

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

A Report on the Quality of Education in

**Black Lane C.P. School
Long Lane
Wrexham
LL11 6BT**

School Number: 6652187

Date of Inspection: 18/05/09

by

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Black Lane C.P. 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 Black Lane C.P. School took place between 18/05/09 and 20/05/09. An independent team of inspectors, led by Terry Lynn Williams 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

The school and its priorities:

1. Black Lane Primary School is on the outskirts of Wrexham and serves the village of Pentre Broughton and the surrounding area.
2. There are 129 pupils on roll aged between 3 and 11 years old. 16 children attend the nursery class and the remaining pupils are taught in four classes grouped mainly by age.
3. About half the pupils come from the surrounding rural areas and half from the outskirts of Wrexham. The school considers that the pupils come from a variety of socio economic backgrounds and that they represent the full range of ability.
4. On entry to the nursery class, most children reach typical levels for their age in all areas of learning. All pupils come from homes where English is the first language. There are a small number of pupils from Traveller backgrounds.
5. About 17 percent of pupils are eligible for free school meals. 21 pupils (16 percent) are identified by the school as having special educational needs (SEN) and of these; three pupils have a statement of education needs. This is below the national average.
6. A significant proportion of pupils move into and out of the school in Key Stage 2 (KS2) and this has a negative effect on the school's results in National Curriculum assessments at the end of Year 6.
7. The school was last inspected in June 2003. Since then a new headteacher has been appointed and there have been changes to staff and governors. The school has maintained the good standards achieved during the last inspection.

The school's priorities and targets

8. The main aims of the school, stated in the current prospectus, are to:

"Provide a secure, friendly, caring and stimulating environment where children can develop their academic, personal and physical qualities and capabilities, and are challenged to achieve their full potential."

The school aims to help children:

- develop a sense of self worth;
- develop lively, enquiring minds;
- use literacy, mathematical, scientific and ICT skills imaginatively, confidently and effectively and learn to value the arts;
- to respect and understand their environment and the wider environment;

- to respect all individuals for their differences and respect others beliefs;
 - maintain a healthy lifestyle through diet and exercise;
 - to be self reliant and self disciplined;
 - to prepare for the future so that they will play an active role in society;
9. The school's main priorities for improvement, identified in the current school development plan are to:
- Continue to promote and develop the 'Pie Corbett' system to raise standards in writing throughout the school
 - Continue to promote the development of sustainable development and global citizenship (investigation of a link with an African School, community garden etc), developing the children's understanding of equality issues, and of their place, worth and responsibilities within the wider community and more globally.
 - Make clear improvements to the assessment and target setting systems. In particular, further develop the assessment of foundation subjects.

Summary

10. Black Lane primary school is a good and caring school that serves the community well. A team of dedicated teachers work closely together under a good management team. Members of staff provide pupils with a wide range of valuable experiences.
11. The inspection team agreed with the school's judgements in six out of the seven key questions. Where they differed in Key Question 6 the team awarded one grade higher, because sufficient good features and few shortcomings were identified.

Table of grades awarded

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

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the foundation phase outcomes. Overall standards in the seven areas of learning are:

Areas of learning for under- fives	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	1
Physical development	2

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	2	2
Science	2	2
Information and communications technology	2	2
Geography	2	2
Physical education	2	2

13. Since the last inspection, the school has maintained the good standards in all the subjects inspected in both key stages whilst standards in IT and PE in KS1 have improved.
14. In the 2008, end of key stage 1 (KS1) teacher assessments the school was placed in the second quartile when compared to schools with similar free school meal figures (fsm). Eighty nine percent of the pupils at the end of KS1 achieved the core subject indicator (CSI) of level 2 or above for the three core subjects with 94% of the pupils achieving level 2 in science.
15. In KS1, the results for the school in all subjects were higher than the average scores locally and nationally. This was an improvement on the results for 2006 and 2007. Assessment data provided by the school shows that pupils make good and continued progress from the time they start at the school.
16. The end of key stage 2 (KS2) teacher assessments for 2008 shows the school to be in the lower quartile when compared with schools of similar fsm figures. However, there were only 15 pupils in this cohort and each pupil equated to 6.6% of the total scores. The school identified five pupils in the cohort as having a range of additional needs, which adversely affected the overall scores especially in mathematics.
17. In 2008, 80% of the pupils in KS2 achieved level 4 or above in English and science however, a low score in mathematics had a negative affect on the overall core subject indicator (CSI) which shows the number of pupils

achieving L4 or above in all three core subjects. However, the percentage of pupils at the end of KS2 in 2008 achieving L5 in maths (40%) and science (53%) was above the local and national levels.

18. The school experiences high pupil mobility this has had a negative impact on results especially in key stage 2. Trends in performance show fluctuations in attainment from year to year. This can be due to high pupil mobility and the impact of low numbers in a cohort.
19. Detailed assessment information and tracking records for individual pupils show that many pupils make good progress and achieve the learning targets agreed for them by the school and Local Authority by the end of the key stage. A few pupils exceed their targets in English or science.
20. In the Foundation Phase and both key stage 1 and key stage 2, progress and standards in the key skills of listening, speaking, reading, writing, numeracy and the use of information and communication technology (ICT) are good with no important shortcomings.
21. Pupils with additional learning needs make good progress because of the very well targeted support they receive.
22. The majority of pupils are very well behaved in class and around the school. Their personal, social, moral, spiritual and cultural development has good features. They work and play extremely well together.
23. The average attendance for the 12 months prior to the inspection was 91.2% this is below the average All-Wales figure. Nearly all pupils arrive punctually for school and for lessons. There was one temporary exclusion during the year prior to the inspection. The school works hard at promoting attendance and punctuality and at avoiding exclusions wherever possible.
24. Registration is conducted efficiently and lessons start promptly. The school complies with all WAG requirements with regard to attendance and punctuality

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

25. These figures are well above the national picture reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was good or better (grade 1 and 2) in 83% of lessons. In this inspection, the quality of teaching was judged good or better in 89% in the lessons observed with 17% of lessons placed in the highest category compared to the national picture of 16% of lessons being Grade 1.
26. These grades are an improvement on the grades awarded during the last inspection in June 2003 when 73% of lessons were judged good or better.

27. The quality of learning in the Early Years is good and all practitioners make significant contributions to children's learning.
28. The school provides a broad and balanced curriculum offering a rich and relevant menu, which meets the needs and interests of the full range of pupils.
29. Throughout the school, pupils are developing their bilingual skills and standards are good in the early years and in KS1 and developing well in KS2. They have a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
30. Arrangements for assessments are thorough and meet statutory requirements. Good use is made of a wide variety of tests and assessments to inform future planning and to set targets for learners. Detailed assessment records and tracking information is kept.
31. Learners' all round healthy development and wellbeing is promoted effectively and monitored well. Supervision in the playground and on the field is good. There is a relevant child protection policy and all staff are aware of the procedures to follow.
32. There are good induction procedures for children starting school and transition arrangements for Y6 pupils with Ysgol Bryn Alyn the main receiving secondary school are very well developed

Leadership and management

33. The quality of leadership is good. The headteacher leads the school well and he has very good relationships with learners, staff, governors and parents. A good senior leadership team (SLT) and a strong governing body, which brings together a range of skills and expertise, ably support the headteacher.
34. The staff work together well as a team and relationships are very good. Performance management procedures are well established. There is a common focus and commitment to raising standards and on school improvement on general.
35. Realistic targets are set for pupils in line with Welsh Assembly Government requirements.
36. The governors are well informed and are aware of the strengths and areas in need of development at the school. Governors are involved in the self-evaluation process 'School Based Review' (SBR) and have met with subject leaders to discuss schemes of work. School policies are reviewed as part of a three-year rolling programme.
37. The self-evaluation process involves most interested parties and the school has surveyed opinions of parents through questionnaires. The process however, is still developing and the school is committed to engage all stakeholders fully.

38. The SBR is used to influence school improvement planning and funding is prioritised and targeted at issues, which impact on raising standards. Although the school improvement plan is a short document it is a useful document that helps in setting the strategic direction of the school.

Recommendations

- R1 To continue to adopt the philosophy of the Foundation Phase approach to learning in order to develop children's independent learning. *
- R2 To develop further a systematic approach to monitoring teaching and learning.*
- R3 To raise further the pupils awareness of Global Citizenship and Sustainable Development.*

* These issues have been identified by the school in its school-based review as areas to develop.

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

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

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	78%	5%	0%	0%

40. These figures are above the national findings published HMCI's latest Annual Report for 2007-2008, which states that standards were good or better (grade 1 and 2) in 84% of lessons, of which 12% were grade 1.

41. As the school received a standard inspection, five subjects and the areas of learning for the under fives are reported on.

Subjects and/or areas of learning for under- fives

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	1
Physical development	2

42. The majority of children in the Foundation Phase make good progress in all areas of learning while their Knowledge and understanding of the world and Creative Development have many outstanding features. Practitioners plan activities and effective, well structured play opportunities that enable children to learn by experiences across all areas of learning. The curriculum in the Foundation Phase meets the needs of the children in Black Lane primary school.

Subject grades for subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	2	2
Science	2	2
Information and communications technology	2	2
Geography	2	2
Physical education	2	2

43. Since the last inspection, the school has maintained the good standards in all the subjects inspected in both key stages whilst standards in IT and PE in KS1 have improved.
44. In the 2008, end of key stage 1 teacher assessments the school was placed in the second quartile when compared to schools with similar free school meal figures (fsm). Eighty nine percent of the pupils at the end of KS1 achieved the core subject indicator (CSI) of level 2 or above for the three core subjects with 94% of the pupils achieving level 2 in science.
45. In KS1, the results for the school in all subjects were higher than the average scores locally and nationally. This was an improvement on the results for 2006 and 2007. Assessment data provided by the school shows that pupils make good and continued progress from the time they start at the school.
46. The end of key stage 2 teacher assessments for 2008 shows the school to be in the lower quartile when compared with schools of similar fsm figures. However, there were only 15 pupils in this cohort and each pupil equated to 6.6% of the total scores. The school identified five pupils in the cohort as having a range of additional needs, which adversely affected these scores especially in mathematics.
47. In 2008, 80% of the pupils in KS2 achieved level 4 or above in English and science however, a low score in mathematics had a negative affect on the overall core subject indicator (CSI) which shows the number of pupils achieving L4 or above in all three core subjects. However, the percentage of pupils at the end of KS2 in 2008 achieving L5 in maths (40%) and science (53%) was above the local and national levels.
48. The school experiences high pupil mobility with members of the travelling community being absent for long periods this had a negative impact on results especially in key stage 2. Trends in performance show fluctuations in attainment from year to year. This can be due to high pupil mobility and the impact of pupils with SEN within a small cohort.
49. Detailed assessment information and tracking records for individual pupils show that many pupils make good progress and achieve the learning targets agreed for them by the school and Local Authority by the end of the key stage. A few pupils exceed their targets in English or science.
50. In the Foundation Phase and both key stage 1 and key stage 2, progress and standards in the key skills of listening, speaking, reading, writing, numeracy and the use of information and communication technology (ICT) are good with no important shortcomings.
51. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good and sometimes very good progress from their start points. There appears to be no trend in differences between the achievement of boys and girls including those in the early years classes.

52. Pupils with additional learning needs make good progress because of the very well targeted support they receive. Nearly all pupils achieve the targets set and a few exceed these targets especially in English and science.
53. The majority of pupils are very well behaved in class and around the school. Their personal, social, moral, spiritual and cultural development has good features. They work and play extremely well together.
54. The average attendance for the 12 months prior to the inspection was 91.2% this is below the average All-Wales figure. Nearly all pupils arrive punctually for school and for lessons. There was one temporary exclusion during the year prior to the inspection. The school works hard at promoting attendance and punctuality and at avoiding exclusions wherever possible.
55. Registration is conducted efficiently and lessons start promptly. The school complies with all WAG requirements with regard to attendance and punctuality

The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
57. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	72%	11%	0%	0%

58. These figures are well above the national picture reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was good or better in 83% of lessons. In this inspection, the quality of teaching was judged good or better in 89% in the lessons observed with 17% of lessons placed in the highest category compared to the national picture of 16% of lessons being Grade 1.
59. In all the lessons observed, the quality of teaching was good with few shortcomings. This consistency is a strength of the school and in almost all lessons observed teachers succeeded in stimulating and motivating pupils to learn.
60. There are excellent relationships in the school and all staff work very well together to promote the pupils learning. This helps to create a calm, purposeful working atmosphere throughout the school. All adults treat the pupils consistently, fairly and equally. The school places a high value on the expertise of all support staff.

61. Planning for learning is effective and consistent across the school. Lesson objectives are shared with pupils at the start of lessons. Lesson introductions are well focussed and relevant. Teachers and support staff are very good at asking challenging questions, which stimulates further learning and discussion.
62. All teachers use a wide range of very effective strategies to engage pupils throughout the lessons. These include pupils working with a regular 'talking partner' or in groups. Effective learning is a strong feature in all classes which helps to consolidate learning and which pupils enjoy. Teachers identify the necessary resources and these are used effectively to promote and support learning.
63. All teachers plan interesting activities that are appropriate and meet the needs of the pupils. Tasks are differentiated well and are adapted to meet the needs of all learners and all abilities in each class. All pupils have access to all areas of the curriculum and all pupils are treated equally.
64. Personal and Social Education (PSE) is a strong feature of the school which is evident in the excellent care and support provided for each pupil. All staff are trained in and have developed effective behaviour management strategies. The pupils know right from wrong and that their actions have consequences.
65. All staff have received up to date training on the Foundation Phase and KS2 curriculum changes relevant to their area of learning.
66. The school meets the language needs of learners effectively in English. However, bilingual skills and the use of Welsh throughout the school are at the development stage and the school has identified strategies to develop further this area of the curriculum. Most members of staff use incidental Welsh throughout the day including lunch times and breakfast club. The coordinator for Welsh provides very good support for all staff.
67. Teachers are very effective at planning to meet the needs of all pupils. They know their pupils well and have a high awareness of the differing abilities of their pupils. They often challenge the more able with effective questioning. In all lessons, support staff are deployed well to meet the needs of less able pupils and make positive contributions to learning process in the school.
68. Arrangements for assessments are thorough and meet statutory requirements. Good use is made of a wide variety of tests and assessments to inform future planning and to set targets for learners. Detailed assessment records and tracking information is kept.
69. Baseline assessment is administered for every child when he or she starts school. The school also uses the local authority (LA) 'Travelling Together' booklet in KS1 and the 'Moving On' booklet in KS2. These are used to track progress and to identify needs and set targets for improvement. The school uses a range of assessment data to track progress effectively and keeps a paper trail of progress for each pupil but is moving towards using an electronic version as recommended by the LA.

70. End of Key Stage National Curriculum data is analysed by all staff and is used as an indicator for school improvement targets. All data is shared with the Governing Body who are now playing an active part in challenging and supporting the school.
71. Arrangements and procedure for pupils with additional learning needs is very good. Procedures are in place, which effectively identifies additional needs at a very early stage, and early intervention strategies provide additional support for the pupils identified. Targets are set and reviewed regularly. Reviews include parents, teacher, SENCO and outside agencies when involved.
72. The school has established very good links with the local comprehensive school and data is available before and during transition of pupils from one key stage to another.
73. Pupils's involvement in setting their own targets and planning for improvement is at an early stage of development. In the best practice teachers use and share success criteria effectively however this is not consistently used and pupils are not yet fully involved in identifying how to move their learning on. Marking and feedback in pupils' books is generally of high standard.
74. Reports to parents are detailed and provide a good indication of progress and achievement made by individual pupils. Parents are given opportunities to comment on the reports and to meet the teachers. Reports meet statutory requirements.

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 and aspirations of all pupils through a broad, balanced and relevant curriculum, which meets with statutory requirements. The school successfully provides a wide range of stimulating experiences and a good range of extra curricular activities.
77. The principles and practice of the Foundation Phase are established in the nursery/reception class and the provision includes a wide range of exciting, stimulating experiences across the seven areas of learning. There is good balance between child and adult led activities. This approach to learning could be developed further throughout the school to encourage and promote pupils' individual learning.
78. The outdoor environment near the nursery/reception class has recently been developed and is now used as an integral part of the learning process.

Carefully planned activities for both full time and part time (Nursery) children ensure that all children are in receipt of good quality provision and make good progress in all areas of learning.

79. Schemes of work and curriculum policies are in place for all subjects. These are reviewed regularly by staff and governors and are in the process of being updated in line with the requirements of Curriculum 2008 and the Skills Framework. The school has a flexible and adaptable approach to curriculum delivery to meet the needs of its pupils.
80. The school has renewed its Basic Skills award for the second time, which confirms that it places a high priority on the development of pupil's basic and key skills. Opportunities to develop these skills are evident in the teachers planning files. Provision is made for those pupils who need more support through differentiated activities and language support on a weekly basis.
81. The curriculum is broad and balanced and is enriched by school visits to places of interest. These visits are usually linked to the themes being developed and fully support learning. Good opportunities are provided to raise awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
82. The school provides a good range of extra curricular activities, which include for example; choir, art, football, netball, drama and rugby clubs and offers a very successful breakfast club. The school joins with another local school to provide out of school care for those pupils who require it.
83. The school's promotion of moral, social and cultural development is good. Pupils play an active part in collective worship, which is broadly Christian in character and ably supported by the local vicar who visits the school every month. The school actively involves all members of the community in promoting PSE and the involvement of the local community helps pupils to become confident, healthy and able to make informed choices by developing their feelings and self-esteem.
84. Although pupils study other countries such as Saint Lucia and have some awareness of recycling issues their knowledge and understanding of education for sustainable development and global citizenship is at present underdeveloped and is an area that the school has identified for further development.
85. All adults in the school encourage positive moral values and pupils show kindness and consideration for each other. The pupils are encouraged to reflect on right and wrong and are developing a good sense of fair play. Relationships are very good throughout the school.
86. Partnerships with parents are effective and parents are kept informed about their child's progress and any issues that might affect progress in learning. The school uses a traffic light system to monitor behaviour and two visits in the red will trigger informing parents. The school has an 'open door' policy and

welcomes parents to share and discuss any issues. The school communicates with parents by sending regular news letters

87. Transition links with the local comprehensive are very good. Y6 pupils have a series of visits prior to attending the school. When necessary pupils with greater educational needs have more visits and the teachers meet regularly to discuss any issues. Children with additional learning needs are very well catered for in this process and the special education needs coordinator (SENCO) meets regularly with the staff from the receiving school.

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. The overall quality of care, support and guidance in place at the school is good with effective links established with support agencies and groups such as social services, the Police, Traveller Support, the EWO and others.
90. The school displays a flexible and understanding support of Traveller pupils and their ethnic requirements, particularly regarding short notice absence. The school welcomes the added dimension that the Traveller pupils provide. All pupils feel safe and happy in the school and each child is valued and treated with respect at all times.
91. The school has an open-door policy and holds parents' evenings three times a year to discuss pupils' work and development. Parents receive an annual report at the end of the summer term and are kept informed about school events in regular newsletters.
92. The school council is well established and is run democratically and plays an effective part in the running of the school. The School Prospectus and the Governors' most recent annual report to parents meet requirements.
93. There are good induction processes in place for new pupils. Parents are shown around the site and introduced to appropriate staff, issued with introductory documentation and the school prospectus. This enables prospective parents to become familiar with the procedures and policies of the school. New pupils settle quickly into school life and routines.
94. The school provides good quality personal support with very effective procedures for early identification of pupils' needs. This includes where necessary, one to one support, language support and the use of outside agency support. The school uses a wide variety of methods to track and monitor pupils progress, which in turn informs the individual education plans IEP's and targets set for pupils. There are good systems to review progress and parents receive additional written invitations to review this progress.

95. The SENCO is very experienced and carries out her duties well to support pupils with additional learning needs. She has time allocated, which enables her to carry out her role effectively. The extensive records kept are up to date and effective and are used in discussion with teachers, support staff, parents and pupils and outside agencies. The school has established very good working relationships with LA support staff and the SEN department of Bryn Alyn Comprehensive School.
96. The school approaches meet the Wales 2002 revised SEN Code of Practice and all statutory requirements for inclusion.
97. Behaviour is monitored primarily through a 'Traffic Lights' system and pupils know and understand the consequences. There is a clear structure to address inappropriate behaviour should it become necessary. A commendation assembly is held every Friday at which pupils receive rewards for good behaviour, effort, speaking Welsh or positive attitude. Various stickers and rewards are issued to individuals during lessons and activities. The overall approach to rewards is underpinned by the school house-points system.
98. The school has very recently adopted the 'First Day Call' system of contacting homes when pupils are absent without explanation. The secretary regularly sends out letters to parents where their child's attendance needs improving and the school is monitoring the effectiveness of this procedure. The school receives a number of pupils from the Traveller community. Close liaison with their support groups has helped keep attendance at a practical level whilst improving staff awareness of the cultural issues involved.
99. The school is Physical Education and School Sports (PESS) registered and provides pupils with wide opportunities to take part in sport, and raise their awareness of healthy living both through the curriculum and in after school clubs. Three members of staff are trained to a high level in First Aid whilst all others have received basic training. One classroom assistant is trained to assist pupils with diabetes and a police schools liaison officer gives lessons in drugs and safety awareness.
100. The school has achieved the 'Healthy Schools' accreditation twice and is working towards the third award. The cook and her staff work well with the school in promoting healthy eating by providing a varied menu with additional healthy options such as the very good salad bar. Taster opportunities are created for both pupils and parents. Parents receive letters asking that they provide healthy lunchboxes and snacks wherever possible.
101. The main building is secure during the school day and fencing around the school grounds is suitable for its requirements.
102. The Head teacher is the designated senior member of staff for child protection. All staff are aware of this and have received the necessary training. All CRB certificates are in date and short notice adult assistance for school activities is risk assessed by the Head teacher. Child protection matters do not usually

occur at the school, but the Head teacher and staff are aware of procedures to access the appropriate assistance should it be required. Procedures are very effective for the protection of all pupils and for prompt action in dealing with any complaints.

103. Girls and boys are given equal opportunity to take part in all activities, including cross gender activities such as sports. Incidents of bullying are rare and usually minor at the school. Racism and sexism has not been an issue however, a recording system is in place should anything become an issue and a notebook is used to record matters and how they are resolved. In the event of any serious issues, parents are involved at the earliest appropriate time. Pupils would feel comfortable in reporting any issue to staff.
104. Most of the school is accessible to wheelchair users and the school works with speech and language specialists to improve matters for some pupils. Staff training in diversity has been arranged through the LA. An "Accessible Building Audit" has been carried out which will help the ongoing work being done for pupils and adults with disabilities. It forms the thrust of the Disability Equality Scheme's action plan. One Governor takes a strong interest in diversity and disability issues and has had a positive effect over the two years since she began her work.
105. The school is sympathetic to the needs of individuals and ensures that no pupil is disadvantaged in any way. The school operates an effective student assistance programme (SAP).

Leadership and management

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

Grade 2: Good features and no important shortcomings

106. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
107. A very positive and supportive ethos permeates the life and work of the school and all those involved display a clear sense of purpose and commitment to the welfare of learners and the provision of a good quality of education.
108. The headteacher leads the school well and he has very good relationships with learners, staff, governors and parents. He is dedicated to the success of the school, provides clear direction and has a professional approach that ensures good standards are maintained.
109. The staff work together well as a team and relationships are very good. Recent arrangements for temporary teaching cover appear to be working well. New staff are made welcome and quickly become part of the school life. Regular staff meetings are held and these bring processes and practices closer together.

110. Those with subject responsibilities carry out their roles conscientiously and contribute well to the school based review.
111. Performance management procedures are well established; the headteacher interviews senior members of staff. Members of the senior leadership team (SLT) are involved in the PM of other members of staff. Governors are involved in the process, particularly with regard to setting targets for the headteacher.
112. Although there have been many changes to the governing body it is very supportive, sets high expectations and provides a sound strategic direction for the school. It meets frequently, has appropriate sub-committees and takes due account of national priorities and new initiatives within existing resources. It is kept well informed through the headteacher's termly reports.
113. The governors are well informed and are aware of the strengths and areas in need of development at the school. Governors are actively involved in the self-evaluation process 'School Based Review' (SBR) and have met with subject leaders to discuss schemes of work. School policies are reviewed as part of a three-year rolling programme.
114. Many governors visit the school regularly and take a keen interest in its success. They have subject area responsibilities and attend staff development sessions regularly.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The inspection team identified sufficient good features and few shortcomings and awarded a grade higher for this key question. The inspection team agreed with the school's judgements in six out of the seven key questions.
116. The school carefully analyses relevant data, including teacher assessments and the results of standardised tests. The governing body is kept well informed about standards and they receive regular reports from the head teacher. Governors are provided with detailed information so that they can compare the school's performance with other schools nationally and with similar schools.
117. There have been measurable improvements in many areas and the school has made good progress in addressing the issues identified in the previous inspection.

118. The monitoring role of the head teacher and senior leadership team is developing well. However, there is a need to establish a more structured and systematic approach which is more inclusive and which can be imbedded into the routines of the school. All subject leaders carry out reviews of their subjects and produce reports, which are considered as part of the monitoring cycle.
119. The self-evaluation process involves most interested parties and the school has surveyed opinions of parents through questionnaires. The process however, is still developing and the school is committed to engage further all stakeholders for example the pupils.
120. The school can demonstrate that it has acted upon the results of surveys for example the development of the IT suite, breakfast and after school club and new maths scheme. These in turn have resulted in improved standards in the subject areas and in attendance.
121. The SBR is a concise document that reflects the views of most stakeholders and is used to influence school improvement planning. Although the school improvement plan, (SIP) is a brief document it is a useful document that helps set the strategic direction of the school. The SIP also helps to ensure that funding is prioritised and targeted at issues, which impact on raising standards.

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are effectively managed and deployed to enhance teaching and learning.
124. A qualified teacher is used for planning, preparation and assessment (PPA) cover; she has her own timetable. All teachers receive their statutory entitlement. Teachers and classroom support assistants work together effectively as a team to provide a good quality education.
125. Staff are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. Training is appropriately linked to areas of school development and performance management.
126. The school administrator carries out the daily routines effectively and efficiently. The canteen staff, midday supervisors, cleaners and caretaker all make significant contributions to the efficiency of the school and to the sense of community.

127. The school building provides a welcoming, warm and safe environment for all learners; it is ample for the number of pupils on roll. All classrooms are of a good size and provide a pleasant and stimulating learning setting. The accommodation, both inside and outdoors, is kept very clean and well maintained by the hard working and vigilant site manager and cleaners.
128. A new IT suite is well equipped and enables whole classes to access computers and keyboards at the same time. The school also has class computers, which are used well and confidently by pupils to develop a range of skills.
129. Displays throughout the school are of a very high standard and quality and are used well to celebrate learners' achievements.
130. The outside environment is being further developed and provides ample space for active playtimes and creative play, as well as for gardening and teaching. There is a separate safe and secure outdoor area for children in the foundation phase, which includes garden and planting areas as well as soft play surface facility of wood chips.
131. A large area at the bottom of the playground on the site of the original school is currently overgrown but it has been earmarked for development. The school management is currently exploring funding streams and grant aid to develop this area.
132. The school is well resourced overall with no major shortages in any curriculum areas. Learning materials and equipment are generally in good condition and efficiently organised. Leaders of learning monitor the availability of resources and undertake audits in the subjects for which they are responsible. Spending decisions are linked to the needs and priorities of the school to ensure effective implementation of the curriculum.
133. The head teacher, senior managers and governors regularly monitor the work of the school to ensure that spending decisions are matched to the school's priorities. The school makes efficient and effective use of available finances.
134. The school has gained a number of grants from outside agencies and these, along with monies raised by the parents of the school, have been put to good use. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings.

Good features

135 All children listen and respond appropriately during story and news times and when adults are speaking directly to them. Most children speak clearly, communicate effectively, and are involved in sustained dialogue with a good use of vocabulary. They practice their speaking and listening in role-play and are encouraged by the Practitioners to extend their vocabulary and understanding with high quality relevant questioning.

136 All children are developing their reading skills at the appropriate level. Younger children enjoy looking at books and listen attentively at story time. Most can sequence events in a story and can complete story trails, successfully using the new language scheme the school has recently introduced. Children in Reception are able to dictate and read back sentences that they dictate to support their illustrations, they make good progress using the school phonics scheme, they know that print carries meaning and that they can gather information about mini beasts from books.

137 There is a wide range of activities available for children to develop and improve their writing skills and standards in writing are good. Younger children form lines and zigzags and older children underwrite – the more able are beginning to write some sentences unaided and many can write their names on their pieces of work. They are encouraged to write for a variety of purposes and are keen to show what they can do.

Shortcomings

138 There are no important shortcomings

Personal and social development

Grade 2: Good features and no important shortcomings.

Good features

139 All children demonstrate high levels of independence throughout the day. They show their independence when changing for physical exercise, selecting and using equipment for a variety of tasks and when tidying up after they have completed an activity. They behave well and display a good understanding of class and school rules and routines when for example they line up for lunch and get ready for play – their self-discipline is developing well, they control their actions and know right from wrong.

140 The children's social skills are developing successfully which is demonstrated as the children play well together, cooperate, share resources and stay on task.

Behaviour is good and the children care for and support each other. They understand that they must respect and look after the environment and are engaged in activities, which encourage them to look after plants in the outdoor garden area and animals during discussions and story times.

- 141 The children all have a good sense of who they are and good levels of self-esteem. Most know they are Welsh and proudly talk about where they live and about their families. All the children come willingly to school and show that they are safe, happy and confident their friends and the Practitioners.

Shortcomings

- 142 There are no important shortcomings

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features

- 143 All children are building on their mathematical vocabulary and their understanding of mathematical concepts at an appropriate level. Most can talk accurately about number, size and shape and can count to ten correctly. They know that every spider has eight legs and can count by touch. In Reception, most children can order numbers to 20 and are beginning to add to 10. Many can make the correct sets for a given number and can calculate the total of two sets.
- 144 All children are developing a good understanding of shape. Children in nursery can confidently identify 2D shapes and are able to name three attributes; they can identify shapes in the playground and draw them with increasing accuracy. The children in Reception can construct 3D solid shapes from 2D nets.
- 145 All children are developing a sound understanding of measures and money. They know and use the vocabulary correctly and can identify position through sand play and are developing a good understanding of the purpose of money through role-play.
- 146 Most children enjoy using the computer and the reception children can input data in simple bar charts.

Shortcomings

- 147 There are no important shortcomings

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Good features

- 148 All children very effectively increase their knowledge and understanding of the world through well-planned activities. Their knowledge of the habitats and habits of mini beasts is outstanding – they can describe the life cycle of a

butterfly using the correct terminology and they can talk about what they found during their visit to the local park.

- 149 Most are able to talk and many are able to write and draw about the changing seasons and the weather and where they live. They can talk very successfully about the impact of the weather on themselves and the environment – when it rains we get wet but the plants like it. Most very successfully follow clues and trails in the outdoor area.
- 150 They are developing an excellent awareness of time through class routines and can sequence events throughout the day. Most have a very good understanding of how they grow and develop, as they get older and they understand old and new.
- 151 All the children enjoy investigating and experimenting and seeing changes occur. They are all curious and ask sensible questions to help them further their knowledge and understanding of their world. Most are developing an outstanding awareness of the world they live in.

Shortcomings

- 152 There are no important shortcomings

Physical development

Grade 2: Good features and no important shortcomings.

Good features

- 153 All children make good progress in developing gross and fine motor skills. All children take part in physical activity and demonstrate developing skills. All children show an increasing awareness of space as they practice and develop their physical skills and during adventurous play.
- 154 Older children are developing good ball control skills and are becoming aware of the need for correct body positioning and the importance of watching carefully to follow and catch an object. Many children are developing good balance with increasing control and coordination over their movements and they are developing an awareness of health, exercise and warm up activities.
- 155 All children are developing their fine motor skills at an appropriate level. Their use and control of writing, drawing and craft implements is good and developing well. Older children have good pencil control and are able to form letters with the correct orientation.

Shortcomings

- 156 There are no important shortcomings

Creative development

Grade 1: Good with outstanding features

Outstanding features

157 The children's creative development is an outstanding feature of Early Years in the school. All children paint enthusiastically, experiment with colour and are making excellent progress in their ability to represent people and other objects. They mix and blend colours and thoroughly enjoy the process. Many children include very good detail in their pictures.

158 Many children demonstrate very good musical skills and all join in readily with singing and moving to a steady beat. A few of the nursery children have very advanced musical skills and are able to compose and perform a musical show in time to a chosen CD.

Good features

159 3D modelling and collage work is very good. The reception children are able to design and make minibeast representations from pebbles. Modelling skills are good and all pupils are very confident when using a variety of tools and implements.

160 They make informed choices about size, shape and colour and decorate enthusiastically with glitter to enhance the finished product. They are able to display the finished product and can talk about what they have done and how they could make it better.

Shortcomings

161 There are no important shortcomings

Welsh Language Development

Grade 2: Good features and no important shortcomings.

Good features

162 All the children in Nursery and Reception join in with Welsh songs enthusiastically in whole school assemblies and in class. They are able to count to three and beyond in Welsh. Most children react to, understand simple Welsh phrases and commands, and can identify lunchtime requirements through the medium of Welsh.

163 A few children will speak confidently to adults using simple Welsh phrases and greetings. Pronunciation is generally accurate and they can describe the weather by repeating the correct phrases. Most can understand more Welsh than they speak.

164 Reception children are beginning to write simple Welsh phrases and a few can read them back and their reading is developing through the reading of Welsh labels and captions in the class and around the school.

Shortcomings

165 There are no important shortcomings

Welsh second language

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

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

Good features

- 166 In KS1, pupils have a secure knowledge of a range of basic sentence patterns and a good knowledge of vocabulary, which they use well, for example, when they play with the puppets in the puppet theatre. All pupils know and use a range of commonly used instructions well.
- 167 Younger pupils enjoy and sing enthusiastically songs in Welsh about everyday activities for example 'amser cinio'. Throughout the school, children make good use of songs and rhymes to reinforce their knowledge and understanding of Welsh.
- 168 In year, 3 and 4 all pupils respond well during registration periods when prompted to say how they feel. They are able to express why they feel as they do when asked 'Pam?'
- 169 Pupils in year 5 and 6 write short descriptions about famous people for example; 'Mae Wayne Rooney yn gwisgo...'. They use and understand simple sentence patterns when writing and speaking with a partner for example; 'Dw i'n hoffi...' 'Wyt ti'n hoffi...?' Pupils that are more able are beginning to use more complex sentence patterns.
- 170 Pupils in both key stages read simple text in Welsh and the more able children read and respond with confidence using good pronunciation. Nearly all pupils use a range of memory techniques to remember the Welsh for various words and phrases such as; behind, on the, under and in front of. Good use is made 'Helpwr heddiw' and children enjoy the role.

Shortcomings

- 171 There are no important shortcomings.

Science

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

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

Good features

- 172 Throughout the school, nearly all pupils successfully undertake a range of practical and investigative work on a regular basis. They understand and follow

the scientific process of planning, experimenting and evaluating well and use relevant templates to record their questions, needs and evidence.

- 173 Most pupils make appropriate predictions and observations and have good recall of previous learning. They answer questions knowledgeably, producing accurate answers based on what they have learnt.
- 174 In key stage 1 pupils investigate a number of scientific themes and nearly all know and label accurately parts of the body and have compared differences using a range of key skills. Most are able to describe different materials and their properties, know which materials can be cut, which are heavier or lighter and understand about sinking and floating.
- 175 Younger pupils are able to predict, carry out an experiment, check and discuss the outcomes well.
- 176 Nearly all pupils develop an increasing scientific knowledge across the attainment targets of the National Curriculum as they progress through the school. By the end of key stage 2, they have a good understanding of life processes and living things, materials and their properties and physical processes.
- 177 Nearly all pupils record their results accurately and in a variety of ways using diagrams, matrices and tables. Older pupils make accurate predictions from data presented in different forms, such as graphs. Good use is made of ICT skills when recording and producing PowerPoint presentations of a good standard.
- 178 Most pupils use and understand relevant scientific terminology and vocabulary well, appropriate to their age and ability.
- 179 Most pupils in years 5 and 6 devise strategies to determine fair testing. They develop a good understanding for example of the solar system, materials, living things, light and healthy lifestyles. They record their results carefully.

Shortcomings

- 180 There are no important shortcomings.

Information technology

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

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

Good features

- 181 All pupils in key stage 1 use a range of ICT equipment confidently. When using a computer, they understand how to start programs, and use the mouse

accurately to select and use a range of tools. They show a good level of independence when printing and saving their work.

- 182 Most pupils in both key stages show a high level of confidence in using and applying a good range of IT skills.
- 183 Pupils' keyboard skills develop well as they progress through the school. Most pupils confidently use a search engine to locate photographs and format them correctly. Most pupils quickly and accurately locate and open programs; highlight text in order to delete it; insert alternative text; and use drop-down menus and scroll bars.
- 184 When creating multi media presentations based on a theme such as 'Seed dispersal', all older pupils in key stage 2 plan their task carefully, showing a good awareness of audience. They successfully combine a variety of information and media when creating, refining and developing their ideas. They manipulate text and pictures; import video clips and sound to create a good range of effects to enhance their presentations. Most pupils confidently use control commands.
- 185 Nearly all pupils throughout the school make very good use of IT across the curriculum.

Shortcomings

- 186 There are no important shortcomings.

Geography

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

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

Good features:

- 187 In KS1, pupils have a good knowledge of the geographical features of the school. They can describe areas and locations of the site, make and follow simple plans showing buildings, spaces and draw routes for others to follow. They can effectively use a digital camera to take photos to aid them in designing a treasure hunt trail around the school. Most can use a direction wheel to change position and direction to follow the trail to the treasure. All pupils are able to describe the human and physical features of their locality.
- 188 In lower KS2, pupils can use maps successfully to find and identify places in the locality. They are able to describe features of the localities they study. They confidently use ordnance survey maps and their mapping skills are developing well as they move from four to six figure grid references. They are able to create their own maps with grid and feature references clearly identified.

- 189 As the pupils move through KS2, their geographical skills develop well and the pupils become more confident in their use of terms and references. Most can identify key cities and counties from maps of the UK and are knowledgeable about the locality of Llandudno. They are able to identify changes to the locality over time and explain how this affects people's lives. Pupils benefit from local fieldwork visits.
- 190 Through research activities pupils are able to identify differences and similarities and make reasoned judgements about their own and a contrasting environment (St Lucia). Many are able to use and construct databases to record the information they have gathered.
- 191 In both Key stages, pupils have a secure knowledge and understanding of localities and main features of the environments studied and are able to identify human and physical features. Their research skills are developing appropriately, as they use maps, the Internet and books confidently to find and confirm the information they need. They have developed a good understanding of the geography of Wales and the contrasting environments they study.
- 192 Older pupils use IT skills well to research and present their work.

Shortcomings

- 193 There are no important shortcomings however; extension activities to challenge further the more able learners could be provided.

Physical education

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

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

Good features:

- 194 In both key stages, all pupils dress appropriately and are aware of the effects of physical exercise and healthy eating on their bodies. All pupils are aware of the importance of warming up and warming down properly.
- 195 Most pupils in key stage 1 make effective use of space while moving in physical education lessons. They devise appropriate movements to represent different shapes. They evaluate their work and suggest ways of improving.
- 196 Pupils in years 3 and 4 experience orienteering in the school grounds and take an active part in the PE programme.
- 197 Nearly all year 5 and 6 pupils display interesting body shapes and levels in their gymnastics work. They recognise and implement quality aspects in their movements, such as posture, control and head, limb and digit position. They are also able to reflect on their performances and offer sensible suggestions for improvement.

- 198 They link at least four balances fluently, they are able to create and plan imaginative sequences of movement. They incorporate a good technical vocabulary into their planning, and know the correct terminology used in the Physical Education and Schools Sport (PESS) programme well.
- 199 All pupils eventually have opportunities to take part in inter school sports such as netball, hockey, football and rugby competitions. They often do well in local competitions. Older pupils also go swimming regularly.
- 200 Older pupils take advantage of residential courses and visits to outward-bound centres to experience adventurous activities such as climbing, orienteering, mountain walking, night trails and gorge walking.

Shortcomings

- 201 There are no important shortcomings

School's response to the inspection

The headteacher, staff and governors would like to thank the registered inspector and his team for their thoroughness and professionalism during our inspection. The staff welcomed the constructive dialogue with inspectors and appreciated the courteous way in which they performed their observations and evidence gathering.

We are all very pleased with the findings of the inspection report and that the inspection team agreed with our own evaluations and we are delighted that they upgraded one key question.

It confirms the maintenance of good standards in all subjects and the improvement of our areas for development identified in the last inspection.

The school is proud that it was noted that Black Lane is well led and managed and there are very good relationships between learners, staff, governors and parents.

We were gratified that the team confirmed that all subjects inspected across all phases were deemed as good with no shortcomings with 2 areas of Foundation Phase good with outstanding features. In addition both the Quality of teaching and learning were assessed as well above the National picture reported by HMCI in the Annual Report 2007/2008 with a high percentage of lessons observed being good with outstanding features.

Parents will welcome so many positive elements in this report including the fact that the school gives good value for money. The school is very proud of the team effort made by all staff to achieve this for every pupil in the school.

An Action Plan will be drawn up following the publication of the inspection report and this will be shared with parents. The governors' annual report will also report on how the plan is progressing.

Appendix 1

Basic information about the school

Name of school	Black Lane C.P. School
School type	Primary inc Foundation Phase
Age-range of pupils	3 to 11
Address of school	Long Lane Wrexham
Postcode	LL11 6BT
Telephone number	01978 757059

Headteacher	Mr Paul Givelin
Date of appointment	November 2003
Chair of governors/ Appropriate authority	Mr Chris Clode
Registered inspector	Mr Terry L Williams
Dates of inspection	May 18 – 20 2009

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	8.5	13	16	11	19	19	14	17	126

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.1
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 08	86.1%	84.5%	92%
Autumn 08	88.9%	89.3%	90.5%
Spring 09	90.2%	93.6%	91.2%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	5.6	5.6	72.2	16.7
		National	0.2	3.5	13.8	63	19.4
En: reading	Teacher assessment	School	0.0	5.6	0.0	72.2	22.2
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	5.6	5.6	83.3	5.6
		National	0.2	4.8	15.9	67.8	11.6
En: speaking and listening	Teacher assessment	School	0.0	5.6	5.6	77.8	11.1
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	11.1	50.0	38.9
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	5.6	94.4	0.0
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89%	In Wales	80.7%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6			15	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0.0			0.0	0.0	0.0	20.0	53.3	26.7
		National	0.2			0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0.0			0.0	0.0	0.0	33.3	26.7	40.0
		National	0.2			0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0			0.0	0.0	0.0	20.0	26.7	53.3
		National	0.2			0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	66.7	In the school	NA
In Wales	75.5	In Wales	NA

- 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

Three inspectors spent a total of 7 inspector days at the school. A team meeting was held before the inspection.

The school's headteacher was the nominee.

Inspectors visited:

- 18 lessons or parts of lessons;
- every classroom;
- sessions of collective worship, and
- a range of extra-curricular activities.

Meetings were held with:

- staff, governors and parents before starting the inspection;
- two representatives from the LA; and
- teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- responses to the parents'/carers' questionnaire;
- a wide range of documentation provided by the school both before and during the inspection; and
- a range of pupils' work.

Following the inspection, a meeting was held between the inspection team and the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Terry L Williams Rgl.	Context, Summary, Recommendations, Appendices. KQs 1, 5, 6, and 7. Subjects Welsh 2, Science, Physical Education and ICT.
Rayner Rees Team Inspector.	KQs 2, 3 and 4. Subjects and areas of learning; Early Years and Geography
Dylan Jones Lay Inspector.	Contributions to KQs 1, 3, 4, and 7
Paul Givelin Nominee.	Contributions to team meetings.

Acknowledgement

The inspection team would like to thank the headteacher, staff, governing body, parents and pupils for their courtesy and help during the inspection.

The contractor was:

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Carmarthenshire
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