Pupils use ICT well to explore and extend their skills in art. They use what they have learned well to illustrate other work across the curriculum.
- In lower KS2, pupils make good progress in appraising the work of famous artists and using what they have learned to improve their own skills.
- They use a wide range of materials to produce imaginative and well observed paintings about positive relationships, mosaics and pots in the style of the Romans.
- Y4 pupils produce well considered and crafted work about the Tudor dynasty. These include detailed observational drawings of Tudor houses, images of shields created on computers, and portraits in the style of Hans Holbein.
- They produce very exciting, vivid art based on their creative work on Africa. This includes papier-mâché masks, Ashanti jewellery, and fabric designs.
- A half of Y5 pupils make very good progress in their 'Talking Textiles' work based on a study of the Bayeux tapestry. They use a rich range of stories and legends, such as pencil drawings from the *Mabinogion*, and re-create the Japanese Willow Pattern story, selecting their images carefully to depict the narrative.
- Many study symbolism within art at a very mature level.
- They demonstrate a vivid use of colour and an ability to produce good art from both memory and observation.
- In their work on 'Jesus through Art', pupils explore aspects of religious art and express their ideas using contemporary imagery to make Easter and Mother's Day cards.
- Y6 pupils appraise the work of Andy Warhol and re-create in their work a typical 1960s style.

### Shortcomings

- Older KS2 pupils do not use their sketch books effectively enough to refine their work.
- The work of a few Y6 pupils lacks individuality or creativity.

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- A half of Y5 pupils are underdeveloped in a range of artistic skills.

## **Music**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils in KS1 sing in tune, have clear diction, and are able to vary pitch and rhythm when required. They clearly derive much enjoyment from singing in both English and Welsh.
- Younger pupils in KS1 perform a steady beat demonstrating much concentration in the process. They listen carefully to modern Welsh pop songs and with the minimum of help are able to identify the rhythm and beat time through slapping, clapping and clicking fingers.
- Y2 pupils listen carefully to music inspired by the sea and they use appropriate vocabulary to describe how the music matches the different conditions of the sea.
- They recognize the different qualities of sound made by musical instruments. They identify and explain that the different sounds engender different and often contrasting feelings.
- In lower KS2, pupils enjoy the rhythm games they play. They use their listening skills well, as the game demands, to distinguish between those rhythms they are allowed to perform and those they are not. They are keenly competitive and strive hard not to be caught out.
- In connection with their work on the Romans, pupils listen and respond to music which helps them to visualize soldiers marching distantly and then coming closer.
- Pupils use African drums to create ethnic music faithful to the culture of the region. They have a good understanding of African rhythms and perform them very well, particularly when groups play contrasting rhythms at the same time. When this happens, the effect is spine tingling.
- In upper KS2 pupils use a variety of tuned and untuned, percussive, musical instruments in their composition work. Working in groups they co-operate well, practising and appraising their work to achieve a good standard. Their ostinato work is very effective in enriching the final class performance.
- Throughout KS2 pupils are familiar with words such as ‘arpeggio’, ‘ostinato’, ‘harmony’, and ‘diminuendo’ and ‘allegro’ and respond well in their music making when such words are used.
- Pupils at the end of KS2 sing melodiously. They use their voices well to create colour and texture in the songs they sing. They perform four part rounds well and clearly enjoy this form of singing.
- Pupils have strong views about the kinds of music they like to listen to. They often contrast music from other countries with their own and are able to analyze music from different periods in history and identify their characteristics.

### **Shortcomings**

- Pupils’ skills in composing music are underdeveloped, particularly in KS2.

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## **Physical Education**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- All pupils, including those with SEN, participate fully in competitive games and athletics.
- In KS1 most pupils run, skip, hop, jump and stop, responding promptly to directions. They develop a good awareness of space.
- They are aware of safety factors and carry mats correctly.
- Most Y1 pupils make steady progress in aiming, throwing and rolling balls to their partners.
- The majority of pupils try hard to improve their skills, working well in pairs and small groups.
- In KS2 dance, most pupils sequence their movements smoothly and use different levels, direction and space imaginatively. Y4 pupils, particularly boys, produce very well considered and enacted performances which are well synchronised and creative.
- Pupils develop good passing and catching skills in netball.
- Older pupils understand "warm up" and "cool down" exercises and do them sensibly.
- Pupils in KS1 and KS2 generally appraise each other's presentations sensibly.
- Pupils have achieved well in dance, and have developed their own contemporary dances for the Flintshire Dance Festival annually for a number of years.

### **Shortcomings**

- Because of the lack of a scheme of work, pupils do not develop their skills systematically from year to year.
- Pupils make unsatisfactory individual progress in gymnastics and dance because of the limited space in the hall.

## **Religious Education**

Standards of achievement are good in KS1 and KS2

### **Good features**

- Pupils in KS1 have a good knowledge of special events in the Christian year. They know the story of the birth of Jesus and can identify all those involved in the story, including the shepherds and the wise men.
- They talk confidently about the Easter story about the events that took place on Good Friday and why Christians celebrate Easter Sunday.
- When discussing their forthcoming visit to a synagogue pupils show good levels of understanding about the Jewish way of life and worship. They know for example that the Torah is a scroll containing the Jewish scriptures, which are written in Hebrew, and the Kippah is a head covering worn by males to signify respect for God. They have a good knowledge of the layout of a synagogue.
- More able pupils recall that the Torah contains the first five books to be found in the Old Testament.

- In lower KS2 pupils develop awareness of life's questions and moral concerns through debate. In debating the effect house building is having upon the countryside and in particular to the plight of wild animals, pupils explore the issues from different points of view. Pupils are beginning to consider religious and moral issues in a balanced way.
- Pupils write about different aspects of the Hindu religion. They know that the Hindu holy texts are called the Vedas and that Hindus believe in re-incarnation. They also know about the stories associated with Hinduism and the importance of Rama and Sita for Hindus.
- In upper KS2 pupils explore the loneliness of Jesus, following the Last Supper, as seen through the art of Colin Wilbourn. Pupils know about the events leading up to the Crucifixion and develop empathy with the plight of Jesus.
- At the end of KS2, pupils through their writing have developed a good understanding about the lives of people who are admired such as the Dali Lama and Mahatma Gandhi. Through discussion, they demonstrate a good grasp of the impact Nelson Mandela has had upon the lives of black people in South Africa.

### **Shortcomings**

- There are no major shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

Overall, the school has made good progress in improving its provision since the time of the last inspection. It has addressed the issues raised in the last inspection report as follows:

**Key Issue 1:** Improve standards further in the core curriculum at both key stages and in those foundation subjects in which achievements are deemed to be of a satisfactory level.

- Standards have been improved in nine subjects since the last inspection. Good progress made.

**Key Issue 2:** Improve the quality of classroom management, lesson pace and teaching rigor in unsatisfactory lessons.

- The overall quality of teaching has been improved. In this inspection, 75 per cent was good or better. In the last inspection, only 49 per cent was good, only five per cent was very good, and seven per cent was unsatisfactory. Good progress made.

**Key Issue 3:** Ensure time is used more flexibly and opportunities are made available in each class for pupils to undertake extended investigational and creative work.

- The overall quality of the curriculum is now good and much of the work set is investigational and creative. Good progress made.

**Key Issue 4:** Ensure provision of an afternoon break for all pupils.

- All pupils now receive an afternoon break. Good progress made.

**Key Issue 5:** Reconsider the quality and use of worksheets.

- Although worksheets are still used, they are carefully thought out and helpful in guiding pupils to new learning achievements. Good progress made.

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**Key Issue 6:** Review the excessive amount of time spent by staff on recording assessments.

- The overall quality of assessment is satisfactory and teachers' marking is inconsistent. Satisfactory progress made.

**Key Issue 7:** Review the role of the whole-school coordinator so as to ensure continuity and progression in pupils' work in all NC subjects throughout the school.

- In all subjects, except physical education, the leadership and coordination are good. Good progress made.

**Key Issue 8:** Ensure that the lively and purposeful learning ethos of the Nursery and Reception units continues throughout the school and overcomes the present inhibitions.

- This has been achieved. Good progress made.

**Key Issue 9:** Develop a more collaborative and collegiate style of management so that each member of staff's professionalism is valued in the decision-making process, especially in the evaluation of the new "five units" form of organisation.

- The quality of leadership and management is now good. Good progress made.

**Key Issue 10:** Ensure the effectiveness of appraisal procedures.

- Performance management strategies are in place but the quality of teaching is not monitored or evaluated enough. Satisfactory progress made.

**Key Issue 11:** Ensure that the prospectus and the governing body's annual report to parents comply with WO requirements 22/'96.

- Neither of these documents complies fully with Welsh Assembly government requirements. Unsatisfactory progress made.

**Key Issue 12:** Devise and implement a strategy for partnership with industry.

- The partnership with industry is good. Good progress made.

In addition to the good progress made in addressing many of the above key issues, the school has recovered from a period of high staff turnover and rebuilt and retained its team of teachers. Although there is much still to do, standards, teaching and leadership have all improved since the last inspection, and the school has much to be proud of.

## **8.2 Key Issues for Action**

The governors, headteacher and staff now need to:

1. raise standards of achievement further:
  - in physical education in KS1 and KS2;
  - in the key skills of listening and numeracy across the curriculum;
  - for more able pupils in mathematics and science;
2. improve all aspects of the assessment of pupils' work, including teachers' marking;
3. improve teaching further, where it is only satisfactory, with rigorous and systematic monitoring and evaluation of its quality;
4. improve the balance and breadth of the curriculum for all pupils;
5. improve all aspects of self-evaluation, including the structure and content of the SDP;
6. enhance the nature, use and safety of accommodation;

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7. improve the quality of resources for learning in the libraries and for ICT \*; and
  8. ensure that the school prospectus and the annual report of the governors to parents meet the statutory requirements of the Welsh Assembly Government.

\* The school has identified the need to improve resources in the libraries and for ICT and plans to address this need urgently.

## APPENDIX

### A. Basic Information About the School

Name of School	Wepre Primary School
School type	Community
Age-range of pupils	3–11
Address of school	Llwyni Drive Connah's Quay Deeside Flintshire
Post-Code	CH5 4NE
Telephone Number	01244 830104

Headteacher	Mr Philip Monslow
Date of appointment	1 September 1999
Chair of Governors	Mrs Helen Studdart
Registered Inspector	Mr Rob Isaac
Dates of inspection	26-29 April 2004

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	44	48	48	56	44	56	49	52	397

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	2	15.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	4.4:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1.05:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92	94	94	93
Term 2	94	93	92	93
Term 3	94	94	95	94

Number of pupils excluded during 12 months prior to inspection	2
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### C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 45					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	2	20	74	2	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	4	27	60	9	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	4	20	76	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	4	18	76	2	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	15	85	0	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	9	91	0	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	72	In Wales:	80
D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent. W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.			

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 53										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School					0	0	2	17	62	19	0
		National	0	0	2	n/a	0	1	5	16	45	29	0
Mathematics	Test/Task	School					0	0	2	9	36	53	0
		National	0	2	2	0	1	0	4	12	41	38	n
	Teacher assessment	School					0	0	7	15	66	11	0
		National	0	0	2	n/a	0	1	4	19	46	27	0
Science	Test/Task	School					0	0	4	11	64	21	0
		National	0	2	1	1	0	0	4	19	43	30	n
	Teacher assessment	School					0	0	0	9	51	21	0
		National	0	0	2	n/a	0	0	2	13	49	33	0
		National	0	2	0	0	0	0	1	10	47	38	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	59	In the school:	81
In Wales:	70	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.  
 A Pupils who have failed to register a level because of absence.  
 N Pupils who have failed to register a level for reasons other than absence.  
 B Pupils not entered for tests because they are working outside the levels of the tests.  
 W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.  
 n Tests do not cover these levels.  
 n/a not applicable.

## D. The Evidence Base of the Inspection

The inspection team of five inspectors, including the lay inspector, was at the school for a total of 17 inspector days.

- During this time, all teachers were visited and all classes were seen. A total of 100 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 12 governors and staff, and 12 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 60 parents were also analysed.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Rob Isaac	Rgl	Context; Main findings; Standards achieved in subjects and areas of learning; Standards in key skills across the curriculum Quality of Teaching The Curriculum Self-evaluation Leadership and efficiency Progress since the last inspection Key issues for action	English information technology geography
Mrs Susan Sperring	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	
Dr Jim Hewitt	Team	Provision for pupils with SEN	science design and technology history
Mrs Meiriol Meredith-Jones	Team	Assessment, recording and reporting to parents Support and guidance	Early years Welsh second language art physical education
Mr Kerry Knapper	Team	Pupils' spiritual, moral, social and cultural development Staffing and resources	mathematics music religious education

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