

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

A Report on the Quality of Education in

**Ysgol Esgob Morgan
Ffordd Siarl
St. Asaph
Denbighshire
LL17 0PT**

School Number: 6632098

Dates of Inspection: 11 June 2007

by

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5539**

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Ysgol Esgob Morgan 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 Ysgol Esgob Morgan took place between 11/06/07 and 13/06/07. An independent team of inspectors, led by Glyn William Gaskill 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:

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

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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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. The school serves the cathedral town of St Asaph providing for boys and girls from the age of seven to eleven years. The school receives pupils from the infants' school in the town and a few from places some distance from the school. The number of pupils on roll is 108. There are four, single age classes.
2. The socio-economic background of the area is described as 75 per cent neither economically advantaged or disadvantaged with 25 per cent disadvantaged. Thirteen per cent of the pupils are entitled to free school meals. This is similar to the local education authority average of 12 per cent and below the Wales average of 20 per cent. Some 32 per cent of pupils, a relatively high proportion, have special educational needs. There are no statements for special educational needs.
3. Nearly all pupils are of white, UK background. All pupils use English as their home language. No pupils speak Welsh as a mother tongue.
4. The school was last inspected on 30th April 2001. In January 2007, the permanent head teacher was placed on long term sick leave. At that time the deputy head teacher was appointed as acting head. Only one of the current teaching staff was in the school at the time of the last inspection.
5. The school has received the *Investors in People* award, the *Basic Skills Quality Mark* and the first stage award for *Healthy School* status

The school's priorities and targets

6. The school has a mission statement of '*Together, we aim high*'. The school sets out to create a rich and varied environment in which pupils fully develop their academic and personal knowledge and skills.
7. The school's priorities for improvement include:
 - Monitoring and evaluating provision throughout the year.
 - Further improving the effective use of information and communications technology.
 - Refining assessment procedures.
 - Preparing for the implementation of new National Curriculum.
 - Continuing to develop links with industry.
 - Creating a more community focused school.

Summary

8. Ysgol Esgob Morgan enables its pupils to make good progress in their personal development and to often attain good academic standards. The inspection team agreed with all but one of the judgements on the key questions made by the school. Progress since the last inspection has good features which outweigh shortcomings.

Table of grades awarded

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

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?	2
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards

10. In the lessons for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	72%	21%	0%	0%

11. Pupils' overall standards of achievement in these lessons compares well with the 2007 targets set out in "The Learning Country 1".
12. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Welsh second language	Grade 2
Science	Grade 3
Geography	Grade 2
Art	Grade 2
Music	Grade 3

13. Overall, pupils of all ages, abilities and backgrounds make good progress in their learning.
14. Year 6 overall results [the core subject indicator] in the 2006 National Curriculum assessments were above the national and local averages. The school met its statutory targets for overall performance. Overall attainment has been consistently above local and national averages for the last three years and in 2005 all pupils attained level 4 and above in all subjects.
15. There is no trend in the comparative performance of boys and girls. Pupils with special educational needs make good progress. Higher attaining pupils make appropriate progress.
16. Pupils' achieve well in all the key skills of literacy, numeracy and information and communications technology. Their creativity is well developed but problem solving is limited. Pupils' bilingual skills are outstanding.
17. Pupils have a good idea of how well they are doing in much of their work and what they need to do to improve. They are very familiar with their targets for improvement in their personal development. Use of targets in English is developing well but not in other academic areas.
18. Pupils make good progress in developing their personal, spiritual, social, moral and learning skills. Overall, pupils take a good interest in their lessons and apply themselves well to their work. Nearly all pupils behave consistently well.
19. Pupils' knowledge and understanding of the culture and heritage of Wales and of other countries is well established.
20. Overall, pupils are under-prepared for effective participation in the workplace.
21. Attendance and punctuality throughout the day are good.

The quality of education and training

Grades for teaching

22. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	56%	19%	6%	0%

23. The overall quality of teaching across the school is similar to national averages.
24. Overall, the good relationships between pupils and adults enable pupils to become secure and confident in their learning. Learning support assistants make a positive contribution to pupils' learning. Volunteer helpers effectively support pupils' progress.

25. Planning for lessons is very thorough and takes into account the requirements of the curriculum, including key skills, and the needs of all pupils.
26. Many lessons proceed at a good pace. In better teaching, pupils are given targets for their learning [learning objectives] which are consistently used throughout the lesson.
27. Teachers are generally skilled in passing on their good subject knowledge to pupils, but this is not always the case when music is being taught. In all classes, teachers' use of incidental Welsh is outstanding. A great strength of teaching is the quality of homework.
28. There are many, very effective examples of teachers using the school's strategies to gain and maintain pupils' attention in lessons. On occasion, these strategies are not applied firmly enough and this has a negative effect on learning.
29. Overall, the school's arrangements for assessment and its use in planning and improving learning are good with no important shortcomings.
30. There are regular assessments made for all pupils regarding their attainment in all subjects. This is particularly effective in promoting their progress in English and mathematics. A great deal of teachers' administrative time goes into assessment but the recording of pupils' attainment is not easy to follow.
31. Pupils are familiar with their targets for improvement but are not enabled to plan for their own progress.
32. Parents appreciate the formal and informal opportunities they have to discuss their children's progress with teachers.
33. The school provides a broad and varied curriculum which meets the needs of all pupils well. The curriculum is significantly enriched by a wide range of educational visits, visitors and after-school clubs. All pupils have full access to everything the school offers.
34. Provision for pupils' personal, social, moral, spiritual and cultural development is good with no important shortcomings. Healthy lifestyles are promoted well.
35. The quality of partnership with parents, the local community and other schools is good. There are few partnerships with industry and work related education experiences are limited.
36. The quality of care, support and guidance for pupils is good. The school has clear, well documented arrangements which appropriately contribute to pupils' well-being when in its care. The quality of provision for pupils with special educational needs is good with no important shortcomings.

Leadership and management

37. There is a common sense of purpose amongst staff and governors to provide the best for pupils in the school.
38. The acting head teacher provides positive and energetic leadership. All school staff have a clear understanding of their duties but time is not allocated for teachers' management roles. The governing body is well organised and fully meets its statutory responsibilities.
39. Staff are kept up-to-date through their own professional development but systems to formally support this are not as secure as they could be.
40. The school is keen to continually improve provision and standards but arrangements for improvement planning lack a clear structure.
41. The school has a sufficient number of experienced and suitably qualified teachers and learning support assistants. The school secretary, caretaker, cleaners and mid-day staff make valuable contributions to school life as part of their normal routines. All school staff show a strong commitment to the school.
42. Overall, learning resources are good. The accommodation is well managed but there are several shortcomings which are beyond the direct control of the school. The school budget is efficiently managed and good value for money is provided.

Recommendations

43. In order to further improve the school needs to:
- R1 Raise standards in science and music.
 - R2 *Continue to develop manageable and effective systems for assessment.
 - R3 *Further develop self-evaluation, improvement planning, arrangements for staff development and management responsibilities.
 - R4 *Promote more effective links with industry.
 - R5 Work with the local education authority to improve the aspects of accommodation identified in this report.

*The school has identified these as areas for development.

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

44. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
45. In the lessons for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	72%	21%	0%	0%

46. Pupils' overall standards of achievement in these lessons compares well with the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn Grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn Grade 1 and 2).
47. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Welsh second language	Grade 2
Science	Grade 3
Geography	Grade 2
Art	Grade 2
Music	Grade 3

48. Overall, pupils of all ages, abilities and backgrounds make good progress in their learning.
49. At the end of key stage 2, in 2006, pupils' overall attainment in the National Curriculum assessments [the core subject indicator] at the expected level 4 and above was above average in comparison with schools having the same free school meals entitlement nationally. In the same comparison, English was just below average, science was above average and mathematics was very high. In comparison with all schools both locally and nationally, overall attainment was above average. English was average, science was above average and mathematics was very high. Attainment at level 5 in English and science was below the national average but in mathematics was above.
50. The school met its statutory targets for overall performance. It significantly exceeded its targets for mathematics and science and was just below its target for English. Overall attainment has been consistently above local and

national averages for the last three years and in 2005 all pupils attained level 4 and above in all subjects.

51. Early indications for the 2007 National Curriculum assessments are that, in comparison with schools having similar free school meals entitlement, English is above average, mathematics is average and science is below average.
52. There is no trend in the comparative performance of boys and girls. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans. Higher attaining pupils make appropriate progress.
53. Pupils' achieve well in all the key skills. They make good progress in the key skills of speaking and listening. Pupils listen attentively to their teacher and fellow pupils and express their ideas confidently using relevant vocabulary. Pupils read with good understanding and are skilled in finding specific information with regard to topics being studied. The standard of writing across the curriculum is good. There are several examples of extended writing, notably from pupils with special educational needs. Pupils use their mathematical skills well, for example when measuring and recording in science. Good use is made of their information and communications technology skills ranging from pupils' use spreadsheets to carry out calculations, producing interesting artwork or finding information from the Internet.
54. Pupils' creativity is well developed through their artwork, performances to audiences and very good use of short poems which is stimulated by several areas of the curriculum. Problem solving skills are limited, particularly in pupils' investigative science work. Pupils' bilingual skills are an outstanding feature. Throughout the day, they have an exceptional understanding and use of common commands, greetings and phrases in Welsh.
55. Pupils have a good idea of how well they are doing in most of their work and what they need to do to improve through conversations with teachers and written comments made when their work is marked. This aspect is also supported when pupils select their work to include in their record of achievement folder to show significant improvements they have made. Pupils are very familiar with their targets for improvement in their personal development. Their use of targets for improvement in academic work is developing well in English but not in other subjects.
56. Pupils make good progress in developing their personal, social, moral, spiritual cultural and learning skills. Pupils recognise the need to consistently treat every person fairly and without discrimination. They have a good awareness of a range of beliefs and cultures present in today's society and a realistic understanding of equal opportunities. Pupils' understanding of the culture and heritage of Wales and of other countries is well established. They say prayers reverently at different times of day and write their own prayers for use in school assemblies. Pupils have good moral values and show consideration and fair play for others. They show care for those that are less

fortunate than themselves, for example by enthusiastically supporting local and international charities.

57. Overall, pupils take a good interest in their lessons and apply themselves well to their work. When there is the very occasional lack of application in a lesson, pupils respond well when reminded of what is expected of them. Pupils have a clear understanding of what is expected of them in terms of behaviour and attitudes. Nearly all pupils consistently behave well. With very few exceptions, the small number of pupils with significant behaviour problems react positively to the support given to meet their needs. There have been no exclusions in recent years.
58. Responsibilities given to pupils are taken on sensibly and effectively. For example, year 6 pupils most efficiently take on telephone answering duties during lunchtime. Year 5 pupils carry out well structured 'buddy' roles during playtimes. Pupils of all ages willingly take on routine administrative tasks to help teachers.
59. Pupils serve the community well by supporting a range of environmental and charitable initiatives. In addition, their knowledge and understanding of the community and the wider world is securely established by their many visits to local and more distant places of interest. Overall, pupils are under prepared for effective participation in the workplace.
60. The level of attendance, over the last three full terms, is relatively steady at just under 94 per cent. This is better than the national average for schools with similar free school meals entitlement and better than the local education authority and national average figures. The main cause of pupil absence is holidays being taken during term time, a practice which is discouraged by the school. Punctuality is good throughout the school day allowing sessions to start promptly.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

62. During the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	56%	19%	6%	0%

63. The overall quality of teaching across the school is similar to the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training. Nationally, the quality of teaching is good or better in 79 per cent of lessons and 18 per cent of lessons have outstanding features.

64. Overall, the good relationships between pupils and adults enable pupils to become secure and confident in their learning. This effectively promotes pupils' positive attitudes to their work and good progress. Planning for lessons is very thorough and takes into account the requirements of the curriculum, including key skills, and the needs of all pupils. Learning support assistants make a positive contribution to pupils' learning, particularly in 'catch up' support for pupils. Volunteer helpers effectively support the development of pupils' reading skills and playing a brass instrument.

65. Many lessons proceed at a good pace with teachers setting time targets for particular parts of the lesson, directing crisp questions to individual pupils and using a variety of well resourced learning activities. In better teaching, lessons are also characterised by the teacher stating clear and precise targets for pupils' learning [learning objectives] and consistently applying them throughout the lesson. Where teaching is outstanding, all these elements are brought together in a highly creative manner. This is particularly seen in the teaching of withdrawal classes for special educational needs.

66. Teachers are generally skilled in passing on their good subject knowledge to pupils, but this is not always the case when music is being taught. In all classes, teachers' use of incidental Welsh is outstanding and has an extremely positive effect on pupils' bilingual skills in a range of subjects across the curriculum.

67. Pupils' work is regularly marked, often with encouraging comments. In the best examples of marking, the guidance on how to improve refers to learning objectives and pupils act upon it. A great strength of teaching is the quality of homework. This has become very well structured and parents appreciate it helps their children make progress.

68. There are many, very effective examples of teachers using the school's strategies to gain and maintain pupils' attention in lessons. On occasion, these strategies are not applied firmly enough and this has a negative effect on learning.
69. Overall, the school's arrangements for assessment and its use in planning and improving learning are good with no important shortcomings.
70. There are regular assessments made of pupils' attainment in all subjects. In English and mathematics, the detail and use made of these assessments is well established and particularly effective in promoting pupils' progress. One particular area of success is the 'catch up' support provided for pupils, identified to be not doing as well as they might in reading, and the very good progress they make.
71. In subjects other than English and mathematics, there are well considered assessments at the end of each unit of work. In science, a commercial scheme is used which relates to specific learning objectives for each pupil. The remainder of subjects consistently use a system which is based on what the majority of pupils are expected to attain. This system is not linked to National Curriculum levels of attainment but staff make good use of the results to effectively plan future work.
72. The school makes good use of pupils' results in their year 2 National Curriculum assessments and national data to set targets at the end of year 6. Whilst there is a significant amount of assessment data in all subjects, it is difficult to follow the progress and targets for individual pupils as they move through the school. This is because there is a lack of a systematic recording of outcomes of assessment. A considerable amount of administrative time is spent on recording and using assessment outcomes.
73. Targets for pupils' personal development are well established and given a high profile in every class. In recent times, pupils have been given targets for their work in English and mathematics. These are having an increasingly positive impact on stimulating progress in English but not in other subjects. Pupils do not plan for their own progress.
74. Parents appreciate the formal and informal opportunities they have to discuss their children's progress. They appreciate their involvement in children's individual reading records and recently introduced homework diaries. The school makes very good use of these links with parents to promote achievement. Reports to parents on their children's progress meet requirements. They give a clear picture of attainment across the curriculum but targets for future development are not as clear as they could be.

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

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
76. The school meets the needs of all pupils and is equally accessible to all, including those with special educational needs and the more able and talented pupils. This is achieved through a broad and balanced curriculum which meets statutory requirements including the provision for personal, social, health and religious education. The provision for the development of bilingualism is a particular strength of the school.
77. The overall quality and range of learning experiences made available to pupils is good with no important shortcomings. The school ensures equality of opportunity for all through experiences that are planned and structured carefully. These make the curriculum interesting and challenging to both boys and girls. Schemes of work show good progression in knowledge and understanding. The policy for the systematic development of investigative science lacks a clear structure. Opportunities to promote and apply learners' basic and key skills are clearly indicated in schemes of work. The school has recently produced a useful framework that underpins the planning and promotion of key skills across the curriculum.
78. The curriculum is enhanced by the school's many and varied extra curricular activities that effectively support a wide range of interests and aspirations. Such experiences enrich pupils' experiences and have a positive impact on learning. After school clubs provide well for sport and a good range of other activities. They are well attended and further develop pupils' skills and knowledge gained in lessons. Pupils are enthusiastic in their support of the wide variety of clubs provided by the school.
79. Carefully planned educational visits to several places in the locality and other parts of Wales have a very positive impact on pupils' knowledge and understanding across the curriculum. Visitors to the school by authors, musicians and others reinforce the school's links with the community and bring a particular relevance and stimulus to learning.
80. The provision for the spiritual, moral, social, cultural and health education is good and well integrated into the school's daily life. Assemblies are often led by youth workers from a local church or a local vicar and they effectively raise pupils' moral and spiritual awareness. Pupils are encouraged to reflect on issues discussed. During class assemblies, pupils are given time to reflect on issues that affect their own lives. A good feature of the provision is the regular use made of pupils' own prayers during acts of worship and at other times of the school day.

81. Pupils' social development is promoted through the provision of structured opportunities for discussion of moral issues. This is further developed by pupil initiatives to raise money for good causes both locally and internationally. Opportunities are provided for participation in sporting activities such as football or athletics tournaments with other schools. This enhances pupils' social interaction. In addition, group work in lessons effectively develops their social relationships. Healthy living features well in the school. This is covered through the formal curriculum, particularly in science, and also through the popular sale of fresh fruit at break times.
82. A clear policy ensures the effective promotion of the Welsh dimension of the curriculum, known as *Y Cwricwlwm Cymreig*, in subjects across the school. Pupils' understanding of their own culture and heritage is developed well through their celebration of St. David's Day, residential visits to the Urdd camp at Glanllyn and educational visits to several locations in Wales. Pupils' awareness and appreciation of the culture of Wales is also enhanced through the study of Welsh artists and poets such as Kyffin Williams and John Davies. Several aspects of the curriculum contribute positively to pupils' understanding of other cultures. For example, pupils study the Hindu festival of Divali, native Australian art and a range of stories from different literary traditions.
83. Links with projects such as the Environment Agency's *Salmon Project* bring a particular excitement to the curriculum. Personal, social and health education is effectively supported by visits from the community police officer and participation in the *Healthy Schools* scheme. There are strong links between the school and the cathedral and church which effectively promote several aspects of pupils' development.
84. Effective transition arrangements are in place with the local feeder infants' school and local high school. These include visits by both staff and pupils. Year 6 pupils take part in curriculum bridging units to effectively support the ease of transition. A common approach to teacher assessment is developing with associate schools.
85. There are few partnerships or formal links with industry and the current provision of effective work related education experiences are limited. No teacher has recently been involved in a visit to a place of industry or commerce. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing, are limited.
86. The school strongly promotes equality of access to everything it offers and has high expectations of all its pupils. Policies for promoting and practising equal opportunity, equality of access and racial equality are formally adopted and consistently implemented throughout the school.
87. Provision for education for sustainable development is good. The wildlife area and pond are well established and effectively used to enhance pupils' learning in this area. Paper recycling, composting and energy conservation are practised by pupils and adults. In addition, sustainability is effectively promoted through the formal curriculum, notably in geography and science.

Pupils are keenly involved in an active *ECO* committee. There is a well established healthy eating programme. Global citizenship is positively promoted through the high profile given to international charities and also through geography. The establishment of formal links with schools in other countries is at an early stage of development.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. Support arrangements are well planned and managed. Pupils are well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school, and they are satisfied with the help and guidance provided for their children.
90. Teachers identify and react constructively to individual pupil's needs and the deployment of the available support staff is organised to meet these needs and requirements. A wide range of available external support services and agencies is used appropriately and effectively. Regular visits by the community police officer are particularly effective in promoting pupils' personal safety and well-being.
91. Overall, relationships between staff, parents, members of the local community and pupils are strong and constructive. The school has an 'open door' policy and parents are invited to attend three formal parents' meeting per year to discuss their child's progress and/or any other matter related to their education. The brief newsletters, issued frequently to parents, inform them mainly about the dates for school events and activities. The school has a good home-school agreement for its pupils. Parents feel they are well informed about events in the school.
92. A small number of parents visit school on a regular basis to listen to children read, organise the library or assist with educational visits. Although the school does not have an official parents' association, the parents are extremely supportive in raising considerable sums of money to support provision.
93. There is an established school council which is correctly set up and complies with the Schools Councils [Wales] Regulations 2006. There are well known ways in which all pupils can make their views known to the council. Several suggestions made by the council, such as hand washing and drinking water facilities, have been put into place.
94. The positive ethos, family atmosphere and the established induction arrangements for pupils help them settle into school life and routines quickly

and happily. The 'buddy' system helps the shy and more reserved pupils to settle into school.

95. Topics related to health education are contained within the school's personal and social education programme and reinforced by the effective promotion of health related issues.
96. Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. There are no significant or unexplained variations in attendance levels across the school or throughout the year. Parents are often advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is robust and effective. Procedures for promptly following up lateness or unexplained absence are well established and involve the educational support worker when required.
97. The school expects good standards of behaviour and, overall, does not tolerate inappropriate behaviour. Pupils understand the class rules they have developed and adopted and, with occasional exceptions, apply them consistently. The school's effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
98. The school has clear well documented arrangements which appropriately contribute to pupils' well-being when in its care. Risk assessments, including fire risks, are undertaken regularly and are appropriately documented. One health and safety issue was reported to the governing body.
99. All members of the school staff are trained in emergency first aid. The school's personal, social and health education programme contains appropriate health and safety related topics. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
100. Child protection arrangements meet current recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow.
101. The school ensures that all pupils regardless of their social, linguistic or ethnic backgrounds are given the same rights and opportunities. Equality is often used as an assembly topic and is incorporated in the personal, social and health education programme. The school actively encourages pupils to participate in all activities. The extremely small number of pupils from minor ethnic groups who attend school are fully integrated and accepted without question.
102. Teachers effectively encourage pupils to report any incident oppressive or inappropriate behaviour straight away. Both parents and pupils are confident

that should any matter of bullying be made know to the school than the matter will be dealt with quickly and fairly.

Additional learning needs

103. The quality of provision for pupils with additional learning needs is good with no important shortcomings.
104. Pupils' needs are identified when they start in year 3 by effective liaison with the associate infant school and also the school's own thorough assessment systems. In addition a highly structured screening system for communication skills has been recently introduced and is being used annually for each year group. As with the school's other systems for assessment, it is not always easy to track the progress of individual pupils. Further assessment of more complex difficulties are carried out where needed through effective liaison with specialists. In addition, these specialists provide realistic strategies to meet pupils' particular needs.
105. Pupils on the special educational needs register have individual education plans which are produced by the class teacher in co-operation with the special educational needs co-ordinator who also teaches the withdrawal groups. The targets in these plans are precise and realistic and regularly and effectively used to guide mainstream and withdrawal teaching and the ongoing review of progress. The individual education plans are formally reviewed twice a year with new plans produced. Parents receive copies of the individual education plans and have the opportunity to discuss them at formal parents' evenings.
106. Specific learning activities for pupils with special educational needs are very well linked to their personal targets. In particular, very good use is made of information and communications technology in the withdrawal classes. The timing for the withdrawal of pupils is managed very well so they do not miss out on any aspects of the curriculum or school life.
107. There are appropriate support arrangements for the few pupils whose behaviour may impede their own or other pupils' progress. With very few exceptions, the behaviour of these pupils is managed most sensitively and very effectively.
108. The school fully conforms to the requirements of the Disability Discrimination Act. The present accommodation arrangements allow ready access for wheelchairs to all parts of the school and there are designated toilets for disabled pupils and visitors. All disabled pupils who attend the school are integrated effectively.
109. A register is kept of pupils who are more able or talented. For those with particular talents the school has made good provision, often by working with outside providers. In their lesson planning, staff provide suitably challenging work for the more able pupils.
110. There is very good provision for ensuring the inclusive education of all pupils.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

111. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The difference between the grade for this key question and that for key question 1 is because there are shortcomings in management, as explained in the text below.
112. There is a common sense of purpose amongst staff and governors to provide the best for pupils in the school. This is bound up in the recently adopted school motto of: *Together, We Aim High*. There are clear values and policies which successfully guide the work of adults and pupils in the school.
113. The acting head teacher knows the strengths and weakness of the school very well and has very practical ideas to move the school forward. He has provided positive and energetic leadership since the permanent head teacher went on long-term sick leave in January 2007.
114. Teachers with management responsibilities carry out their roles very conscientiously. They know their responsibilities but do not have specific management time allocated for their duties. They carry out their management duties in their own time including that allocated to planning, preparation and assessment for their class teaching. This limits their effectiveness.
115. Learning support assistants know what is expected of them and their work in supporting specific pupils is effective. At times their work is not managed as well as it might be, with occasions when they could be having a more positive impact on learning.
116. Performance management systems are used for teachers, including the head teacher, but have lapsed in recent times. Continuing professional development for teachers and learning support assistants regularly takes place but has not been firmly linked to the school development plan. The school is aware of the need to re-establish performance management systems and extend them to include staff other than teachers.
117. Appropriate arrangements are in place for the induction of the one newly qualified teacher who is on a day-to-day contract with the school and also on a part-time contract with another school.
118. The governing body is fully committed to supporting the school. It is well organised and has appropriately allocated responsibilities. Several governors make informal visits to the school or support pupils in their reading. The chair of governors is often in school. The governors carefully consider the draft annual report to parents and the prospectus produced by the staff. They

discuss the school development plan produced by staff and make regular use of the final plan to gauge progress against targets. Overall, the school takes good account of national priorities. The governing body fully meets its statutory responsibilities.

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

Grade 3: Good features outweigh shortcomings

119. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The team awarded grade 3 because of the shortcomings in the way the school formally gathers the views of all interested parties and also the process of planning for development.
120. The school is keen to continually improve provision and standards. The teaching staff are fully involved in identifying areas for improvement. The school council provides a good means of gathering the views of pupils. There are no formal systems for finding out what parents and governors would like to see developed in the school.
121. Staff with management responsibilities have a good understanding of standards in their designated areas through looking at samples of pupils' work, teachers' planning and informal conversations with colleagues. Direct observation of teaching and learning is limited and lacks a focus on standards of attainment. From the information gathered, action points are produced for the relevant areas. Previously all these points have been included in a rather bulky school development plan which is not easy to follow. The recently produced school development plan is easy to follow and covers a realistic range of important whole school issues. As with the previous plan, costs are not consistently included and there is no indication of quantified data for evaluation purposes.
122. Whilst there is a process for development planning that lacks rigour, the school has made some significant improvements. In particular, the establishment of the new computer room has been carried out with much careful thought and financial planning.
123. The school's self-evaluation report produced for this inspection is clearly laid out against Estyn's seven key questions. With the exception of key question 6, the grades given in its report match the judgements made by the inspection team. The school has identified 'monitoring, evaluation and review' as one priority for development which are significant components of key question 6. This aspect of self-review agrees with the findings of the inspection team.
124. Since the last inspection the school has put right several of the key issues, notably it has raised standards in Welsh and design technology, increased teaching time so it now matches recommendations and significantly improved curriculum planning. However, standards in science and music have not been

raised enough and links with industry have not been sufficiently developed. Because of this, the progress made by the school since the last inspection has good features which outweigh shortcomings.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The school has a sufficient number of experienced and suitably qualified teachers and learning support assistants. They are appropriately deployed to meet the pupils' needs. Teachers have suitable responsibilities for particular areas of the curriculum. Learning support assistants make a positive contribution to pupils' learning. The school secretary, caretaker, cleaners and midday staff make valuable contributions to school life as part of their normal routines. All school staff and show a strong commitment to the school.
127. The school is adequately equipped to ensure that all pupils have access to appropriate learning resources to meet the needs of the curriculum. These resources are well organised and regularly reviewed. Considerable investment has very recently been made in the setting up of the information and communications technology suite. This provision is already having a positive effect on standards.
128. Best use is made of the available accommodation. There is a large play area with a good level surface together with a grassy area with well used wooden climbing and balancing apparatus. The school has its own, exceptionally large playing field, part of which has been creatively used as a wildlife area and pond. Colourful and informative displays throughout the school provide a stimulating learning environment.
129. Both the school and the inspection team judge that there are shortcomings in the accommodation. Two classrooms are inadequate in size to accommodate the number of pupils in these classes. Despite the school's best efforts, the boy's toilets smell offensively. The school library is well resourced and very well managed but is situated in a main thoroughfare which detracts from its use as an area for quiet study. The lack of ventilation in the new information and communications technology suite makes the room become unpleasantly hot and airless when in full use. One class is in a demountable room, which is separate from the main building. There is no water supply in this classroom, which limits activities in practical subjects. Pupils have to use the toilet facilities in the main building.
130. Whilst there are particular shortcomings in accommodation, the school manages what it has very well. The overall positive management of resources leads the team to judge this key question as good with no important

shortcomings as the limitations in accommodation are outside the school's control.

131. All teachers' have planning, preparation and assessment time during the school week. Teachers make good use of this time to improve provision for their classes. The time is also used for carrying out management responsibilities which is not its intended purpose.
132. Priorities for school development are identified and spending is closely linked to these. The budget is carefully set against priorities with appreciated guidance from the local education authority. Cost effectiveness and benefits to the school are fully considered. The school takes advantage of grants to provide continuing professional development which have a positive effect on pupils' learning. Teachers with management responsibilities identify learning resource needs after consultation with all staff. The check of spend against goods and services received is very thorough. The overall budget is reviewed regularly by the acting head teacher and governing body. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

133. Pupils listen carefully in whole class and small group contexts and pay close attention to what others say. They ask and respond appropriately to questions and, as they move through the key stage, talk with increasing confidence. The oldest pupils use well reasoned and logical arguments to justify or defend opinions. Pupils adapt their spoken language and intonation of voice to suit the occasion, for example in role-play situations or reading their own poems about a sensory garden.
134. Throughout the school, pupils read a good range of books with fluency, expression and accuracy. Older pupils respond to humour contained in these texts and give comprehensive accounts of the books they are reading or have read. They give good reasons for their choice of reading book in naming their favourite authors and using a good knowledge of different kinds of fiction. For example, year 3 pupils are aware of the key features of myths and legends through their work on the story of Gelert. Pupils competently retrieve information from a variety of sources such as the Internet and non-fiction texts.
135. Standards of writing are good. Pupils write well in a variety of creative and factual styles for different audiences. They gain increasing competence in writing correspondence, biographies, stories and newspaper reports. In the upper part of the school, pupils are developing a good understanding of the conventions of persuasive writing. They analyse and scan various texts and the Internet to select appropriate information to support their viewpoints.
136. Throughout the school, the quality of pupils' poetry and the enjoyment that pupils gain from writing poetry is a very good feature. They frequently write poems in their own *Five minute poetry* anthologies. These pieces evoke powerful imagery, such as on the topic of bullying, and effectively engage the reader. Across the school, pupils use imaginative and interesting language through the use of similes, personification and alliteration to create effective writing. Pupils' writing is effectively stimulated by visits from authors such as Malachy Doyle.
137. Writing is organised into paragraphs using a variety of sentence patterns and appropriate forms of punctuation. For the most part, handwriting is joined, consistent and legible. The majority of pupils pay good attention to spelling and the clear presentation of their work.

Shortcomings

138. There are no important shortcomings

Welsh second language

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

Good features

139. Pupils have a positive attitude towards Welsh. As they move through the school they develop an increasing confidence in their use of Welsh.
140. Pupils have good listening and speaking skills. They listen attentively and have a good understanding of common and frequently used greetings and instructions. They confidently use appropriate vocabulary when asking and responding to positive and negative questions about their likes, dislikes, families or hobbies using an increasing range of vocabulary and sentence patterns. Pupils make good progress with their pronunciation and intonation skills.
141. Older pupils use increasingly complex sentences when discussing, asking and answering questions about an imaginary bus journey in Cardiff. They are confident when transferring this knowledge to role-play situations. When given an appropriate sentence framework, younger pupils correctly state the names of colours and shapes to describe the facial features of people.
142. Pupils make good progress in their reading skills. They read from a range of sources, including books from their reading scheme, with appropriate expression and intonation. They confidently discuss what they have read.
143. Writing standards are good throughout the school and pupils make good progress with their writing skills. They use appropriate vocabulary and sentence patterns when they write for various purposes. Younger pupils write good quality sentences about their enjoyment of a disco and an effective dialogue based on a conversation in the class shop. The oldest pupils confidently use the present, past and imperfect tense of the verb in their written work. They use the Internet to competently scan and gain information before writing interesting paragraphs about holiday destinations and how to get there. Good, imaginative extended pieces of writing are produced, for example when they describe the character *Wncwl Em o America*.

Shortcomings

144. There are no important shortcomings.

Science

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

145. Pupils carry out practical work in a careful and sensible manner. They know the importance of accurate measurement and observation. They are skilled in recording results in given and their own tables. In all classes, pupils use technical vocabulary correctly. For example, the youngest pupils apply the terms transparent and translucent to different types of window and the oldest appreciate what a saturated solution is. They make good use of the Internet to find relevant information and know how the volume of sound is measured using a decibel meter.
146. There are several examples of pupils' thoughtful investigative work. Year 3 find answers to the question *Which paper is the most waterproof?* through well considered practical strategies. Year 4 find out how the length of forearm varies with age. In their study of forces, Year 5 carry out good investigative work when they find out what affects the rate of fall of small paper spinners or 'helicopters'.
147. The youngest pupils have a good understanding of the wide diversity of living things, different habitats and know what is needed to keep a plant healthy. Younger pupils know the basic function of the human skeleton and muscles. They draw accurate simple electrical circuit diagrams and correctly use Venn diagrams to classify material as conductors or non-conductors of electricity.
148. Pupils cover a broad range of work in year 5. They carefully consider the properties and simple particulate theory of solids, liquids and gases. They have a secure knowledge of the properties of sound and a thorough knowledge of flowering plants including the use of binary identification keys. The oldest pupils fully consider many aspect of a healthy lifestyle including diet, exercise, hygiene and smoking. They are familiar with the concept of food chains and basic methods of separating mixtures.

Shortcomings

149. Pupils use too many different ways to record their investigative work which leads to a lack of a routine approach to this work as they move through the school.
150. Pupils in year 6 do not sufficiently carry out complete investigations by: making a prediction based on what they know, deciding what to measure and which variables to change and which to keep the same, then carefully gather and present information from which they draw a valid conclusion.

Geography

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

Good features

151. Throughout the school, pupils have a good understanding of issues of sustainable development and environmental issues both in their locality and in other parts of the world. In all classes, maps of different scales are effectively used including keys or legends. Pupils correctly relate relevant aerial photographs to their studies and make correct use of grid references.
152. The youngest pupils carefully compare the lifestyles, clothes and transport in polar and desert climates. They are familiar with the basic symbols used in weather forecasting. Younger pupils are also familiar with latitude and longitude when they make use of world maps. They carry out an extensive study of the culture, climate and economy of a Caribbean island making good comparisons with Wales. They know about strategies to reduce global warming.
153. Older pupils compare aspects of St Asaph with Betws-y-coed making good use of maps, newspaper articles, leaflets and the Internet. They make good use of large-scale maps of a rural village using four-figure references. The oldest pupils are skilled in debating specific aspects of sustainability when they consider the possible building of windfarms off the coast at Llandudno. They know the arguments for and against these developments and the difficult decisions which have to be made.

Shortcomings

154. There are no important shortcomings.

Art

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

Good features

155. Pupils make good use of a range of materials and experiment confidently with visual effects such as line, tone, pattern and texture. They make good use of colour and natural materials to create effective displays throughout the school. Sketch books are used well to collect ideas for future development.
156. Younger pupils effectively manipulate clay to create realistic miniature Roman thumb pots and Celtic jewellery. They successfully find information on the Internet for this work. Pupils realistically evaluate the success of the different patterns they use.

157. Pupils experiment with mixing colours to good effect. They confidently use their skills when observing the tone and texture of earth and rocks. These observations are successfully applied in layering of colours. Pupils use these techniques well in their own landscape paintings based on the style of Kyffin Williams.
158. Pupils explore art from other cultures. When studying images on the theme of journeys, pupils successfully imitate the style and the use of colours of native Australian art. When reflecting on Kandinsky's "Indian Journey" or Paul Klee's "Sinbad the Sailor", pupils use effective observation of the artists' use of colour, shading, lines and pattern to produce their own imaginative images. Pupils show good awareness of the complexity and detail of patterns when they create interesting mosaics. For example, they make good choices of colour and shape to represent a Dalek.
159. Pupils use their skills to draw figures, successfully conveying movement and relationships. They produce realistic portraits of faces in pencil and pastels, smudging the lines to give their portraits depth.
160. Older pupils employ various types of imaginative stitching when working with textiles to create symbols such as that of a cross to represent the town of St. Asaph. For the school production of *Robin of Sherwood*, pupils successfully create varied and striking headwear using a wide range of techniques and materials including three-dimensional models.

Shortcomings

161. There are no important shortcomings.

Music

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

162. In whole school assemblies, pupils' singing is tuneful, lively and joyous without being over-loud. Pupils' also become familiar with famous composers and their works as these have started to feature well at the start and end of these sessions. A strong feature of standards is pupils' well-established singing performances for a variety of audiences. The younger pupils perform nativity musicals in the cathedral and the oldest perform much appreciated musicals at festivals in Rhyl and for pupils in school.
163. The youngest pupils have a good understanding of pitch when they sing to a given note. They appreciate the mood created by different styles of recorded music, correctly identifying common musical instruments in the pieces played. Younger pupils make good attempts at synchronising the movement of their hands and feet in time to a drum beat.

164. The oldest pupils have a good understanding of different musical genres. For example, they know that blues music originates from slave music and influences modern popular music. They compose simple pieces after the blues style and give good attention to fitting the syllable of the lyrics in with the music. Pupils perform their work competently with most using xylophones with a small number using violins. Pupils listen well to each other's performances. In recent times, these oldest pupils have successfully used a computer program to compose electronic harmonies around a common tune.
165. The long established choir perform at a variety of places in the locality. Pupils have the confidence to frequently play short pieces on the piano for the whole school. A few pupils benefit from violin lessons from a visiting teacher. A small but growing number take up free music tuition from a member of Rhyl Silver Band. These activities make a positive contribution to pupils' standards.

Shortcomings

166. Pupils do not sufficiently keep a written score or make an electronic recording often enough of their compositions or performances.
167. Pupils' discussion and evaluation of musical performances to identify musical elements are very limited.

School's response to the inspection

As a school we welcome the findings of the inspection team and agree that Ysgol Esgob Morgan is a school which enables its pupils to make good progress in their personal development and to often attain good academic standards. We are pleased that the inspection report recognises the fact that pupils' overall standards compare well against national targets and that overall attainment has been consistently above local and national averages for the last 3 years, and that the quality of teaching is similar to national averages. This acknowledges the hard work and dedication of our staff and pupils. We are also very pleased that the report highlights the good quality of care, support and guidance the school provides for its pupils.

The report highlights the positive interest children have in their lessons and how well they care for the community. Especially pleasing are the comments on bilingualism, which was seen as outstanding, and the quality of provision for pupils with special educational needs which was seen as good.

The school appreciates, very much, the professional manner in which the inspection was conducted and feels the recommendations made will help the school improve further.

Following receipt of this report the governors will put in place an action plan to address all recommendations in the report. In particular the plan will include strategies to continue to develop manageable and effective systems for assessment to further develop self evaluation, improvement planning, arrangements for staff development and management responsibilities, and plans to work with the Local Education Authority to improve aspects of accommodation identified in the report. Most importantly it will highlight how the school intends to raise standards in science and music. Most of these form the school development plan for 2007/08. A copy of the action plan will be sent to all parents and guardians and Directors of Lifelong Learning. The governors annual report to parents will report on progress made in addressing recommendations in the inspection report.

Appendix 1

Basic information about the school

Name of school	Ysgol Esgob Morgan
School type	Community
Age-range of pupils	7 to 11
Address of school	Ffordd Siarl, St. Asaph, Denbighshire
Postcode	LL17 0PT
Telephone number	01745 583690

Acting head teacher	Mr Tim Redgrave
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Cllr Dewi Mortimer
Registered inspector	Mr Glyn Gaskill
Dates of inspection	11 – 13 June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	31	32	23	22	108

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2006	N/A	N/A	94.0
Autumn 2006	N/A	N/A	94.0
Spring 2007	N/A	N/A	93.0

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	NIL

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		41	
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	0	17	56	27
	National	0	0	1	0	1	4	16	48	30
Mathematics	School	0	0	0	0	0	0	5	32	63
	National	0	0	1	0	1	3	14	48	33
Science	School	0	0	0	0	0	0	7	81	12
	National	0	0	1	0	0	2	11	52	34

[National figures are also for 2006 results.]

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	83	In Wales:	74

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

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of 6 inspector-days in school. A peer assessor was not allocated to the inspection and the acting head teacher was the school's nominee.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents when nine parents attended.
- The responses on 22 questionnaires returned by parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Sixteen lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversations with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- As the school's nominee, the acting head teacher was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context. Summary and Recommendations. Key Questions 5 and 6. Contributions to Key Questions 1, 2 and 4. Science, geography and music.
Mrs Eleri Honour Team Inspector	Key Question 7. Contributions to Key Questions 1, 2, and 3. English, Welsh second language, art and provision for bilingualism.
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Mr Tim Redgrave School's nominee	Liasing between the inspection team and the school. Provision of information.

The contractor was
Evenlode Education Ltd
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Acknowledgement

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