

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

A Report on the Quality of Education in

**Acton Park Infants School
Box Lane
Acton
Wrexham
LL12 8BT**

School Number: 6652202

Date of Inspection: 10 March 2008

by

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Acton Park Infants 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 Acton Park Infants School took place between 10/03/08 and 11/03/08. An independent team of inspectors, led by Jean Laura Hannam 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 **short** 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. Acton Infants School was opened in 1974 and was remodelled in 1994-1995. It is situated in the village of Acton, about one mile outside the town of Wrexham. The school caters for pupils from the full spectrum of abilities and has a specialist Speech and Language facility attached which supplies the needs of 12 pupils with moderate language difficulties. Pupils live mainly in the area surrounding the school. Nine per cent are entitled to free school meals (which is lower than the local and national average). The catchment area is mainly urban and neither advantaged nor disadvantaged in nature. At the time of the inspection there were four pupils who needed support for learning English as an Additional Language (EAL) and twelve who had a statement of Special Educational Needs (SEN). There are four children on the School Action Plus Register.
2. The school caters for pupils, aged between three and seven years. At the time of the inspection there were 188 full time pupils on roll; 112 of whom were boys and 76 girls. They are organised into eight classes. The school provides nursery facilities for sixty three and four year olds who attend school on a part-time basis. The admissions criteria for entry into the nursery class follows the national and Local Education Authority (LEA) guidance. Children are admitted in the September following their third birthday providing places are available. The school states early assessment indicates that on entry pupils have levels of attainment slightly below those of similar schools within the LEA in their personal and social skills. There are currently no asylum seekers nor pupils attending with physical disabilities. However, two "looked after" pupils are registered with the school. The school roll has been stable for a number of years.
3. Ninety-eight per cent of pupils speak English as their first language. The remaining two per cent speak Polish, Chinese or Bengali. There are none who speak Welsh as a first language at home. The national curriculum is not modified for any pupil and none are disapplied. There have been no exclusions over the past year.
4. The school was last inspected in May 2002. The head teacher has been in post since April 2007 and the deputy head teacher since September 2007. Recently improvements have been made to the playground and school grounds and structural work carried out inside the building, to facilitate the forthcoming Foundation Phase.
5. The school has been awarded the Basic Skills Quality Mark Award and has Investor in People status.

The school's priorities and targets

Aims

6. The school's vision statement is "Happy, Respectful, Lifelong Learners." Its aims are to:
 - educate pupils emotionally, intellectually, socially, aesthetically, physically and spiritually;
 - give opportunities to fully develop pupils' basic skills;
 - encourage the development of all pupils, so that they will learn to take their place in society;
 - instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and a healthy self-esteem;
 - create an atmosphere that is relaxed but purposeful and develop the best possible relationships between teachers, children, parents and others; and
 - help pupils develop an understanding of their own cultural heritage and that of others.
7. The school's priorities for 2007-2008, as outlined in the school improvement plan and associated documentation are to:
 - consolidate good practice from the Foundation Phase and revise the early years curriculum to support the development of skills;
 - develop global citizenship and sustainable development education throughout the school;
 - consolidate effective inclusion practices;
 - continue to work on planning in key stage 1 to focus on the development of skills; and
 - develop pupils' multicultural understanding.

Summary

8. Acton Park Infants School is a very good school with many outstanding features. Teaching of high quality combined with a multi-sensory, skill-based approach to learning ensure that standards have continued to rise. Staff have very high expectations for all pupils and prepare them well for the next stage of their learning.
9. The school's continued success evolves around the outstanding leadership of the new head teacher and the committed team of experienced, early years practitioners who have built on the good practice already established within the school.
10. The school caters very well for the range of pupils on roll and is particularly mindful of the care and well-being of the whole school community.
11. The progress since the last inspection has good features and no important shortcomings.

12. The grades awarded by the team for each of the seven key questions match the judgements made by the school in its self-evaluation report prior to the inspection.

Table of grades awarded

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

13. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Desirable Outcomes for Children’s Learning (DLO) and the principles of the forthcoming Foundation Phase.
14. Overall pupils in key stage 1 make very good progress in the core and foundation subjects and 98 per cent of pupils reach their set targets and goals. The more able and talented are provided with stimulating tasks linked to extending their thinking skills.
15. All pupils with additional needs, including those in the Language Resource Class (LRC) and those requiring help with EAL make very good progress towards the targets set for them in their individual education plans and achieve very good standards relative to their age and abilities.
16. School-based assessment information indicates that the attainment of the children on entry is slightly below similar schools within the LEA. In particular they display delayed personal and social development. Their learning is consolidated as they quickly become immersed in a “can do” culture that encourages thinking skills and accelerated learning techniques.
17. The results of the end of key stage 1 teacher assessments in 2007 show pupils exceeding the local and national level in English, mathematics and science. The core subject indicator (the number of pupils reaching level two and over in all three subjects) is 10 per cent above national levels. When compared to similar schools across Wales based on the number of pupils receiving free school meals (FSM) the school, including the Language

- Resource Class, is in the upper 50 per cent in all three core subjects and the core subject indicator. There is no significant gender difference.
18. In 2007 the percentage of pupils at key stage 1 gaining a higher level three is above the local and national averages in science and mathematics and slightly below in English. The school is currently addressing this issue.
 19. The under-fives and all pupils in key stage 1 achieve very good standards overall in their use of key and basic skills.
 20. They make good progress and achieve good standards in using the key skills of reading, writing and numeracy and their awareness of *Y Cwricwlwm Cymreig* across the curriculum. Their speaking, listening, personal and social skills, information communication and technology (ICT), creative and problem-solving skills are outstanding. Most pupils use their listening skills very well in Welsh to respond to many different requests. However, a small minority are not confident enough to use the language orally on a regular basis.
 21. Overall, pupils in the Language Resource Class achieve a very good standard in their use of key and basic skills at a level appropriate to their abilities.
 22. Regardless of their social, ethnic or linguistic backgrounds, pupils make very good progress in acquiring new knowledge and understanding and skills which they are able to transfer across to all areas of the curriculum. This is an outstanding feature. They are able to apply thinking skills and perseverance consistently to a given task. Overall, pupils are very well prepared and ready to move on to the next stage of their learning.
 23. Pupils' behaviour and their attitudes towards learning are outstanding. Pupils apply themselves conscientiously to their work and sustain concentration well throughout the day. They show great care, respect and concern for others and their environment as they develop skills that will maintain lifelong learning.
 24. The average attendance over the three terms prior to the inspection has outstanding features as it was above local and national averages and exceeds Welsh Assembly Government targets. There have been no exclusions in the last twelve months.
 25. Overall, pupils reach an outstanding level in their personal, social and learning skills as they develop their ability to work independently. They enthusiastically solve problems and make decisions throughout their daily activities.
 26. Most pupils have developed a very high level of self-esteem and they believe they can achieve in a given task before they attempt to complete it. This is what makes the school outstanding. Many pupils fully understand where they are and what they need to do to improve their work.
 27. They have a strong sense of what is right and wrong and are able to reflect sensitively on a wide range of age-appropriate issues. They are quietly spiritual in their appreciation of the natural world and their pride in being members of the school community. They are establishing good healthy living skills that include valuing their physical and emotional well-being.
 28. Pupils are developing a very responsible approach to life in school and the wider community. They treat everyone equally regardless of their background or circumstance; this is a further strength of the school.

29. Nearly all pupils are very well prepared for effective participation in the work place and community.

The Quality of Education and Training

30. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

31. An outstanding feature of the teaching throughout Acton Park Infant School is that all observed lessons were judged to be grade 1 or 2. This far exceeds the all-Wales primary target of 80% for 2010 and compares very favourably with the most recent Chief Inspector of Schools' Annual Report. This states the quality of teaching in 14% of lessons is outstanding throughout the primary sector in Wales.
32. Teachers and support staff work very effectively together in teams ; this is a further outstanding feature of the school.
33. In the lessons which have outstanding features, members of staff stimulate and challenge learners to achieve success as they:
- plan work that is very exciting and challenging and give pupils many opportunities to develop their independent learning skills and those linked to making informed choices; and
 - plan a range of activities to help pupils to develop their key skills in an inquiring manner and take responsibilities for their own learning.
34. In the lessons which have good features, members of staff:
- carefully plan lessons with clear aims and learning objectives which are shared with pupils; and
 - use skilful questioning that builds firmly on what pupils already know and what they can do.
35. Teachers' continuous evaluation of pupils' progress and the planned development of their thinking and problem-solving skills are outstanding factors.
36. All members of staff are fully committed to the provision of equal opportunity and ensure that all pupils are treated fairly and with respect.
37. All members of staff show sensitivity and flexibility to meet pupils' social and learning needs and monitor and review these on a daily basis. However, on occasions staff lack the confidence to encourage pupils to use incidental Welsh on a regular basis throughout the day.
38. The consistency and accuracy of assessment strategies and methods of recording pupils' progress and achievements have outstanding features. The school has introduced an innovative system of target ranking to identify pupils' requiring further help and each pupil is involved in setting and reviewing targets relating to personal, literacy, numeracy and social skills. This is a further strength of the school.
39. The school provides a broad and balanced curriculum which, overall, meets statutory requirements and fully incorporates the promotion of outstanding spiritual, moral, social and cultural development of the pupils. It is equally

accessible to all pupils, including those with additional learning needs and systematically builds on what the pupils know and can do. The curriculum is skill-based and has many elements of the forthcoming Foundation Phase. It is enhanced by a multi-sensory approach to learning.

40. The curriculum supports the pupils well in developing many aspects of their key and personal skills. Teachers' detailed planning is an outstanding feature which ensures continuity and progression throughout a wide variety of learning activities.
41. Links with parents, the local community and other schools and colleges are very good.
42. Personal and social education, circle time and collective worship are well used to tackle such issues as social disadvantage and to challenge stereotyping. Personal and social education is used to give due attention to sex education and substance misuse at an appropriate level.
43. The care, support and guidance provided by the school are some of its outstanding features. Pupils are secure in school and very good relationships exist between themselves and all staff both teaching and non-teaching. It is these outstanding relationships which underpin the school's work and increase the confidence and self-esteem of all the pupils on roll.
44. The provision for all pupils' additional learning needs in the mainstream, the Language Resource Class and those whose behaviour may impede their progress is very good and an outstanding feature of Acton Park Infants School.
45. A further strength of the school is the way in which policies and practices ensure that all pupils regardless of gender, race, social background, ability or disability have full access to all provision.
46. There are appropriate practices and policies to ensure the welfare and well-being of all stakeholders within the school building and during educational visits. Child protection arrangements are well known to all that work in the school.

Leadership and management

47. There is a very positive sense of direction and purpose throughout the school as a result of the outstanding leadership shown by the new head teacher. Explicit aims and values promote equality for all and are shared, understood and implemented by all stakeholders throughout the school day.
48. The head teacher works very closely with the recently appointed deputy head teacher to establish a dynamic senior management team that has an exciting and forward-looking approach to school improvement. This has had an outstanding influence on standards. All members of the school community enthusiastically embrace the new vision for the future and play an important part in maintaining high standards as they implement the appropriate policies and procedures.
49. All leaders of areas of learning have a very clear view of the strengths and weaknesses in their areas of responsibility, based on first-hand evidence and maintain the high expectations set by the school for each pupil. The school takes good account of local and national priorities.

50. Very effective performance management arrangements identify targets for all staff in order that they can improve their teaching competences and skills. The school's arrangements in this area are outstanding.
51. Governors are dedicated, enthusiastic, supportive and work well with the head teacher and staff. The relatively well-established governing body is slowly refining its role in developing the strategic direction of the school; it makes increasingly effective contributions to the leadership. Governors are well informed about issues that affect the school and are developing effective procedures for monitoring performance and provision. However, their assessment of the impact of new initiatives on standards and the extension of their role as a "critical friend" is, as yet, not fully developed.
52. The governors fulfil their regulatory and legal requirements and all clearly understand their roles and responsibilities
53. Over a lengthy period of time the school has established an effective culture for self-evaluation.
54. The self-evaluation document is clear and comprehensive. It notes strengths and areas for further development. Judgements provide a sound basis on which to plan further improvements.
55. The self-evaluation report informs a comprehensive school improvement plan (SIP) which identifies focussed priorities with appropriate time-related and measurable criteria that drive school purposefully forward over the academic year.
56. The findings of the inspection team agree with the school in all of the seven key questions. The school has made good progress in addressing the shortcomings identified in the last inspection.
57. Overall there are sufficient qualified, experienced and specialist teachers and support staff to deliver the appropriate curriculum. All staff are deployed well and developed appropriately to their potential.
58. All pupils have access to a range of resources of high quality appropriate to their age and needs. The school building is well maintained and very effective use is made of all available space.
59. Careful budgetary controls and monitoring by the governing body ensure finances are in good order. The school gives very good value for money.

Recommendations

In order to move the school forward, the staff and governing body need to take the following actions.

R1 Ensure that staff continue to improve their skills and confidence, to enable all pupils to use incidental Welsh on a regular basis.

R2 Consolidate the development of the strategic role of the governing body by building on established good practices.

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 1: Good with outstanding features

60. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
61. An outstanding feature of the school is the very good progress the pupils make throughout their time at Acton Park Infants School and the high standards they achieve in acquiring higher-order learning skills, knowledge and understanding. They also develop extended thinking skills, techniques and strategies to help them in their approach to independent learning; they readily apply these skills across all areas of learning.
62. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the DLO and the principles of the forthcoming Foundation Phase.
63. Overall pupils in key stage 1 make very good progress in the core and foundation subjects and 98 per cent of pupils reach their set targets and goals. The more able and talented are provided with stimulating tasks based on extended thinking skills.
64. All pupils with additional needs, including those in the LRC and those requiring help with learning EAL make very good progress towards the targets set for them in their individual education plans and achieve very good standards relative to their age and abilities. Overall the education the school provides meets the needs of the range of pupils on roll. The school caters very well for their physical and emotional well-being.
65. School-based assessment information indicates that the attainment of the children on entry is slightly below similar schools within the LEA. In particular they display delayed personal and social development. The children settle quickly into the routine of the nursery and readily take part in a wide range of activities based on the DLO and the principles of the forthcoming Foundation Phase. They quickly acquire new knowledge and skills in all six areas of learning and develop a broad and balanced foundation on which to base their academic development.
66. Their learning is consolidated as they quickly become immersed in a "can do" culture that encourages thinking skills and accelerated learning techniques. By the time baseline assessment takes place at the end of the first year they are slightly above the LEA average, demonstrating value added by the school. This is a strength of the Early Phase Unit at Acton Park Infant School.

67. The results of the end of key stage 1 teacher assessments in 2007 show pupils exceeding the local and national level in English, mathematics and science. The core subject indicator (the number of pupils reaching level two and over in all three subjects) is above the local and 10 per cent above national levels. This is an outstanding feature of Acton Park Infant School.
68. When compared to similar school across Wales based on the number of pupils receiving FSM the school, including the LRC, is in the upper 50 per cent in all three core subjects and the core subject indicator. These results were achieved despite the fact that 20 per cent of this cohort were receiving help for special educational needs and illustrates outstanding progress made by many pupils. There is no significant gender difference. School assessment information indicates girls and boys perform equally as well overall, with yearly variations depending on the nature of the cohort.
69. Rolling averages over the past three years indicate that, compared to similar schools, performance compares favourably with the LEA average in English, mathematics and science, excluding the predicted dip in 2006. Results at the end of key stage 1 are sometimes distorted by the relatively large number of children with additional learning needs who attend the LRC.
70. In 2007 the percentage of pupils at key stage 1 gaining a higher level three is above the local and national averages in science and mathematics and slightly below in English. The school is currently addressing this issue and internal assessment data suggests their actions have been successful over the past two terms.
71. The school has analysed available data in great detail and taken suitable action to address issues such as middle band pupils who are reluctant learners; as a result "Blitz Groups" have been introduced to raise standards effectively. The yearly variations in results are predicted well in advance by the school as part of the very effective pupil tracking system and appropriate action is taken.
72. The under-fives and pupils in key stage 1 achieve very good standards overall in their use of key and basic skills.
73. They make good progress and achieve good standards in using the key skills of reading, writing and numeracy and their awareness of *Cwricwlwm Cymreig* across the curriculum. Their speaking, listening, personal and social skills, ICT, creative and problem-solving skills are outstanding. Most pupils use their listening skills very well in Welsh to respond to many different requests. However, a small minority are not confident enough to use the language orally on a regular basis.
74. Most pupils speak very confidently about their learning experiences, ask and answer appropriate questions clearly using extended vocabulary, offer opinions and give honest evaluations of tasks undertaken. This is an outstanding feature. Pupils throughout the school listen very attentively to their teachers, other adults and each other. Outstanding listening skills enable most pupils to gain good levels of incidental knowledge. In the key skill of reading pupils make good, appropriate progress. By the end of key stage 1 pupils use writing skills with increasing confidence and enjoyment across a range of contexts.

75. All pupils, including those under five, apply their ICT skills competently across the curriculum to enhance their learning effectively. Many are able to work their way through the problem-solving process independently as they take part in their daily activities. This is a further strength.
76. Pupils use their numeracy skills well in the early years and key stage 1 throughout all the areas of learning. For example as they take part in independent scientific experiments or count cakes during baking sessions.
77. Overall, pupils in the LRC achieve a very good standard in their use of key and basic skills at a level appropriate to their abilities.
78. Regardless of their social, ethnic or linguistic backgrounds, all pupils make very good progress in acquiring new knowledge and understanding and skills which they are able to transfer across to all areas of the curriculum. This is an outstanding feature. Individual and group targets focus pupils at an appropriate level.
79. Most pupils are able to discuss their work with known adults and over half can review their strengths and weaknesses as they make very good progress towards fulfilling their potential. The majority understands how they are progressing and what they need to do to improve. Most ask for help when required and are highly motivated throughout the learning sessions. They are able to apply thinking skills and perseverance consistently and concentrate for very long periods of time. These are further strengths of the school. Overall, pupils are very well prepared and ready to move on to the next stage of their learning.
80. Pupils' behaviour around the school and their attitudes towards learning are outstanding. This contributes greatly towards the standards they achieve and the happy, supportive environment of school life. They understand what is expected of them which is reinforced with an effective and consistent behaviour policy. They are polite and courteous to each other and to adults in the school. There have been no exclusions in the last twelve months.
81. Average attendance over the three terms prior to the inspection was 94.4% for nursery, 94.8% for reception and 95.5% for the rest of the school. These attendance figures are an outstanding feature as they are above local and national averages and exceed Welsh Assembly Government targets. The school takes good account of National Assembly for Wales Circular 3/99. Pupils are punctual, lessons start on time and registration is conducted efficiently and in accordance with statutory requirements.
82. Overall, pupils reach an outstanding level in their personal, social and learning skills as they develop their ability to work independently. Nearly all are self-motivated, collect appropriate resources without help and make good use of time. Most stay on task throughout the sessions. They enthusiastically solve problems when making constructions such as in year 1 when they attempt to reconstruct London Bridge as part of their extended topic provision, paying due regard to health and safety.
83. Most pupils extend their skills of decision-making as they constantly make choices when independently organising and planning their learning throughout the day. This practice begins in the nursery, continues throughout the school and is a further outstanding feature. Pupils' creative skills are very good. This

is reflected in the two and three-dimensional art work of very high quality, based on environmental projects, displayed throughout the school. As a result many pupils are beginning to appreciate the process of learning as well as the end product. Nearly all are quickly developing a very positive attitude to learning that will maintain lifelong learning.

84. Most pupils have developed a very high level of self-esteem and they believe they can achieve in a given task before they attempt to complete it. This is what makes the school outstanding.
85. Overall pupils make very good progress in their moral development as they work well together in an ethos that values individuals and promotes honesty and fairness. They show great care, respect and concern for others and their environment. They have a sincere regard for the views of others and are able to discuss such topics as world peace during circle-time activities.
86. They have a strong sense of what is right and wrong and are able to reflect sensitively on a wide range of age appropriate issues such as how worrying affects their lifestyle. These are outstanding features of the school. During whole-group time the children contribute to prayers and reflect at appropriate times during the day. They are quietly spiritual in their appreciation of the natural world and their pride in being members of the school community. They are establishing good healthy-living skills that include valuing their physical and emotional well-being.
87. Children are developing a very responsible approach to life in school and the wider community. They treat everyone equally regardless of their background or circumstance; this is a further strength of the school. This sense of responsibility helps develop a good understanding of equal opportunities and nurtures a healthy respect for the diversity of beliefs, attitudes and cultural traditions which helps form today's modern society. Their understanding of the cultures in the wider world is outstanding. They are beginning to act as good citizens and recognise the role the community plays in their well-being. The work of the Eco-committee and the "Buddies" are notable features in the development of these aspects of their education.
88. Pupils are very well prepared for effective participation in the work place and community. Representatives of a whole range of outside organisations and individuals, visit and contribute to the life of the school. Pupils take part in community activities and visit the locality regularly to support their learning in many areas of the curriculum.

The quality of education and training

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

Grade 1: Good with outstanding features

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

90. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

91. An outstanding feature of the teaching throughout Acton Park Infants School is that all observed lessons were judged to be grade 1 or 2. This far exceeds the all-Wales primary target of 80% for 2010 and compares very favourably with the most recent Chief Inspector of Schools' Annual Report. This states that the quality of teaching in 14% of lessons is outstanding throughout the primary sector in Wales. This indicates a considerable improvement since the previous inspection.

92. In the lessons which have outstanding features, members of staff stimulate and challenge learners to achieve success as they:

- impart high expectations of pupils' performance, give a lively and energetic delivery of the lesson and base their delivery on a multi-sensory approach to learning;
- plan work that is very exciting and challenging and gives pupils many opportunities to develop their independent learning skills and those linked to making informed choices;
- ensure the teaching is well focused on the results of daily assessment and use appropriate interventions techniques to support pupils' learning; and
- plan a range of activities to help pupils to develop their key skills in an inquiring manner and take responsibilities for their own learning.

93. In the lessons which have good features, members of staff:

- carefully plan lessons with clear aims and learning objectives which are shared with pupils;
- use skilful questioning that builds well on what pupils already know and what they can do and further develops their thinking skills; and
- use a wide range of resources and artefacts to stimulate interest, explain concepts, develop pupils' knowledge and understanding, extend their curiosity and develop their enthusiasm for learning.

94. The continuous evaluation of pupils' progress and pupils' application of their thinking and problem-solving skills are outstanding factors. Teachers are particularly effective in combining planning and teaching successfully across many areas of learning. In this way, each pupil's targets are well monitored and this provides a sound basis on which to establish continuity and progression in planning further activities.

95. Teachers establish very good relationships with pupils that foster learning. With the help of highly-trained support staff they create an environment where learning is well promoted and the contribution of each pupil valued. They ensure that pupils understand class rules and there are clear expectations of good behaviour. They use a variety of intervention strategies to ensure that learning takes place in an atmosphere where self-discipline is combined with respect for the needs of others.
96. Although teachers plan in great detail from skill-based plans and have clear objectives for each lesson, they are sufficiently flexible in their delivery to take into consideration topics that are initiated by individual pupils. This is a strength of the school.
97. The good quality of teaching in the early years provides children with a wide range of learning experiences that successfully captures and sustains children's interest. These experiences encourage children to make appropriate choices and to become independent learners.
98. Teachers throughout the school have very high expectations of the pupils. They provide a series of outstanding activities, which effectively extend and challenge pupils' thinking. These activities help teachers to identify each pupil's preferred learning styles and plan further relevant, activities and challenges. They are outstanding in developing pupils' independent and group-learning skills.
99. Most teachers have a very good knowledge of pupils' developmental need and their own subject knowledge. They benefit from a range of opportunities to update their knowledge of the curriculum and the latest developments in education.
100. They have a very good knowledge of the various areas of learning and the implications of the principles of the forthcoming Foundation Phase. They ensure that each pupil fully understands the range of activities and challenges available to them in each lesson.
101. Well-organised and appropriate support is provided for pupils with additional learning needs and for those pupils for whom English is an additional language. All members of staff are fully committed to the provision of equal opportunity. All pupils are treated fairly and with respect. Advantage is taken of any opportunity to promote pupils' awareness of different languages and cultures.
102. The pupils are well supported throughout the school and the contribution of teaching assistants is an outstanding feature. Teachers' planning for lessons and activities take into account pupils' various stages and methods of learning. All members of staff show sensitivity and flexibility to meet pupils' social and learning needs and monitor and review these needs on a daily basis. However, on occasions staff lack the confidence to encourage pupils to use incidental Welsh on a regular basis throughout the day.
103. The consistency and accuracy of assessment strategies and methods of recording pupils' progress and achievements have outstanding features and they comply with all statutory requirements. Teachers in all classes establish a clear set of criteria in their planning. They use these effectively to measure success, evaluate progress and influence future planning. These aspects of

planning are well supported on a daily basis as staff and pupils record individual progress in their chosen activities. This serves as an outstanding input into the school's weekly planning for improvement and the setting of further targets.

104. Staff ensure each pupil is involved in setting and reviewing targets relating to personal, literacy, numeracy and social skills. Pupils discuss these targets with their teachers and support staff regularly and evaluate their progress against them with understanding. The school has introduced an innovative system of target ranking to identify pupils requiring further help. Most pupils understand what they need to do to improve their work and make progress. This is a strength of the school.
105. The marking of pupils' work is undertaken regularly. Written comments are generally reflective and often include praise and encouragement. Frequent verbal feedback to pupils is of outstanding quality and tells the pupils how they may improve upon specific aspects of their work. The criteria for success indicated in the weekly planning serve as a sound basis for this feedback.
106. The pupils themselves have good opportunities to comment on aspects they found enjoyable, successful or areas they feel they could improve upon.
107. Reports to parents are comprehensive. They are based on an electronic system, but are reflective and evaluate each pupil's progress on a personal level. The reports are clear and indicate areas of progress and success and identify targets for further improvements.
108. All parents/carers have regular opportunities to discuss their child's progress with members of staff and are invited to comment upon or contribute towards the end-of-year reports. All reports meet statutory requirements. The comprehensive reports for the pupils from the Language Resource Class contain a specific report from the Speech and Language Therapy Services.
109. All staff have received comprehensive training on moderating work to ensure assessment is rigorous and standardised throughout the school.

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

Grade 1: Good with outstanding features
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110. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
111. Outstanding features include the quality of planning for continuous, individual improvement.
112. The overall quality of educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the DLO and the principles of the forthcoming Foundation Phase. Detailed plans are established that ensure pupils benefit from a wide range of learning experiences in each area. The outdoor curriculum is being developed effectively in readiness for the Foundation Phase.

113. Overall the education the school provides meets the needs of the range of pupils on roll. The school caters very well for their physical and emotional well-being.
114. The school provides a broad and balanced curriculum which meets statutory requirements and fully incorporates the promotion of spiritual, moral, social and cultural development of the pupils. It is equally accessible to all pupils, including those with additional learning needs, and systematically builds on what the pupils know and can do. The curriculum has recently been successfully adapted to a skill base and now provides more learning experiences through various informal and play-based activities. The continuous and enhanced provision to reinforce learning is an outstanding feature of the provision and part of the “can do” culture of the school; as is the whole-school involvement in the multi-sensory approach to learning.
115. The curriculum supports the pupils well in developing many aspects of their key and personal skills. Teachers’ detailed planning is an outstanding feature which ensures continuity and progression throughout a wide variety of learning activities.
116. The school holds the Basic Skills Quality Award and ensures that the key skills of communication, numeracy, ICT and thinking skills are fully integrated within activity planning and provision. This area of co-ordinated provision for the delivery of a broad range of skills is an outstanding feature of curricular planning.
117. The school makes effective use of the locality to enhance pupils’ understanding of many areas of learning. For example teachers arrange visits to places of historical interest which extend and enhance learning activities undertaken in the classrooms. These visits help the pupils to interact socially and to develop respect for important places within their community.
118. Overall the provision to promote learners’ spiritual, moral, social and cultural development is outstanding.
119. The school’s collective worship fully meets statutory requirements and provides well-planned opportunities for pupils to consider their own and other people’s lives. Teachers further develop pupils’ spiritual awareness through continued observations of the natural world and the effective provision of various writing activities. These are aimed at encouraging pupils to express personal reflections of awe and wonder and to consider and identify feelings of empathy in the lives of others. This provision for the development of pupils’ spiritual awareness is an outstanding feature of their personal development.
120. The school is very effective in enabling pupils to reflect upon ways in which they may help and support each other. This contributes well towards establishing an environment where mutual respect and trust are valued. Activities which promote pupils’ understanding of fairness through issues such as “Fair Trade” are outstanding features of promoting principles which foster pupils’ moral development.
121. The school provides various opportunities for pupils to develop their social skills. Visits to the locality and further afield help to develop an understanding of living within a community. A clear set of school rules provides positive guidance towards establishing good patterns of behaviour. The very

impressive conduct of the pupils around the school is evidence of the effectiveness of these actions.

122. Pupils' cultural development is very well promoted through various art and musical activities. The school makes effective use of visiting artists including those from Wales. Plans that successfully develop pupils' thinking skills as part of arts projects are outstanding features. Through these projects pupils use their studies of diverse cultures as a basis for developing creativity across many areas of the curriculum. The provision for pupils to explore the culture of Wales and other lands through continuous play is well developed in each year group and a further strength of the provision.
123. Parents are made very welcome at the school. They are regularly kept informed of all activities through a school brochure, termly newsletter and various information booklets. All the parents who replied to the pre-inspection questionnaire are full of praise for the school. A number of parents help at the school throughout the day. The parents support the school well financially through organising fund-raising activities in order to purchase prioritised items. Their efforts contribute well towards raising standards. The range of the school's links with the parents and their positive responses are outstanding features.
124. Pupils' awareness of the community is enhanced by visits from various members of the locality who talk to them about their life and responsibilities.
125. There are good links with the adjoining junior school which help with the transition of pupils and curricular continuity. Established links with various sports coaches provide extra-curricular opportunities of good quality for both boys and girls. There are very effective links with other schools in the area that have Language Resource Classes attached. This enables the spread of good practice.
126. The school has established good links with the local college of further and higher education. It accommodates students on their school placements and supports them well in acquiring relevant teaching experiences. The school meets course and legal requirements.
127. Work-related education is outstanding and very well established throughout the school. Carefully planned role-playing, visits and visitors all play an important part in contributing to pupils' awareness of the world of work.
128. Teachers' lesson plans that include provision for the promotion of basic bilingual skills, and *Y Cwricwlwm Cymreig* have good features and no important shortcomings. Incidental Welsh is planned progressively through greetings and requests in various activities. Planning for *Y Cwricwlwm Cymreig* reflects important aspects of Welsh culture, history and the environment across many areas of the curriculum.
129. All pupils have equal access to all areas of the curriculum including sport. Personal and social education, circle time and collective worship are well used to tackle such issues as social disadvantage and to challenge stereotyping. This is a further strength of the provision.
130. The school's curriculum has outstanding features in helping pupils develop their understanding and knowledge of sustainable development. The school

has a well organised Eco -committee which takes responsibility for a wildlife area and oversees a successful recycling project. Many of the older pupils have visited a local electrical factory to learn how solar panels save energy. Pupils' awareness of global citizenship issues is very well promoted through the inclusion of many activities which enhance their understanding of ways of life and cultures in other countries.

131. The development of pupils' entrepreneurial skills is promoted through various activities. From the early years on, through role-play, pupils begin to develop problem-solving skills and those related to making considered decisions. Older pupils have successfully organised fund-raising events through making and selling various craft items in the school fair.
132. National priorities are well considered and acted upon. For example in the past five years the school has been involved in the Healthy Schools' Initiative and the Eco Scheme. Pupils constantly work with adults on projects and in turn see adults as lifelong learners. The Eco-committee provides good opportunities for pupils at a very young age to be involved in decision-making within the school and to learn about the democratic processes. This is an outstanding feature. The school's provision for personal and social education reflects national recommendations and includes sex education and drug and substance awareness at an age-appropriate level.
133. The school is very effective in establishing strong foundations for lifelong learning by encouraging pupils to be responsible for their own actions. Pupils' personal qualities, such as kindness, truthfulness and forgiveness are well developed through circle time, assemblies and group activities. The emphasis on developing thinking and problem-solving skills through implementation of the PATHS (Promoting Alternative Thinking Skills) curriculum and Accelerated Learning techniques provides very good support and a sound basis for pupils to develop good strategies towards future learning.

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

Grade 1: Good with outstanding features
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134. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
135. The care, support and guidance provided by the school are outstanding features. Pupils are secure in school and very good relationships exist between themselves and all staff both teaching and non-teaching. It is these outstanding relationships which underpin the school's work and increase the confidence and self-esteem of the pupils on roll.
136. Pupils with additional learning needs are well provided for with appropriate educational, medical or pastoral support from specialist services. An outstanding feature of the school is the depth of support and guidance given to those with additional learning needs.
137. The partnerships with parents/carers are outstanding. Every effort is made to encourage parental participation and seek their opinions on school life. They are kept well informed by regular newsletters, information evenings and a recently established website. The school has put together a series of basic

- skills booklets which guide parents in how to support their child's learning. All the pre-inspection questionnaires returned and the parents' comments at the pre-inspection meeting were very positive in their support. The Eco-committee and the School Buddies have been involved in decision-making opportunities and said they believed they made an important contribution to school life. There is an active parents association and parents and grandparents regularly help in school.
138. Induction programmes to help new pupils settle in are good. There are strong, established links with the local playgroup and junior school. Pupils arriving outside normal admission times are offered the opportunity to spend some time, prior to admission, in school. On arrival they are paired with another pupil in the same class to help them settle down into the life and routines of their new environment. All pupils have an age appropriate understanding of their rights and responsibilities and soon become aware of what is expected of them during their time in school.
139. The school provides outstanding personal support and guidance for pupils. Teachers know their pupils very well and monitor each pupil's needs and progress at an individual level. Staff offer very high quality, individual structures and strategies to support and guide the children through to the next step in their education. They successfully identify the pupils' needs and effectively track their progress. Personal and social education is given a high priority and is placed at the heart of the planned curriculum. Pupils' personal and social targets are displayed in each classroom.
140. Collective worship and circle time are carefully planned to address and support pupils' concerns. Good use is made of specialist services including whole-school training to support pupils with particular medical needs. Parents are also highly satisfied with the care and guidance the school offers their children. All year two pupils are trained as "Buddies" and take on lunchtime and playground responsibilities throughout the year. There are well-established links with the general community, the police, health-care professionals and other relevant agencies that very successfully help the school support and guide the children in their care.
141. There are good procedures in place for monitoring pupils' punctuality, attendance and behaviour. The importance of regular attendance is stressed in newsletters, the school prospectus and the home/school agreement. The educational social worker is available for support where necessary. There are weekly 'early bird' awards for punctuality and termly attendance awards.
142. The school's provision for healthy development, safety and well-being of all pupils is outstanding. The school has been involved in the "healthy schools" initiative for three years with many of the principles firmly embedded in school life. Leaders and managers pay due attention to healthy eating and drinking policies and procedures. These are reviewed annually and the appropriate action taken.
143. There is a good choice of healthy dinners, healthy snacks are provided at break times and water is available to drink throughout the day. Accelerated learning principles are implemented throughout the school. Every afternoon pupils take part in physical exercise sessions to encourage them to appreciate the importance of exercise in leading a healthy life-style.

144. There are three qualified first-aiders and all staff have received emergency first-aid and epi-pen training. After-school first-aid training is given to the pupils. Suitable practices are in place to support pupils with specific medical needs. There are appropriate security arrangements, practices and policies in place to ensure the welfare and well-being of all stakeholders within the school building and during educational visits.
145. The head teacher is the named person with responsibility for child protection and together with the deputy head is trained to the appropriate level. All other members of staff have received updated training and fully understand the guidelines. There is a child protection policy in place in line with local procedures. All staff and volunteers are Criminal Records Bureau checked.
146. The provision for children with SEN in the mainstream and the LRC is very good and an outstanding feature of Acton Park Infants School. There is a comprehensive policy for pupils with SEN which complies with the requirements of the Code of Practice for Wales. It gives clear guidance to all who are involved with procedures and practices. The school has a very positive attitude to inclusion and supports all children to access fully the curriculum. This is a further outstanding feature of the school.
147. Overall all pupils with SEN, including those in the Language Resource Class, make very good progress relative to their age and abilities. Pupils are well supported by the effective implementation of the PATHS curriculum (Promoting Alternative Thinking Skills).
148. Pupils in the LRC respond well to staff who all have a very well-developed understanding of their needs and clear expectations of their potential. They settle confidently into well-structured classroom routines and make very good progress in their personal and social skills. They have a good understanding of classroom rules and respond well to the reward systems in place. They concentrate for a lengthening period of time in their learning and respond positively to every opportunity to integrate with their peers in the mainstream school.
149. Pupils are carefully assessed and monitored with full and useful records being kept by both teaching and support staff. Individual education plans (IEP) are working documents with focused work planned to achieve the targets set. When pupils are included in lessons such as story or music they make good progress and often achieve in line with their mainstream peers.
150. Pupils in the LRC have access to a well-planned, differentiated and appropriate curriculum and overall, at a level appropriate to their needs, they make very good progress in their key and basic skills. They accurately decode when reading and the more able are developing a good understanding of what they read. Their speaking, listening and writing skills develop at an appropriate rate. Pupils make very good progress in developing and using their number skills and most have an understanding of key vocabulary in Welsh. They make competent and effective use of basic skills on the computer.
151. The staff in the LRC have very well developed strategies to deal with any pupils with behavioural problems; as well as high levels of proficiency in managing pupils with SEN. The mainstream school also benefits from sharing

- this expertise which contributes very positively to the school's ability to cater for the needs of all pupils. This is a further outstanding feature of the school.
152. The mainstream school successfully identifies and assesses the needs of pupils with additional needs at the earliest possible opportunity and takes appropriate action. For example "Blitz Groups" focus on pupils in years 1 and 2 who require extra help with reading and writing. This is an outstanding feature of the school as it has had a direct impact on the number of pupils who are able to reach their potential by the end of key stage 1.
 153. The needs of all pupils with SEN are very well supported by well-trained, dedicated and effective staff. Both classroom and external support are of high standard and managed very well by the special educational needs co-ordinator (SENCO) who offers clear support and guidance to all mainstream staff. The school makes very good use of support agencies such as speech and language therapy, behavioural support and education psychology. It is a member of the "Dyslexic Friendly Schools" group.
 154. The staff work closely together to ensure that individual programmes of work match the needs of each pupil. Individual pupil's progress is very well tracked. The learning support assistants give very valuable support to small groups and individuals identified with the greatest need. Pupils benefit from these sessions, which are well planned and closely linked to needs identified in their IEP. This is an outstanding feature. There are good links with the receiving school to ensure that pupils' needs are highlighted on transition. The requirements of pupils in school who have SEN are readily met in an ethos of total inclusion.
 155. Provision is very effective as teaching is focused on targets identified in the IEP and staff plan and teach to the individual strengths of each pupil. Progress is monitored and reviewed regularly through a process that involves the parents/carers and the pupils. All pupils make very good progress against set targets.
 156. There is an effective system of praise and rewards that is strictly enforced by all members of the school community. The strong ethos of good behaviour and mutual respect that surrounds the school community contributes significantly to the pupils' achievements and is an outstanding feature.
 157. There are four children in the school, at the present, who have needs relating to learning English as an additional language. Strategies are in place for them to receive very good support relevant to their individual needs.
 158. The importance and attention given to equal opportunities, taking into account pupils' social, educational, ethnic and linguistic backgrounds, the way the school promotes gender equality, challenges stereotyping and promotes good race relations is outstanding. All year groups have an area in the classroom dedicated to looking at life in other countries. The culture, music, art, dress and food are all explored and compared to their own lifestyle, enabling them to appreciate the rich diversity of the world we live in.
 159. Collective worship is well used to support this work. Displays, artefacts and multicultural resources throughout the school are of a very high standard. The library service recently completed an audit of books to ensure there is no stereotypical bias and that they were representative of the multicultural society

within Wales. All the appropriate statutory policies are in place and evident in the day-to-day life of the school.

160. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the pupils' outstanding behaviour. In discussions pupils said they would be happy to report any bullying, knowing it would be dealt with fairly and quickly. Staff follow the "good behaviour" policy and pupils are rewarded for positive behaviour with stickers, awards, golden time and an invitation to sit on the 'table of the week' at lunchtime. The School Buddies are a visible group on the playground taking an active role in supporting pupils where needed.
161. The school takes all reasonable steps to ensure equal treatment of disabled pupils. The points for action on their disability access plan are up-to-date and reviewed regularly. They have a Disability Equality Scheme and action plan. There are suitable disabled facilities and access to all parts of the school.

Leadership and management

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

Grade 1: Good with outstanding features

162. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
163. An outstanding feature of Acton Park Infants School is the quality of the leadership, management and strategic vision provided by the newly appointed head teacher. Her actions are firmly focused on improving standards, particularly in relation to the holistic development of all pupils. Procedures, structures and resources introduced have resulted in pupils making very good progress throughout the school when viewed alongside their level on entry. The head teacher has used her own extensive management expertise to build on the existing good practice already ingrained within the culture, to bring the school to the forefront of current good educational practice. This is a further strength of the provision.
164. There is a very positive direction and purpose throughout the school. Explicit aims and values promote equality for all and are shared, understood and implemented by all stakeholders throughout the school day. The head teacher is very committed to the well-being of the pupils and is extremely successful in involving parents and the community in supporting their education.
165. The head teacher works very closely with the recently appointed deputy head teacher to establish a dynamic senior management team that has an exciting and forward-looking approach to school improvement. Recent funding has resulted in an expansion of leadership roles for established staff. This has enabled the school to create Phase Leaders resulting in an outstanding impact on standards. All members of the school community enthusiastically embrace the new vision for the future and play an important part in maintaining high standards. Staff work very well together as a team and have very high expectations for each pupil. Common values are shared about learning skills,

thinking skills, emotional well-being, standards of behaviour and relationships. A “can do” ethos prevails.

166. An outstanding feature is the attention the school gives to national and local priorities. For example, it is preparing very well for the introduction of the Foundation Phase and has attained the “Basic Skills Agency’s Quality Mark” a number of times. The school is taking part in the “Dyslexia Friendly Schools Initiative” and participates in the “Healthy Schools Scheme”. All leaders and managers are acutely aware of the importance of effective healthy eating and drinking policies and practices. The school’s involvement in activities to develop sustainability and global citizenship is outstanding.
167. All leaders of areas of learning have a very clear view of the strengths and weaknesses in their areas of responsibility based on first-hand evidence and maintain the high expectations set by the school for each pupil. They use this knowledge to set individual, realistic but challenging targets for improvement. These targets impact very positively on raising standards.
168. Participation in the Accelerated Learning Project has led to consolidated learning in all age groups. Statistical analysis clearly shows that the school is moving forward in meeting all its goals. As a result, further effective strategies have been introduced to review whole-school targets in terms of appropriate challenge.
169. Very effective performance management arrangements identify targets for all staff in order that they can improve their teaching competences and skills. The school is very committed to the development of its staff and its arrangements in this area are outstanding. Effective appraisal helps teachers and support staff evaluate and improve their practice. The head teacher, deputy head teacher and the phase leaders effectively monitor standards of teaching and learning. Good use has been made of workforce remodelling opportunities to extend the performance of all relevant staff.
170. The school has put in place well-organised and effective arrangements to provide teachers and support staff with appropriate time to plan, prepare and assess (PPA Time). This has had an outstanding impact on the standards of teaching and learning as it has facilitated innovative good practice to be disseminated throughout the school.
171. Governors are dedicated, enthusiastic, supportive and work well with the head teacher and staff. The relatively well-established governing body is slowly refining its role in developing the strategic direction of the school; it makes increasingly effective contributions to the leadership. The governors are well informed about issues that affect the school and are developing effective procedures for monitoring performance and provision. This information is gradually being used to assess the effectiveness of the SIP and prioritise areas for future improvement. Governors take appropriate steps to maintain the standards and provision and are developing links with each area of learning for monitoring and support purposes. However, their assessment of the impact of new initiatives on standards and the extension of their role as a “critical friend” is, as yet, not fully developed.
172. The governors fulfil their regulatory and legal requirements and all clearly understand their roles and responsibilities. The governing body reviews all

policies and is involved in the production of the SIP and self-evaluation report (SER).

173. All statutory committees are in place and their findings reported to full governing body meetings which occur regularly and are well documented. The school's complaints procedures are effectively established.

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

Grade 1: Good with outstanding features
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174. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
175. Outstanding features include the established system of evaluating individual targets, using internal comparative information, to move each child forward.
176. The school has established, over a lengthy period of time, an effective culture for self-evaluation. Since the appointment of the new head teacher, the school has re-evaluated its school improvement plan in order to facilitate the implementation of a number of new strategies to raise standards.
177. The head teacher, staff and governing body are fully focused on establishing high standards and use a range of procedures to monitor and evaluate the work of the school, for example through classroom observations and planning and preparation time cover. The way in which middle managers constantly monitor standards in their areas of responsibilities has good features and no important shortcomings; they are effective in identifying areas and setting goals for improvement. An appropriate timetable for monitoring has been implemented and specifically funded by non-delegated monies. An innovative tracking system facilitates tracking pupils' progress as they move through the school.
178. The self-evaluation document is clear and comprehensive. It notes strengths and areas for further development. Judgments provide a sound basis on which to plan further improvements.
179. There are comprehensive and systematic procedures, based on LEA "school-based review" criteria, to gather information which serves as a basis for the self-evaluation report. All members of staff contribute regularly to the evaluation process, and their involvement is an outstanding feature of assessing and reviewing the effectiveness of planning and provision, using first-hand evidence.
180. The self-evaluation report informs a comprehensive SIP which identifies focussed priorities with appropriate time-related and measurable criteria that drive the school purposefully forward. There is a clear link between the SIP and the SER. This is an outstanding feature.
181. The school makes effective use of relevant data to compare the attainment of pupils against those in other schools and considers evidence contained in its previous self-evaluation reports and action plans. This information is used to set challenging targets for improvement.

182. Pupils' work is well assessed by areas of learning leaders and the moderation of work through portfolios of achievement is well used to identify progress and attainment. This ensures assessment is consistent and rigorous throughout the school. This process informs members of the governing body of pupils' attainment and of relevant developments in their areas of responsibility.
183. Pupils' views are gathered through various groups within the school such as the Eco-committee. This process is also considered as part of the school's provision to develop pupils' thinking skills. This is an outstanding feature of linking pupils' key skills with the evaluation process. All parents are consulted by means of a questionnaire, and through information / consultation evenings.
184. The information gathered is used appropriately to identify and develop the school further and is well reflected in the SIP. This document is use by all those involved in the process of education at Acton Park Infants School on a daily basis. This is outstanding practice, which leads to the establishing of clear targets and criteria, against which the school can measure the impact of its planning and provision.
185. The school has an effective system for performance management, which is linked directly to the school's strategic development. This process, together with careful evaluation of resources, contributes very well towards raising standards.
186. An outstanding system of target assessment indicates the success of actions taken with individuals and groups of pupils; for example 98 per cent of pupils reach their set targets and goals by the end of key stage 1. This is a further illustration of the rigorous nature of the self-evaluating culture of the school.
187. The findings of the inspection team agree with the school in all of the seven key questions. The school has made good progress in addressing any shortcomings identified in the last inspection. For example pupils now write for a variety of purposes across all areas of learning. Opportunities are now planned for pupils to apply and extend their mathematical skills, on a daily basis, according to their individual needs.

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

Grade 1: Good with outstanding features
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188. The findings of the inspection team match the judgments made by the school in its self-evaluation report.
189. The adequacy, suitability and use made of staffing, learning resources and accommodation are outstanding. Overall there are sufficient qualified, experienced and specialist teachers and support staff to deliver the appropriate curriculum and meet the needs of the full range of pupils on roll; including those in the Language Resource Class. All staff are deployed well and continually endeavour to update their training and developmental needs.
190. The head teacher is a very experienced practitioner and there is a good mix of youth and experience amongst the staff. Very good use is made of PPA Time. As a result a practical and investigative approach to learning, focused on thinking skills, has been quickly embedded throughout the school. This has

had a very positive impact on the standards of teaching and learning and middle management issues and is a further strength of the school.

191. The appraisal and performance management systems are well established and ensure staff development is on-going on a personal and professional level. All staff development is focused on the priorities in the SIP. As a result all staff work effectively together to provide education and provision of a very high quality.
192. Responsibility points have been used wisely to create an extended senior management team (SMT) to utilise the expertise of the more experienced and well established early years practitioners within the school. Support staff demonstrate a very good range of skills. They are well trained, provide invaluable help and support for pupils with additional learning needs and those in the mainstream classes. Good use has been made of "Workforce Remodelling" to utilise these skills and ensure they contribute effectively to the learning process. The quality and the use made of the support staff are outstanding features of the school that have impacted strongly on standards of achievement,
193. Very good use is made of resources. All pupils have access to a range of high quality resources appropriate to their age and needs. These are kept in good condition by frequent audits and the generous use of non-delegated funding sources, for example the computer stations established in each classroom are used to support learning throughout the day; 29 new computers have recently been installed in the areas of learning. All new resources are linked to priorities in the school improvement plan.
194. The school building is well maintained and very effective use is made of all available space. It has been creatively adapted to cater for the forthcoming Foundation Phase. Staff consistently strive to provide stimulating areas of learning within each year group. These help pupils reinforce their skills and concepts independently' throughout their activity sessions. This is an outstanding feature of the provision.
195. The accommodation is sufficient for the number of pupils on roll. The use made of the outside learning environment, including the extensive school grounds, enriches the pupils' learning experience. Good use is also made of local off-site venues, such as Acton Park and Alyn Waters to support the curriculum and further enhance learning experiences.
196. Staff ensure all classroom areas are well organised to allow pupils to work independently. Attractive displays of work celebrate pupils' achievement and the whole building has recently been decorated throughout. The school is aware of its duty according to the Disability Discrimination Act 2005 and has an appropriate Accessibility Plan.
197. Very effective administrative support is provided which ensures that the routines of the school run smoothly and efficiently. The caretaker, supervisory personnel, cleaning staff, catering staff and those who organise the 'wrap-round care' are very valued members of the school team and contribute greatly to implementing its aims, values and caring ethos. This, in turn, reflects positively on standards and provision.

198. Careful budgetary controls and monitoring by the governing body ensure finances are in good order. Governors believe that extra funding should concentrate solely on raising the standards in the teaching and learning and be linked to agreed priorities. They are particularly diligent in ensuring that non-delegated funding is used to benefit existing pupils. This is a major management strength in a rapidly developing school.
199. The school gives very good value for money.

School's response to the inspection

Staff and governors are extremely proud of this inspection report. The inspection findings recognize that Acton Infants is a very good school with many outstanding features. The report reflects all that we value and aspire to in developing a learning climate that is positive and pro-active in its approach.

Outstanding features include the very good progress pupils make throughout their time here and the high standards achieved in acquiring higher-order learning skills, new knowledge and understanding. Outstanding teaching, combined with a multi-sensory, skill-based approach to learning ensures that standards continue to rise. The school's continued success evolves around the outstanding and dynamic leadership that has an exciting and forward looking approach to school improvement, with the school being brought to the forefront of current good educational practice.

Our school vision *Happy, Respectful, Lifelong Learners* is reflected in outstanding care, support and guidance. The very good relationships between all those involved with the school, underpin the school's work and development towards the very high levels of pupil's self-esteem. Pupils believe that they can achieve a given task before they attempt to complete it. This makes the school outstanding. Behaviour and attitudes towards learning are outstanding. Pupils show great care, respect and concern for others and their environment as they develop skills to maintain lifelong learning. They are very well prepared and ready to move to their next stage of learning, reaching outstanding levels in their personal, social and learning skills as they develop their ability to work independently. Our commitment to developing children's thinking skills has been recognized throughout the report, alongside pupil's consistent perseverance as active learners and being able to concentrate for very long periods of time.

All the lessons observed were judged to be grade 1 or 2, far exceeding the all-Wales primary target. Teachers and support staff work very effectively together in teams, stimulating and challenging pupils to achieve success. The provision for children with SEN and the very positive approach to inclusion supports all children to access the curriculum. These are outstanding features. The quality of planning, continuous evaluation of pupil's thinking and problem-solving skills and the development of pupil's independent and group-learning skills are outstanding. The continuous and enhanced provision to reinforce learning as part of our 'can do' culture is also an outstanding feature. The contribution of teaching assistants towards all of this provision has impacted strongly on standards of achievement and is an outstanding feature.

The quality of leadership, management and strategic vision is an outstanding feature. Focus is on improving standards, particularly in relation to the holistic development of all pupils. The importance given to equal opportunities, development of sustainability and global citizenship is outstanding. The school has well-organised and effective arrangements to provide PPA time. This has had an outstanding impact on standards as it has facilitated innovative good practice. Governors are dedicated, enthusiastic and supportive. They are particularly diligent in ensuring that funding is used to benefit existing pupils. This is a major management strength in a rapidly developing school. Space has been effectively and creatively adapted, providing stimulating areas of learning. This outstanding feature of the provision helps pupils reinforce their skills and concepts independently. Administration is very effective, ensuring the routines of the school run smoothly and efficiently. All staff are very valued members of the school and contribute greatly to implementing its aims, values and caring ethos.

The staff and governors would like to thank the inspection team for their courtesy, professionalism and the opportunity to engage in very positive dialogue. We will use their recommendations to ensure that Acton Park Infants continues to flourish.

Appendix 1

Basic information about the school

Name of school	Acton Park Infant School
School type	Community
Age-range of pupils	3-7 years
Address of school	Acton Park Infant School Box Lane Action Wrexham
Postcode	LL12 8BT
Telephone number	01978 266344

Head teacher	Mrs Sue Edgar
Date of appointment	April 2007
Chair of governors	Mr Dave Perrin
Registered inspector	Jean Laura Hannam
Dates of inspection	10/3/2008-11/3/2008

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	30	62	60	66	0	0	0	0	218

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	10	0	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 07	95.2%	94.5%	95.8%
Summer 07	90.9%	93.7%	94.5%
Autumn 07	94.4%	94.8%	95.8%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1, including the unit:

National Curriculum Assessment KS1 Results 2006-2007			Number of pupils in Y2:		66		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	2	5	75	18
		National	0	3	13	63	20
En: reading	Teacher Assessment	School	0	2	11	62	25
		National	0	4	14	55	27
En: writing	Teacher Assessment	School	0	2	5	93	0
		National	0	5	14	68	12
En: speaking and listening	Teacher Assessment	School	0	3	0	75	21
		National	0	2	10	63	24
Mathematics	Teacher Assessment	School	0	0	8	66	26
		National	0	2	10	64	23
Science	Teacher Assessment	School	0	0	3	72	25
		National	0	2	9	66	24
Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment							
In the school	90.16		In Wales	80.60			

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

Appendix 4

Evidence base of the inspection

1. Three inspectors spent a total of five inspector-days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 20 sessions or part sessions;
 - all classes, the Language Resource Class and withdrawal groups;
 - acts of collective worship;
 - a range of activities, including those in the outdoor classroom and those classified as enhanced and continuous provision; and
 - extra-curricular activities.
4. Members of the inspection team had meetings with:
 - staff, governors and parents before and after the inspection; and
 - senior managers, LEA officers, teachers, support and administrative staff, community members and groups of pupils during the inspection.
5. The team also considered:
 - the school's self-evaluation report;
 - 20 responses to parents' questionnaires;
 - comprehensive documentation provided by the school before and during inspection; and
 - a wide range of pupils' past and current work from across the complete age-range.
6. The inspection team also:
 - listened to pupils and observed their behaviour throughout the day; and
 - held discussions with pupils about their work and play.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Hannam Registered Inspector	Context, Summary, Early Years Recommendations, Appendices. Key Questions 1, 4, 5 and 7.
Glyn Griffiths Team Inspector	Key Questions 2, 3 and 6. Contributions to Key Question 1.
Justine Barlow Lay Inspector	Supporting Key Questions 1, 3 and 4.
Sue Edgar Nominee	Supporting all Key Questions.
Fiona Haine Peer Assessor	Supporting all key questions.

Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.

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