

**Inspection under Section 28 of the  
Education Act 2005**

**Westwood Community Primary School  
Tabernacle Street, Buckley,  
Flintshire. CH7 2JT**

**School Number: 6642004**

**Date of Inspection: 09/10/2006**

**by**

**Merfyn Lloyd Jones  
WO52/6697**

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- \* nursery schools and settings maintained or used by local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Westwood Community Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Westwood Community Primary School took place between 09/10/06 and 11/10/06. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

"There are three types of inspection.

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

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

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

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

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

This school received a full inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## **Context**

### **The nature of the provider**

1. Westwood C.P. School is a local authority maintained Community Primary School located in the town of Buckley, Flintshire.
2. The school has 183.5, full time equivalent pupils between 3 and 11 years of age on roll. Pupils represent the full ability range. Eleven pupils have a statement of special educational needs although there are a further forty-one pupils on either school action or school action plus who receive extra support. The pupils are arranged into eight classes.
3. A unit for young children, aged 3 to 7, with autism was established at the school in September 2004.
4. Children are admitted into the nursery in the September following their third birthday and into the reception class in the September following their fourth birthday.
5. According to the school, fifty per cent of the pupils are drawn from a catchment area which is described as being economically disadvantaged whilst the remainder is neither disadvantaged nor prosperous. Twenty one per cent of the pupils receive free school meals.
6. English is the predominant language spoken at home with only one per cent of the pupils representing ethnic minority groups.
7. The school was last inspected in September 2000. The current head teacher has been in post since September 1999.

### **The school's priorities and targets**

8. The school's motto is 'Growing Together'. The school believes that by working in partnership with parents and carers it enables pupils to achieve their full potential.
9. The school's main priorities and targets for 2005-2006 include:
  - Raising standards of achievement at the end of key stage 2 in order to improve the school's benchmark position;
  - Improve continuity and progression in science;
  - Develop the provision for pupils with autism in the resourced class;
  - Increase the involvement of governors in the day to day life of the school.

## Summary

10. Westwood C.P. School is a good school. It provides pupils with a good quality education. All pupils make good progress in their learning and achieve good standards relative to their age and ability. It is a warm, friendly school, which provides a happy secure environment where pupils are keen to learn. The headteacher and staff are hard working and dedicated. There are very good relationships at all levels. Good progress has been made since the last inspection.

11. The inspection team judged the school's work as follows:

### Table of grades awarded

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

### Standards

12. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	22%	0%	0%

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The provision provides a good platform for children's future progress.

14. Many children enter school with lower than average standards particularly in language. The progress these pupils make in the Early Years is good. This is maintained as they progress into key stage 1 and 2.

15. The standards of achievement for pupils under-five are as follows:

Areas of learning for under-fives	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical Development	Grade 2	Grade 2
Creative Development	Grade 2	Grade 2

16. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information Technology	Grade 3	Grade 3
Design Technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

17. Generally pupils with special educational needs (SEN) achieve their individual targets and standards of achievement by pupils in the resourced class indicate that these pupils are making very good progress.

18. Looked after children, and those with English as an additional language, make good progress relative to their age and ability.

19. At the end of key stage 1, standards in the National Curriculum (NC) assessments in 2006 for English, mathematics and science were slightly below the national and local average, however, the percentage of pupils attaining level 2, the expected level, compares well with similar schools. No pupils in 2006 were awarded the higher level 3 in English. Generally, key stage 1 assessments indicate gradual improvement over the past 3 years.

20. Key stage 2 NC results/assessments have fluctuated over the past 3 years. In 2006 the percentage of pupils attaining the expected level 4 in English is above the national average. NC assessments for 2006 in mathematics and science, however, are significantly below those for similar schools. There is no significant difference between the performance of boys and girls.

21. There has been a good improvement in standards at both key stages since the last inspection. Pupils are making good progress relative to their age and individual level of ability.

22. At key stage 1 and key stage 2 most pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils at both key stages make increasing use of information and communications technology (ICT) to consolidate their language and numeracy skills and to research topics, but these generally, have not been consolidated so that pupils have the necessary confidence to work independently.

23. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. At key stage 1 pupils' bilingual competence is

developing well but at key stage 2, pupils are unable to move with ease between the two languages and, while they understand and can respond to commands and simple questions, this is at a limited level.

24. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons.

25. The school sets realistic targets for pupils in each year group. They are based on a careful analysis of internal and external assessments, particularly in the core subjects. Pupils however, are not involved enough in identifying their own targets for improvement.

26. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions and explore ideas creatively in a number of media. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.

27. Pupils make good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school.

28. There are good links between the school and its community and the school benefits greatly from these links.

29. Pupils are very well behaved. They are polite and courteous to each other and to adults in the school.

30. The attendance of pupils across the school over the last three terms prior to inspection was 92% or less, which is below Welsh Assembly Government guidelines.

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

31. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	83%	17%	0%	0%

32. Lessons judged to be good and no important shortcomings had features that included:

- Good planning with clear learning objectives;
- Good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;
- Work set at the right level for pupils of all ages and abilities and very good support given in lessons;
- Very good relationships helping to create an ethos where learning is nurtured;
- Good use of pupils to demonstrate what they have learnt;
- Good questioning techniques and high expectations that challenge and stimulate pupils;
- Lively and energetic delivery that motivates and excites pupils.

33. In lessons judged to have some shortcomings the:

- Over-direction by teachers limits opportunities for pupils to develop their own ideas;
- Opportunity for pupils to use and develop their ICT skills independently is limited;
- Work is not always appropriately differentiated to challenge the more able pupils.

34. The quality of assessment is good overall. Pupils' work is marked regularly and teachers' comments are encouraging. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. Annual reports to parents on their child's progress fully meet statutory requirements.

35. The school provides a broad, balanced and differentiated curriculum to which all pupils have equality of access. Pupils throughout the school are encouraged to participate and take pride in curricular and extra curricular activities.

36. The pupils are developing a good sense of ownership and responsibility towards the school, its environment and the wider community. Good provision exists for the development of work-related education. The school has started to embark on areas to promote sustainable development and global citizenship.

37. The quality of care, support and guidance is outstanding. It is a happy community where pupils feel valued and supported. There are excellent relationships with parents and carers.

38. A range of well planned initiatives have been introduced to support pupils in literacy and numeracy; all these are having a very positive impact on improving standards.

39. All pupils, irrespective of their social, educational, ethnic and linguistic background are very well supported.

### **Leadership and management**

40. The quality of leadership shown by the head teacher and senior managers is good. The aims of the school are clear and focused on pupils' needs, and are implemented and fully understood by staff and governors. There is a high priority given to raising pupils' standards of achievement.

41. There are thorough and purposeful arrangements for the professional development of teachers and support staff. The governing body is very committed and supportive of the school. All statutory and recommended policies and documents have been adopted by the governors and implemented throughout the school.

42. The school's self-evaluation procedures are highly effective. Pupils' views, the views of non-teaching staff, parents and governors are all taken into account through the school self-evaluation process. The school's self-evaluation report is very comprehensive and of good quality, which identifies clearly the school's good features and areas for improvement. It is used well to inform priorities in the school

development plan. The school has identified the need to focus more on progress and the standards pupils achieve through the self-evaluation process, particularly in the foundation subjects.

43. The school employs a sufficient number of qualified and experienced teachers to deliver the curriculum. Teaching and learning are strengthened by a team of committed and enthusiastic support staff. The school receives good administrative support. The school provides a good level of learning resources suitable to meet the learning needs of the pupils.

44. The budget is well managed and funds are appropriately deployed to support the priorities identified in the school development plan. The supporting role of the Governing Body in its provision of learning resources helps to ensure that the school achieves good value for money.

## **Recommendations**

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 address the shortcomings in the subject reports;
- R2 improve pupils' bilingual competence particularly at key stage 2;
- R3 raise the awareness of pupils in what they need to do in order to improve their work and involve them in identifying their own targets for improvement;
- R4 provide more opportunities for pupils to take responsibility for their own work;
- R5 further develop the monitoring role of subject co-ordinators to focus their judgements more on progress and standards, particularly in the foundation subjects and religious education;
- R6 improve pupils' attendance across the school.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

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

#### Grade 2: Good features and no important shortcomings

45. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

46. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	78%	22%	0%	0%

47. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. The provision provides a good platform for children's future progress.

48. Many children enter school with lower than average standards particularly in language. It is a credit to the teachers that pupils make such good progress in the Early Years which is built upon at key stage 1.

49. The standards of achievement for pupils under-five are as follows:

Areas of learning for under-fives	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical Development	Grade 2	Grade 2
Creative Development	Grade 2	Grade 2

50. At key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information Technology	Grade 3	Grade 3
Design Technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 3
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

51. Generally pupils with special educational needs (SEN) achieve their individual targets and standards of achievement by pupils in the resourced class indicate that these pupils are making significant progress.
52. Looked after children and those with English as an additional language make good progress relative to their age and ability.
53. At the end of key stage 1, standards in the National Curriculum (NC) assessments in 2006 for English mathematics and science were slightly below the national and local average, however, the percentage of pupils attaining level 2, the expected level, compares well with similar schools. No pupils in 2006 were awarded the higher level 3 in English. Generally, key stage 1 assessments indicate gradual improvement over the past 3 years.
54. Key stage 2 NC results/assessments have fluctuated over the past 3 years. In 2006 the percentage of pupils attaining the expected level 4 in English is above the national average. NC assessments for 2006 in mathematics and science, however, are significantly below those for similar schools. There is no significant difference between the performance of boys and girls.
55. There has been a good improvement in standards at both key stages in the core subjects since the last inspection. Pupils are making good progress relative to their age and individual level of ability.
56. At key stage 1 and 2, most pupils make good progress and reach good standards in speaking, listening, reading and writing. The majority of pupils listen attentively to presentations by their teachers and to each other at appropriate levels. They use their reading skills well to obtain information on various subjects and use their writing skills purposefully for a variety of tasks. Pupils at both key stages make increasing use of information and communications technology (ICT) to consolidate their language and numeracy skills and to research topics, but these generally, have not been consolidated so that pupils have the necessary confidence to work independently.
57. In their bilingual development pupils achieve standards that have good features that outweigh shortcomings. At key stage 1 pupils' bilingual competence is developing well but at key stage 2, pupils are unable to move with ease between the two languages and while they understand and can respond to commands and simple questions, this is at a limited level.
58. The majority of pupils show a high level of motivation, interest and enthusiasm in their work and concentrate well during lessons. They are happy to ask questions knowing that their efforts will be appreciated.
59. The school sets realistic targets for pupils in each year group. They are based on a careful analysis of internal and external assessments, particularly in the core subjects. There are no differences in standards of achievement of pupils in terms of social background, language or race. Pupils however, are not involved enough in identifying their own targets for improvement;

60. When provided with appropriate opportunities, pupils enjoy collaborating on creative and problem solving activities. They use an appropriate range of strategies, make hypotheses and deductions and explore ideas creatively in a number of media. However, opportunities are often missed for pupils to take more responsibility for their own work and the recording of it.

61. Pupils make good progress in developing their personal, spiritual, social and moral skills. Very good relationships exist between pupils and adults throughout the school. They have a good understanding of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day. Pupils understand well the principles of equal opportunities and show respect for the diversity of beliefs and cultural traditions in society.

62. There are good links between the school and its community and the school benefits greatly from these links. Pupils have numerous opportunities to broaden their understanding of the importance of community involvement and to play an active part in social and fundraising activities. Visits and visitors to the school help them to have a developing understanding of the world around them and give them a good start in understanding the importance of the world of work and citizenship.

63. Pupils are very well behaved. They are polite and courteous to each other and to adults in the school. They understand the behaviour expected of them which is reinforced with an effective rewards system. Home/School agreements are clearly understood and working well.

64. The attendance of pupils across the school over the last three terms prior to inspection was 92% or less, which is below Welsh Assembly Government guidelines. Nursery in particular was below these expectations at 82%. The introduction of a Breakfast Club has helped to improve punctuality and consistent monitoring is expected to improve figures still further. Overall punctuality is acceptable. Registers are marked and kept appropriately.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

65. Overall, the findings of the inspection team match the judgement made by the school in its self-evaluation report.

66. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

67. Lessons judged to be good and no important shortcomings had features that included:

- good planning with clear learning objectives;
- good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;
- work set at the right level for pupils of all ages and abilities and very good support given in lessons;
- very good relationships helping to create an ethos where learning is nurtured;
- good use of pupils to demonstrate what they have learnt;
- good questioning techniques and high expectations that challenge and stimulate pupils;
- lively and energetic delivery that motivates and excites pupils.

In lessons judged to have some shortcomings the:

- over-direction by teachers limits opportunities for pupils to develop their own ideas;
- opportunities for pupils to use and develop their ICT skills independently are limited.

68. Teachers have good subject knowledge, are well trained and have high expectations of their pupils. They avail themselves of professional development opportunities, and transfer new skills successfully into their practice. The school's work in using a range of different strategies to support pupils in language and numeracy is very effective. This has a marked impact on the progress pupils make. Resources are used effectively to enhance the quality of lessons.

69. There are good working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and provide appropriate support. All members of staff are fully committed to equal opportunity, regardless of gender, ability or race. All pupils are treated fairly and with respect. Very good team work is evident with all adults across the school.

70. Provision for pupils' bilingual development is progressing well. A range of opportunities are being put in place to support pupils' learning in this area but have yet to be fully realised. Where the use of incidental Welsh takes place, this makes a positive contribution towards pupils' bilingual competence. However, incidental Welsh is not consistently used in all classes and opportunities to use Welsh in different areas of the curriculum are missed.

71. The quality of assessment is good overall. Pupils' work is marked regularly and teachers write comments that explain how pupils can improve their work. On-going teacher assessments provide information and evidence to support planning for pupils' further needs.

72. In the Early Years staff very skilfully make and record observations of the children's achievement which are very closely matched to the expectations of the Desirable Outcomes. These are used to set new targets and guide the planning.

73. A comprehensive whole-school system of assessment tracks pupils' progress over time, particularly in the core subjects. This process is informed by relevant data from Early Years and end of key stage assessments. The information is used to promote higher standards and to ensure that pupils' learning opportunities are appropriate.

74. Procedures for early identification and referral of pupils with SEN are well developed. Screening of reading and spelling and the use of Maths Recovery assessments ensure early indications of difficulties are identified and addressed properly. Where appropriate pupils with SEN are assessed by appropriate agencies. The assessment of teaching and learning for pupils in the resourced class is given high priority. Detailed records are maintained to show every aspect of pupil progress and development.

75. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. Targets for improvement are set for each pupil and each year group. Pupils' self-assessment, however, is at an early stage of development. Generally pupils are insufficiently involved in setting their own targets.

76. Annual reports to parents on their child's progress fully meet statutory requirements. Reports provide parents with information about how they can help their child with their progress in the core subjects.

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

**Grade 2: Good features and no important shortcomings**

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

78. Areas judged to be good and no important shortcomings had features that included:

- A broad, balanced and differentiated curriculum;

- Good curricular and extra curricular activities;
- Good spiritual, moral, social and cultural development;
- Good partnership with parents;
- Good links with the community;
- Good work related education.

79. In areas judged to have some shortcomings the:

- provision for promoting bilingualism is underdeveloped at key stage 2;
- opportunities to have a greater understanding of the wider world are limited.

80. The school provides a broad, balanced and differentiated curriculum to which all pupils have equality of access. This provision meets statutory requirements. It also caters for the whole range of pupils' needs with very good provision for pupils with SEN and low achievers. Good practice exists across the school to provide equality of opportunities for all pupils.

81. The learning experiences provided for the children in the Nursery are appropriate to their needs. There is good progression between the activities planned for children in the Nursery and those in Reception. The programmes of study at key stages 1 and 2 are well developed and provide a flexible and coherent continuum of learning experiences for the pupils across NC subjects. In religious education pupils follow a broad programme based on an agreed syllabus for four North Wales counties. The planned allocation of time to subjects is balanced.

82. The school makes good efforts in the development of pupils' experiences of the Welsh language. However, the school recognise that this is an area that requires further development and is making positive steps to improve the bilingual competence of the pupils.

83. In June 2006 the school was awarded the Basic Skills Quality Award. Good overall provision is made for developing learners' basic and key skills.

84. Pupils throughout the school are encouraged to participate and take pride in curricular and extra curricular activities. The varied programme of educational visits and visitors to the school enrich pupils' curricular experiences. Pupils have access to a wide range of extra-curricular activities, which include community, consortium and county sporting events. All these make a positive contribution to pupil development.

85. The overall provision for pupils' personal, social and moral development is good. The provision to promote pupils' personal development is a distinctive feature. Assembly and Circle Time provide a good opportunity for pupils to participate, respond and reflect on their daily lives, families and events. Pupils distinguish between right and wrong and are constantly encouraged to be honest, fair, and respectful. Pupils are given good opportunities to act and behave responsibly. The very good relationship that exists between staff and pupils, as well as between the pupils themselves is a strong feature of the school.

86. The pupils are developing a good sense of ownership and responsibility towards the school, its environment and the wider community. The School Council discusses school matters and wider issues such as recycling and fund raising for

charity. There are good opportunities in history, geography and religious education lessons for pupils to study their own Welsh culture and other cultures.

87. Partnership with parents is a strong feature. There are also strong links with the local community, and a number of well planned visits, and visitors to the school help to broaden and enhance pupils' learning experiences.

88. The school has good links with local high schools and these work well to ease the transition from one phase of education to the next.

89. Good provision exists for the development of work-related education. The good working relationship between the school and local businesses contribute much towards pupils' knowledge of the world of work.

90. The school has started to embark on areas to promote sustainable development and global citizenship. It has received three awards for the Healthy Schools initiative. An International Day in the summer term contributed towards a greater understanding of the wider world. This is recognized as an ongoing area for further development.

91. Both the School Council and the Green Fingered Club have displayed some entrepreneurial skills by raising money for identified needs within the school. Involvement in these also help to develop pupils' democratic and life long learning skills.

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

##### **Grade1: Good with outstanding features**

92. The overall findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report. The inspection team judged the following areas good with outstanding features:

- the quality of personal support and guidance the pupils receive;
- the relationships with parents and carers;
- the resourced Applied Behaviour Analysis class;
- the diagnosis and provision for additional learning needs.

93. Other good features include:

- induction and transition programmes ;
- effective use of support services;
- procedures to deal with pupils whose behavior impedes progress;
- parental involvement.

94. The quality of care, support and guidance for pupils is outstanding. It is a happy community where pupils feel valued and supported. Very good relationships exist between children and staff. Pupils spoken to during the inspection said they felt confident that any incidents of bullying or oppressive behaviour would be dealt with promptly and fairly.

95. There are excellent relationships with parents and carers; this was evident from

the very positive responses from parents both at the pre-inspection meeting and from the pre-inspection questionnaires. Parents see the headteacher and staff as very approachable and know their views are valued and taken into consideration. They are encouraged to be involved in every aspect of their child's education. The school effectively promotes the importance of this role.

96. The induction programmes for children entering school and transferring to secondary schools are good. Staffs from these schools visit throughout the year, often taking assemblies. An anti bullying policy has been drawn up and agreed with both local high schools.

97. The quality of provision of support and guidance for all pupils is a major strength of the school. There are excellent strategies in place to ensure effective planning and management of its care arrangements. Health and Safety provision meets requirements and regular audits are carried out. The school is involved with the Healthy Schools Initiative which has improved pupils' eating habits.

98. The school works closely with the Inclusion Welfare Officer and has good procedures in place for monitoring attendance, punctuality, behaviour and performance. Attendance in nursery continues to be an area of concern. Since its introduction, pupils are keen to attend the Breakfast Club and as a result, punctuality has improved.

99. The school values the input of a range of local authority (LA) support services and effective use is made of these. The co-operation between the school and these external agencies enhances the provision of support and guidance for the pupils and their families.

100. The headteacher is the nominated person with responsibility for Child Protection. All staff have had appropriate training and are aware of the signs and symptoms of child abuse. Parents are informed via the school prospectus of the duty the school has in reporting any suspicions of abuse.

101. The school has developed very effective procedures to deal with pupils whose behaviour impedes their progress. Some pupils have Individual Behaviour Plans with appropriate guidelines and strategies for staff to follow. Every effort is undertaken to ensure that other pupils have the opportunity to learn with the minimum of interference and disruption.

102. The resourced or Applied Behaviour Analysis (ABA) class caters for key stage 1 pupils with Autism. Jointly funded by Flintshire and Wrexham local authorities; it is an excellent intensive short term course aimed at helping pupils to return to mainstream education. Individual targets are set and excellent pupil progress is observed. The organisation, planning and assessment are extremely meticulous. Individual programmes are based on the National Curriculum. Staff receive in-house training by a consultant behaviour analyst who attends the ABA class four days a week; this training has been effective. A great deal of work and support is undertaken by staff with the parents.

103. The school effectively diagnosis individual learning needs. The special educational needs co-ordinator (SENCo) efficiently co-ordinates and monitors all aspects of the SEN provision thus enabling pupils to receive a broad and relevant curriculum matched to their individual and entitlement needs. Individual Education Plans are completed twice a year for pupils with statements of special educational needs and targets for improvements are identified. Assessment, recording and reporting procedures meet statutory requirements.

104. The school provides outstanding additional support to meet individual needs. A range of well planned initiatives have been introduced to support pupils in literacy and numeracy; all these are having a very positive impact on improving standards. An important aspect of the additional provision is the valuable role and work undertaken by efficient and enthusiastic support staff.

105. All pupils, irrespective of their social, educational, ethnic and linguistic background are very well supported. The school has an appropriate race relations policy and ensures all pupils have equal opportunities to take part in school activities. Diversity is celebrated and other beliefs and traditions feature in the school curriculum.

106. The school takes every reasonable step to ensure that no disabled pupils would suffer from being treated less fairly.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

108. The quality of leadership shown by the head teacher and senior managers is good. There are effective communication and consultation arrangements in place which enables all staff to have a say in determining policies and priorities. The school's policies and procedures provide clear guidelines for promoting every aspect of school life. There is positive and clear direction to the work of the school.

109. The aims of the school are clear and focused on pupils' needs, and are implemented and fully understood by staff and governors. Due regard is given to promoting equal opportunity. There is a strong element of team work within the school which enables the school to operate in an environment of mutual trust and understanding.

110. The school takes account of national priorities and these are integrated into the daily life of the school. The receipt of the Basic Skills Quality Mark, the Investor in People (IIP) Award and recognition for work on the Healthy School Initiative are good examples of this. These initiatives are having a positive impact on pupils' learning and well being.

111. There is a high priority given to raising pupils' standards of achievement. Realistic and ambitious targets are set according to statutory requirements which are regularly reviewed to monitor progress. External tests are rigorously analysed to predict outcomes and to plan work and support required to best meet the interest and ability of individual pupils.

112. The management of the SEN provision is particularly effective in ensuring pupils make very good progress. The school development plan (SDP) 2005-2006 recognises the need to raise standards in key stage assessments in order to improve the school's position in comparison with other schools.

113. There are thorough and purposeful arrangements for the professional development of teachers and support staff. Appropriate professional development opportunities are accessed, shared and discussed. Weekly in-house training sessions are arranged to enable staff to share knowledge and expertise with colleagues. *Audit Trails* are completed by staff who attend training sessions to assess value for money.

114. Performance management arrangements are well established within the school, and have empowered all staff to take responsibility for their own learning. The headteacher and senior management team share responsibility for this process. The recent IIP review confirms that management and leadership structures within the

school are well organized ensure good communication, effective deployment of staff and equality of opportunity for all.

115. The governing body is very committed and supportive of the school. They are aware of their statutory and legal responsibilities which are fully met. They are confident that they set realistic and challenging targets each year. Governors are increasingly becoming better informed about all aspects of school life and good progress has been made in this respect since the last inspection. Individual governors have recently adopted responsibility for specific subjects but require further training to ensure they fulfil these roles effectively.

116. There are established procedures for the governing body to challenge the impact of practice on standards. Monitoring systems by staff and governors are progressing well, with good practice already in place for some subjects.

117. The Governors Annual Report to Parents is comprehensive and fully meets statutory requirements.

118. All statutory and recommended policies and documents have been adopted by the governors and implemented throughout the school.

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

##### **Grade 2: Good features and no important shortcomings**

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

120. The school's self-evaluation procedures are highly effective. All teaching staff are involved in systematic discussion and evaluation of their own work, work of the subjects which they are responsible for, year groups and of the school.

121. The inspection team's judgements match that of the school in all key questions but one. The school has under estimated its judgement in key question 4. The support and guidance which all pupils at the school receive is an outstanding feature.

122. Pupils' views, the views of non-teaching staff, parents and governors are all taken into account through the school self-evaluation process. A self-critical and supportive culture is well established to improve provision and performance. This is accepted as part of on-going good management practice.

123. The school's self-evaluation report is very comprehensive and of good quality, which identifies clearly the school's good features and areas for improvement. It is used well to inform priorities in the SDP. This is a working document which clearly sets out priorities, the action required against each priority, costings, time scales and success criteria.

124. Strategies for assessing and evaluating pupils' standards of achievement in the core subjects are very effective. Teachers' analysis of assessment records helps to identify strengths and shortcomings and to set individual targets for pupils. The quality of this work is very good. There is very good awareness of performance in county and national contexts, including comparisons with comparator schools.

125. A rolling programme of classroom observations to monitor the quality of teaching and learning is a well established practice. Subject leaders scrutinise pupils' work and identify good practice and areas for further development. Useful portfolios of pupils' work in all subject areas are produced. However, the monitoring reports in the foundation subjects and religious education lack judgments on the progress and the standards which pupils make.

126. The school has continued to make good progress since the last inspection. All the key issues have been addressed which has resulted in the school making good progress in raising standards.

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

#### **Grade2: Good features and no important shortcomings**

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

128. Areas judged to be good and no important shortcomings had features that included:

- Well qualified and experienced teachers for curriculum delivery;
- Committed and enthusiastic support staff;
- A good range of suitable learning resources;
- Sharing of expertise between staff;
- Good quality displays of pupils' work;
- A range of opportunities for further professional development of staff;
- A well- managed budget;
- Good support from the governing body.

129. The school employs a sufficient number of qualified and experienced teachers to deliver the curriculum. The arrangements for their deployment and responsibilities are well considered. Curriculum leaders make an important contribution to the development of their subject areas, monitoring teachers' planning and pupils' standards of work. Staff share individual expertise and support each other well.

130. Teaching and learning are strengthened by a team of committed and enthusiastic support staff. They are effectively deployed within the school and provide a substantial input with planning, teaching and recording pupil progress.

131. The school receives good administrative support. The caretaker and cleaners maintain a high standard of cleanliness within the building whilst the kitchen staff provide a good Breakfast Club and a nutritious lunch for the pupils. These valuable staff contributions are recognised by the headteacher and staff as an important

aspect of the daily life of the school in functioning as an effective and caring community.

132. The school provides a good level of learning resources suitable to meet the learning needs of the pupils. Resources are held in the classrooms and are age appropriate. The range of resources, including worksheets, enhances the quality of pupils' work in the areas of learning. School and class libraries are well stocked. Regular curriculum audits identify and address any additional resource needs.

133. The school is housed in two buildings. Internally, the fixtures and furniture are in good condition and adequate for the number of pupils attending. The classrooms are bright and welcoming. Good displays of pupils' work are seen in the corridors and throughout the school. This enhances the learning environment, provides stimulus for learning and contributes to the welcoming ethos. There are two large halls and a large playing field which are used effectively for various activities.

134. Both teaching and support staff receive good opportunities for further professional development. Training days and staff meetings are purposeful and relevant to pupils' needs.

135. Planning, preparation and assessment time for teaching staff is organised and implemented efficiently. Resources allocated for workload reduction and workforce remodelling are used to good effect.

136. The budget is well managed and funds are appropriately deployed to support the priorities identified in the school development plan. The supporting role of the Governing Body in its provision of learning resources helps to ensure that the school achieves good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

137. Standards of achievement in the areas of learning for children under five in nursery and reception classes are judged as Grade 2.

138. The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes for Children's Learning.

#### **Language, literacy and communication skills**

##### **Grade 2: Good with no important shortcomings**

###### **Good features**

139. Children in the nursery, many of whom start with very limited language ability, make good progress in developing their language skills. They listen attentively to the teacher and follow instructions readily. In the reception class progress in speaking and listening is good. The children listen attentively to the teacher and to each other. They talk about their experiences with increasing confidence using appropriate vocabulary when talking about autumn

140. The children are making good progress in acquiring early reading skills. Nursery children know that words written by the teacher have meaning and make good progress in basic letter and word recognition. Children in reception handle books correctly and make good progress with their reading.

141. The children enjoy writing using a combination of words and pictures to convey meaning. They make good use of ICT to support early writing.

142. The Welsh language is very successfully introduced to children. Adults model bilingualism effectively and as a result nursery children new to the language quickly develop confidence in speaking Welsh. Reception children are enthusiastic Welsh learners. They understand and respond readily to a range of everyday commands. Children repeat number rhymes and count in Welsh.

#### **Personal and social development**

##### **Grade 2: Good with no important shortcomings**

###### **Good features**

143. Personal and social skills are given a high priority in the Early Years with the result that the children are polite and friendly to visitors. In the nursery, children develop good relationships with adults and other children, showing respect and care.

They know the routines and are increasingly confident as they explore new learning situations.

144. In the reception class, children are confident in carrying out their daily activities. They are keen learners and most are able to concentrate and persevere until tasks are completed. The majority work well independently and co-operate well in pairs and in small groups. They take responsibility for their personal hygiene.

145. The well structured activities develop their ability to select what they want to do, with the result that children increasingly concentrate for long periods of time, particularly in the reception class.

## **Mathematical Development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

146. Children in the nursery and reception class make good progress in counting. The children classify and sort and make patterns confidently and many understand numbers to five and beyond.

147. By reception they can recognise and order numbers to ten and they count accurately to twenty. They can spot a missing number in a sequence from 1 – 10. The children respond well to challenging questions posed by the teacher. The more able children add the number of flowers correctly, using one-to-one matching and are able to explain how they worked out their answers.

## **Knowledge and Understanding of the world**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

148. The children develop a good knowledge of many aspects of family life and the world around them through the very good range of role play activities and well planned topics.

149. The children have a good knowledge of their local environment. By the start of their reception year, pupils have a good knowledge of the many changes of the seasons and the colours of autumn leaves.

150. All children understand that living things should be treated with care and concern. Their skills and understanding of the use of ICT in the world around them is developing appropriately.

151. Reception children develop a good awareness of the sequence of their school day, retell past events well, and have a good idea of the difference between weekdays and weekends. They know that squirrels hide acorns in autumn and dig

them up in spring when they are hungry. In discussion, children name some healthy foods and explain why eating some foods can damage their teeth.

152. Children listen to stories from the Bible and have a developing understanding of different faiths. They understand that some people are not as well off as they are.

## **Physical development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

153. The children have a good understanding of how to play safely both outdoors and in. Gross motor skills are developing well as they push and pedal wheeled vehicles with increasing confidence and ability. They change and share vehicles when directed.

154. Nursery pupils demonstrate increasing levels of hand eye co-ordination and children in the reception class demonstrate increasing good control of pencils, pens and paint brushes.

155. Reception children move very well in response to music, showing good awareness of the nature of the music and vary their movements accordingly. They utilise space well.

## **Creative development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

156. Children sing a variety of songs and rhymes in English and Welsh with enjoyment and increasing confidence.

157. They work in large and small media creating pictures, prints and drawings linked to the areas of learning and different topics. They respond imaginatively using a range of resources and often show good levels of skills in applying paint and mixing colours.

158. They make pictures using collage, sticking and cutting techniques. Cutting and sticking skills in the reception class are well developed.

## English

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

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

### Good features

159. Pupils at both key stages make good progress in speaking, listening, reading and writing skills. They settle down quickly to tasks and remain focused for long periods.

160. At key stage 1, the majority of pupils listen attentively and answer questions enthusiastically and without inhibitions. They respond confidently in response to teachers' well structured questions. Teachers provide good role models which support all pupils in developing a range of vocabulary and speech patterns.

161. At key stage 2, many pupils express their ideas clearly and are acquiring a good range of vocabulary. Boys and girls contribute equally to discussions in class when arguing differing points of view. They make good progress in listening, and have good recall of much of what they have learned previously and attend respectfully to other pupils' contributions.

162. At key stage 1, pupils read at levels appropriate to their age and ability and are making good progress. Those who are less able use appropriate strategies to arrive at meaning: for instance, by building up words phonetically or using illustrations or context of the story to help.

163. At key stage 2, the majority of pupils read accurately and fluently. The more able read with expression and intonation basing their interpretation on grammatical features such as commas, full stops and question marks. They predict outcomes of stories imaginatively and have good understanding of the texts. Pupils know the difference between fiction and non-fiction texts and give good reasons for choosing their books. They talk about their favourite authors with confidence and are able to justify their choices.

164. At key stage 1, pupils are making steady progress in writing according to their ability and focus well on the given task. More able pupils have a clear understanding of how to punctuate a sentence.

165. At key stage 1, pupils' writing is developing well and is varied in its range and purpose. They recognise that writing is in a variety of forms and used for different purposes and audiences. Pupils are able to respond to non-literary texts and can put together instructions appropriately. Pupils show a good command of sentence construction, punctuated appropriately with capital letters and full stops. Some extended writing by the more able pupils is well produced.

166. At key stage 2, pupils make good progress in writing in different styles such as dialogues, letters, newspaper articles and some poetry. When writing narratives and descriptions pupils are aware of character, conflict and setting in their own work and

structure their writing accordingly. Many of the more able pupils develop a fluent, confident style by the end of key stage 2.

### **Shortcomings**

167. The opportunity for pupils to use ICT to support their learning is sometimes missed.

<b>Welsh second language</b>
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**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

168. In all classes prominence is given to displaying Welsh vocabulary and phrases. A scheme of work for Welsh has been prepared by the co-ordinator which has led to an increased use of the language by teachers and support staff. This is having an impact on the standards being achieved.

169. At key stage 1, pupils build on the very good start they make in learning the language in the Early Years. They know and use a range of vocabulary, phrases and sentence patterns. They ask and answer questions in familiar situations and their pronunciation and intonation is improving. They sing a range of songs and rhymes which help to consolidate the language patterns learnt. In Year 2, pupils respond well in role-play situations and make appropriate use of the phrases they have learnt. They are able to read from familiar texts and write for a range of purposes.

170. At key stage 2, most pupils react appropriately to simple greetings and have an understanding of everyday classroom phrases. Younger pupils are able to ask and respond to a range of basic questions about themselves and can describe the weather. Older pupils can say their name, how they feel and comment on their likes and dislikes. The more able can recall a sufficient range of simple phrases and sentence patterns to sustain a simple conversation.

171. Generally pupils read familiar words accurately when presented in the form of flash cards and in classroom displays.

172. Across the key stage pupils increasingly engage in written tasks which help them to become familiar with sentence structures and reinforce vocabulary. Younger pupils write words, phrases and short sentences to express simple information. Older pupils write following set patterns.

### **Shortcomings**

173. At key stage 2, pupils' range of language is narrow and a significant number have an insecure grasp of the vocabulary and sentence patterns they use. Generally they lack confidence in speaking and are very reliant on the written word and the prompting of their teachers.

174. Pupils' reading and writing is within a limited range. Insufficient use is made of Welsh texts to improve their reading. Pupils' independent writing skills are underdeveloped.

## Mathematics

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### Good features

175. There has been a good improvement in standards at both key stages since the last inspection. Analysis of internal testing, the scrutiny of pupils' work and discussion on pupils' knowledge and understanding of different aspects of mathematics, show that they are making good progress relative to their age and individual level of ability.

176. At key stage 1, pupils make good progress in understanding number and place value. The majority have a good grasp of numbers up to twenty, and accurately add on and back in steps of different sizes. By the end of year 2, the more able pupils have a good understanding of number up to a thousand. Pupils are able to discuss their work confidently using appropriate mathematical language.

177. Pupils at key stage 1 make good progress in their appreciation of two-dimensional shapes and their properties. They use appropriate language to describe shapes and patterns and sort them based on their different properties. They are beginning to recognise and describe three-dimensional shapes.

178. Pupils develop their practical experience of measurement by measuring lengths of coloured ribbons. Good progress is observed as the pupils work in pairs, discussing, estimating and accurately recording their findings.

179. At key stage 2, pupils respond quickly to mental exercises based on multiplication tables. They have a secure understanding of both mental and written calculations. They have a good grasp of the four rules of number working with money, measurement and fractions.

180. In a range of activities they estimate, measure and record their findings accurately. They discuss their findings and resolve any problems they encounter. They sensibly discuss the importance of correct measurements. Pupils follow instructions and complete worksheets on measuring accurately.

181. At both key stages, pupils can interpret information on a graph and draw conclusions. They can produce bar and line graphs associated with the work that they have done.

182. At key stage 2, pupils correctly explain their knowledge of approximations, percentages, line graphs, temperatures and reflective symmetry. They understand

simple fractions and they can calculate the area of different shapes. They have a firm grasp of time using either the 12 or 24 hour clock.

183. A small group of pupils with SEN explain the properties of different 2D shapes. They respond enthusiastically when comparing the shapes to everyday objects. They sort shapes into two sets before progressing to produce a Venn diagram.

184. At key stage 2, pupils have a good understanding of angles using Logo. They understand how to direct the 'turtle' and estimate accurately the number of degrees required to change movement in another direction. The more able pupils collaborate to input instructions on the computer and confidently make corrections if required.

## Science

**Key Stage 1: Grade 2: Good features and no important shortcomings**  
**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

185. At key stage 1, pupils develop good observational skills and respond appropriately to scientific ideas. They communicate their ideas in a variety of ways and are confident in their knowledge about living things and describe basic conditions, such as a supply of food, water and air that animals need to survive.

186. They group materials according to their properties and recognise the similarities and differences between them. They sort materials into groups, separating them on the basis of simple properties that can be seen or felt. They carefully observe and record how some materials are changed by heating and cooling.

187. At key stage 1, pupils are aware of the effect of exercise on their bodies and that eating the right types and amount of food help people to keep healthy. They know that smoking and the abuse of drugs is bad for them. They correctly name the major parts of the human body.

188. At key stage 1, pupils are beginning to have a good understanding of investigational skills, they know how to turn ideas suggested to them, into a form that can be investigated. They recognise that a test needs to be fair.

189. At key stage 2, pupils are confident in using scientific names to recognise and name the major parts of the human skeleton. They describe its function accurately.

190. Pupils demonstrate knowledge and understanding of aspects of materials and their properties and describe differences between properties of different materials and explain how these differences are used to classify substances such as solids, liquids and gases. They use appropriate scientific terms to describe changes.

191. At key stage 2, pupils use their knowledge and understanding to link cause and effect in explaining how an electrical circuit works and how it is controlled using a switch.

192. At key stage 2, pupils recognise that feeding relationships exist between plants and animals in a habitat, and describe these relationships, using food chains. Pupils describe different habitats and the creatures that live in them. They distinguish between living and non-living things and describe the conditions that are required for plants to grow healthily.

193. Pupils at key stage 2 respond to suggestions and carry out investigations successfully. As they progress through the key stage they are beginning to have a good understanding of the need to predict outcomes, what to keep the same, what to change and the importance of fair testing.

### **Shortcomings**

194. At key stage 2, opportunities for pupils to design their own investigations and determine their own method of recording their findings are underdeveloped.

195. The use of IT for this purpose is also missed.

## **Information technology**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

196. At key stage 1, pupils make increasing use of ICT to consolidate their language and numeracy skills using a range of programs linked to NC requirements.

197. Pupils use the keyboard and mouse to select from drop-down menus and to select and manipulate images and text on screen. Their ability to load and print independently is beginning to develop. They use drawing and painting commands successfully to colour their designs. They enter and print out information about the weather. They know how to plan a series of commands to instruct a 'roamer' to follow a pre-arranged path.

198. At key stage 2, most pupils in Year 3 and Year 4 when working with simple text can change the size of print and fonts, add effects such as borders and insert images to illustrate their work. They use simple databases to record information and are able to display the information in the form of graphs.

199. In Year 5 and Year 6 most pupils are proficient in using a range of software packages in relation to enhancing and reinforcing literacy and numeracy skills. More able pupils' skills in communicating different types of knowledge are good. They make effective use of graphic design to illustrate their work. Exploration of the Internet as a tool for investigation is at an early stage of development.

### **Shortcomings**

200. A significant number of pupils lack confidence and their keyboard skills are insufficiently developed to enable them to use ICT effectively to support their learning

across the curriculum. Generally their ability to discuss their use of ICT and to assess its value is limited.

201. At key stage 1, generally pupils have not consolidated their skills sufficiently in saving and retrieving their work independently.

202. At key stage 2, pupils' use of modelling and simulations to explore patterns and relationships have not been sufficiently developed. Pupils are not sufficiently familiar with spreadsheets and with sending and receiving messages on e-mail.

203. The use of the interactive whiteboard to enhance pupils' understanding of, and enthusiasm for, Information Technology itself and a range of other subjects is underdeveloped.

## **Design technology**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

204. At key stage 1, pupils, when designing and making, talk about familiar products, what they like and dislike about them. They use simple tools and assemble and join materials in a variety of ways.

205. They use construction kits effectively to create a moving vehicle. They can explain how different moving parts are needed to allow movement. In their display work on moving animals, pupils describe their ideas and how they have used them to solve the task in hand.

206. At key stage 2, pupils develop their ideas for products recognising that users have views and preferences. Pupils plan what they are going to make and how they are going to make it. They evaluate their work as it develops suggesting ways of improving their designs if required.

207. Pupils at key stage 2 understand how to access information to research their different topics.

### **Shortcomings**

208. At both key stages, pupils' designs do not reflect sufficient development of ideas and the designs used by the older pupils is only of a fair standard.

209. Pupils' ability in using ICT in designing sketches is underdeveloped.

210. The ideas and finished work of older pupils lack variety and this can be attributed to their over-dependence on adult guidance.

## History

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### Good features

211. At key stage 1, pupils develop good historical knowledge and awareness of different periods and events in Wales and Britain. They make effective use of colourful books and wall displays to explore how things today are different to those in the past.

212. They display a good response and understanding of life in Stuart times. They answer questions correctly and willingly give opinions. They speak enthusiastically of their study of a child's day in Victorian times. Good progress and understanding was observed.

213. History does not feature on the timetable at key stage 2 this term, but discussion with pupils show that they have a good understanding of chronology and an awareness of what life was like at the time of the Celts and during the Roman occupation.

214. A visit to the Deva Centre in Chester by year 3 pupils, gave an enriching experience, and a good understanding of what life was like in Roman times. Pupils recall their visit and display good knowledge when discussing Roman artefacts e.g. pottery, mosaics, clothes and houses.

215. Older pupils at key stage 2, having studied the Second World War, offer sensible points of view for the possible outbreak of war. They are able to distinguish fact from opinion.

216. Pupils make good use of IT to support their work particularly when researching for new information.

## Geography

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### Good features

217. At key stage 1, geography is not taught as a subject during the first half of the autumn term. However, discussion with pupils indicates that they have a good understanding of their local area and the wider world.

218. Pupils speak enthusiastically of a visit undertaken to a nearby seaside town. They describe the physical and human features of what they have seen and they understand what attracts visitors to the seaside in Summer.

219. Mapping skills at key stage 1 are developing well; pupils can draw a simple map and describe their route to school. They identify the main buildings on the way, describing their functions. They can make simple comparisons between a map they have drawn and one studied in a book. They understand directions and estimate the walking time involved between their home and school.

220. They can locate Buckley on a map of Wales. They can distinguish between land and sea and are aware that Cardiff is the capital of Wales. They recognise Anglesey and know that Buckley is in Flintshire.

221. At key stage 1, pupils from their study of Botswana are aware of the similarities and differences between two countries. They identify Botswana on a world map and recall with good knowledge, a visit to the school of a woman from Kenya who gave an interesting account of the country.

222. At key stage 2, pupils study geographical features of their local area. On a map of Wales they recognise the national parks and rivers. They know that Buckley is situated in the north east of Wales, close to Wrexham and that the Snowdonia National Park is to the west.

223. At key stage 2, pupils show good understanding when they compare an aerial photograph and a map of Llanarthne. They recognise similarities and differences and locate the main features, e.g. river, roads, church. They compare the map of Llanarthne with a map of the Buckley area and describe the differences they observe, particularly in terms of population. Pupils are developing good mapping skills.

224. Pupils display a good understanding of environmental issues and sustainable development, and identify ways in which human activity affects the environment. The more able pupils pose geographical questions, make observations and analyse evidence.

## Art

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

225. At key stage 1, pupils use a good range of materials and techniques to express and experiment with their ideas. There are good examples of work exploring the use of lines, wash and powder paint.

226. Pupils draw and sketch, experiment with paint and colour to shade appropriately. They recognise similarities and differences between their own work and that of others; they respond to these by talking about them in simple terms and describe what they feel or think about them.

227. The majority of pupils show good observational skills and explain with confidence the process they went through to produce their finished work.

228. At key stage 2, pupils undertake a variety of work using a range of media. They choose materials for collage sensibly and produce some effective designs. Older pupils draw good sketches from a range of different perspectives using pencils and pastels confidently.

229. Their understanding of primary colours is secure and they have a good awareness of the results of two-colour mixing. They evaluate their own work and that of others sensibly.

230. Pupils at both key stages have a good knowledge of the work of Welsh and internationally renowned artists and can copy some of their techniques to their own work.

### **Shortcomings**

231. At key stage 2 there is insufficient progress made in handling a range of materials to experiment and to work independently.

232. The use of sketch books in order to record observations and to experiment with their ideas is underdeveloped.

## **Music**

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### **Good features**

233. At key stage 1, pupils enjoy performing and listening to music. They sing a variety of simple songs with a degree of dynamics and medium pitch. They manage to keep in tune and maintain a good rhythm. During a warm up session they clap to the rhythm of the music as they pass a beater. Some pupils raise and lower their arms/hands to the pitch. They sing a Welsh song with appropriate hand movements and a few pupils manage to maintain a correct pace.

234. Pupils select and organise sounds in response to the hare and tortoise story. They compose and arrange the music by selecting an array of cards depicting the animals in order to produce correct pace with a selection of instruments. Good progress is observed as they work together to create a composition which has a musical shape.

235. At key stage 2, pupils show a good sense of rhythm whilst singing and accompanied by instruments. They choose appropriate instruments for the song and describe the feelings expressed by the music.

236. A small group of pupils enjoy a brief session on duration, dynamics and structure. Using a base and snare drums, beaters and cymbal, they maintain an individual part within the group. They are fully engaged and interested and perform to a good standard. Whilst listening to recorded music, they recognise some of the instruments played and evaluate the sound produced.

237. At key stage 2, pupils compose and arrange music to a storm theme. Working together, they devise a musical idea to produce a composition. Good use is made of rhythm, texture and pace to evoke the mood and various stages of a storm. Most pupils handle and play the instruments well. They are delighted with the completed composition especially when they recognise their individual contribution.

238. Singing features strongly throughout the school. The standard of singing in both Welsh and English is good. The pupils sing with enthusiasm both during class Circle Time and in Assembly.

239. The school choir rehearse regularly and take part at functions within the community. During the inspection, the choir sang in two part harmony during the harvest festival service

## Physical education

**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 2: Good features and no important shortcomings**

### Good Features

240. At both key stages, pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life-style.

241. Pupils at both key stages undertake 'warm up' activities enthusiastically and understand the purpose of them. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.

242. At key stage 1, pupils in their dance lesson show good control when moving around the school hall adapting and refining the basic actions of travelling, jumping and turning. They use space well. They are aware of the right posture required to perform successfully.

243. They are given opportunities to evaluate their work, this they do successfully and when asked to demonstrate to others do so with pride and enthusiasm.

244. At key stage 2, pupils again respond well to instructions during the warm up activities and are able to put a sequence of movements together using a variety of actions. They demonstrate good control and imagination, varying their methods of travel around the hall. Pupils adapt and refine their movements as they transfer

weight from feet to hands, balancing, rolling and turning as they do so. They observe good sporting behaviours.

245. Evaluation of work is again a strong feature of lessons at key stage 2.

## Religious education

**Key Stage 1: Grade 2: Good features with no important shortcomings**

**Key Stage 2: Grade 2: Good features with no important shortcomings**

### Good features

246. At key stage 1, pupils demonstrate a good knowledge of Biblical stories e.g. they recall the story of Moses and his people in the wilderness accurately.

247. They have a good understanding of the key events in the Christian calendar such as Easter and Christmas. Some pupils know they have been baptised to the Christian faith and have godparents.

248. At key stage 1, pupils develop a secure knowledge of the basic beliefs and practices of other religions. The majority of pupils make good progress in their understanding of Jewish celebrations. They discuss with understanding the Jewish Festival of Sukkot.

249. By the end of key stage 1, pupils are developing an understanding of the meaning of worship and prayer. They know a variety of prayers which they recite during the day. They understand the necessity for rules in our society.

250. At key stage 2, pupils show an increasing understanding of other religions such as Islam and Judaism. Pupils write accounts of the Qur'an and Makkah. They refer to the ninety nine names of Allah and make paintings of prayer mats. They understand the significance of some of their celebrations.

251. Pupils can give a good account of Bishop William Morgan and his translation of the Bible and of Mary Jones and her effort to purchase a Bible.

252. By the end of key stage 2, pupils are beginning to understand the importance of taking responsibility for their own actions and to be good Christians.

## **School's response to the inspection**

The Governors, staff and pupils of Westwood are delighted with the inspection report which we all agree is a true reflection of our school at present. We were very pleased that the inspectors endorsed the majority of our self evaluation judgements and that they believed that we had underestimated our achievements in grading one of the key questions.

We are proud that the report confirms that we successfully achieve our school mission statement of providing 'a safe, caring and happy environment where everyone may learn and grow together. We are pleased that the report states that the quality of care, support and guidance for pupils is outstanding. We are pleased to see acknowledged the very good relationships that exist between pupils and adults and that pupils feel confident that any incidents of bullying or oppressive behaviour will be dealt with promptly and fairly.

It is very pleasing that the report states that Westwood is a good school where all pupils make good progress in their learning and achieve good standards relative to their age and ability. The staff and governors have worked hard to ensure that all pupils have equality of access to a broad and balanced curriculum, foster a sense of pride in our school and ultimately raise the profile of Westwood within the community.

As Headteacher and nominee on the Inspection team I would like to thank all the inspectors for allowing me to have an equal input into all the discussions and for the constructive and sensitive manner in which they conducted the inspection.

## Appendix 1

### Basic information about the school

Name of school	Westwood Community Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Tabernacle Street Buckley Flintshire
Postcode	CH7 1JT
Telephone number	01244 543207

Headteacher	Dr Patricia A. Tomlinson
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Rev. Trevor Pratt
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	9 <sup>th</sup> – 12 <sup>th</sup> October, 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11.5	23	27	17	27	24	25	29	183.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	1:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	79.1	92.8	92.3
Spring 2006	81.8	90.1	90.5
Summer 2006	87.9	96.4	91.8

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results - End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					25
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	4.0	16.0	80.0	0	
		National	0.4	3.6	12.2	64.0	19.7	
En: reading	Teacher Assessment	School	0	4.0	20.0	68.0	8.0	
		National	0.4	3.7	13.6	55.8	26.5	
En: writing	Teacher Assessment	School	0	0.4	16.0	80.0	0	
		National	0.4	4.9	14.0	69.1	11.6	
En: speaking and listening	Teacher Assessment	School	0	4.0	12.0	84.0	0	
		National	0.4	2.3	10.5	63.9	22.9	
Mathematics	Teacher Assessment	School	0	0	12.0	68.0	20.0	
		National	0.3	2.3	10.1	63.4	23.8	
Science	Teacher Assessment	School	0	0	12.0	68.0	20.0	
		National	0.3	1.5	8.8	65.4	24.0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80	In Wales	81

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6:								21
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	19.0	62.0	19.0
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	38.0	52.0	10.0
		National	0.4	0.1	1.0	0.3	0.5	3.4	15.1	47.2	32.0
Science	Teacher assessment	School	0	0	0	0	0	0	33.0	53.0	14.0
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

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	53	In the school	N/A
In Wales	73	In Wales	N/A

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

## Appendix 4

### Evidence base of the inspection

A team of four inspectors and a peer assessor inspected the school over a period of 11 inspector days. The head teacher was the nominee and she played an extensive role during the inspection.

Forty lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work and all documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body. Six parents attended the meeting held prior to the inspection, and the parents' responses (60 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered Inspector)	Context, summary and recommendation. Key questions 1, 2, 5 and 6; English, science, technology, art and physical education.
Mr Ifan Glyn Jones (Team Inspector)	Key questions 3, 4 and 7; mathematics, history, geography, music, religious education and special educational needs,
Mr Goronwy Morris (Team Inspector)	Early Years, Welsh Second Language and information technology and contribution to all seven key questions
Mrs Justine Barlow (Lay inspector)	Contribution to all seven key questions
Mrs Beryl Evans (Peer Assessor)	Contribution to all seven key questions.
Dr Patricia A. Tomlinson	Nominee

**The contractor was:** Baker-Phillips Educational Communications  
Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

### Acknowledgement

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