

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

A Report on the Quality of Education in

**Ceiriog Junior School
Lloyds Lane,
Chirk
LL14 5NH**

School Number: 6652145

Date of Inspection: 20/01/09

by

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Ceiriog Junior 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 Ceiriog Junior School took place between 20/01/09 and 22/01/09. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ceiriog Junior is a community school in the small town of Chirk, near the Wales-England border. It caters for pupils between the ages of 7 and 11 years, and is maintained by Wrexham County Borough Council.
- 2 It serves the town predominantly, pupils being transferred from the nearby Chirk Infants School. Almost all pupils come from homes where English is the language of communication. No pupils come from homes where Welsh is spoken.
- 3 The school describes the area that 75% of pupils come from as being neither prosperous nor disadvantaged, while a small percentage do come from both prosperous and disadvantaged backgrounds. Around 19% of the pupils are entitled to free school meals, a figure that is higher than the figures for Wrexham and for the whole of Wales.
- 4 At the time of the inspection there were 145 pupils on the school register, representing the full range of ability. Of these, nine pupils were on the ALN register, with two of them 'statemented'.
- 5 The school was last inspected in February 2003, when there were 184 pupils on the school register.
- 6 The present headteacher was appointed in January, 1997.

The school's priorities and targets

- 7 Among the targets for development noted in the School Improvement Plan (SIP) for the current year are:
 - to introduce the key skills element in all aspects of teaching and learning
 - to continue to monitor and enhance standards in writing in all curricular areas
 - to increase opportunities for Accelerated Learning, and
 - to implement the Comenius Project, linked to Educational for Sustainable Development and Global Citizenship (ESDGC), to enrich the curriculum further .

Summary

- 8 Ceiriog Junior is a school that provides a good education for pupils of all abilities, and strives to cater for their social development as well as their academic development.
- 9 The school makes commendable efforts to foster healthy eating and fitness amongst the pupils. This includes the organisation of a 'Fit and Healthy Evening' for parents and a good range of extra-curricular games activities.

Table of grades awarded:

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

- 10 In the lessons observed, within the subjects inspected, pupils' standards of achievement were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

- 11 The percentages above are lower than the percentages for primary schools in Wales as published in HMCI's Annual Report for 2007-08, which states that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	2
Mathematics	2
Information and communication technology	2
History	2
Physical education	2
Religious education	3

- 12 Pupils' key skills, in literacy, numeracy and ICT, are developing well, being planned as tasks within cross-curricular work.
- 13 In general, although they can respond to some simple phrases and questions, pupils' ability to use the Welsh language is insufficiently developed.
- 14 Key stage 2 pupils' assessment results in 2008 and in the previous three years, placed the school above other LEA schools and above all-Wales schools. Performances in mathematics and science have been particularly good, while performances in English have been less so. In general, assessment performances over the last three years have placed the school in the top 50% of 'similar' schools, according to the number of pupils entitled to free school meals.
- 15 For the most part, pupils' behaviour in and around the school is good. Pupils are respectful and courteous towards each other, and show a willingness to listen to each other's contributions in lessons. However, there is a minority of pupils, in various classes, who do not respond readily and appropriately to the teachers' instructions.
- 16 Pupils' levels of attendance are particularly strong, with the average attendance over the last three terms before the inspection being 96%.
- 17 The pupils show good progress in their spiritual, personal and social development. They are respectful and courteous towards each other, and they are also polite and considerate with adults they meet. They develop appropriate social skills when they collaborate on specific tasks within lessons, and they contribute readily to good causes.
- 18 The pupils have a good awareness of their community, which is consolidated by their discussions with visitors, such as those representing the world of work or the Christian Book movement. Their contributions to the Berwyn Project and the Ceiriog Valley Project also demonstrate their understanding and awareness of their locality.

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	57%	22%	8%	0%

- 19 Teaching shows at least good or better features in 70% of lessons. These figures are better than those for the last inspection, but they are lower than the average figures for Wales published in the latest HMCI Annual Report for 2007-08, where the quality of teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16 % of lessons.
- 20 Among the good or outstanding features of the teaching are: clear aims that are shared with pupils, presentations that stimulate the imagination, effective use of active learning, and questioning strategies that develop pupils' reasoning and thinking skills.
- 21 The shortcomings in the teaching include: a lack of pace and flow to the lessons, a lack of variety in teaching strategies, insufficient regard to the need to ensure pupils' engagement with the learning.
- 22 The teaching of bilingual skills is not sufficiently structured and developed to give pupils opportunities to reinforce and make confident use of everyday language patterns and incidental Welsh during the school day.
- 23 Arrangements to assess pupils' achievements and use the information to improve learning are good. Statutory requirements for assessing and reporting on National Curriculum levels are met and records are in place for every pupil. Assessments for pupils with Additional Learning Needs meet the statutory requirements.
- 24 Annual reports to parents conform to statutory requirements. They provide a clear picture of pupils' achievements and skills in each subject and learning area. The school is aware of the need to include targets to help parents support their children.
- 25 The overall quality of the curriculum, which is sufficiently broad and balanced and includes appropriate policies and long-term planning, is good. The curriculum meets the needs of pupils. The 'setting' strategies within mathematics and language provides a mechanism for supporting pupils in smaller groups. However, the medium-term planning in certain curricular areas lacks depth and consistency.
- 26 The school ensures that all pupils receive maximum opportunities to develop their key skills of speaking, listening, reading, writing and the application of number across the curriculum. Regular opportunities are provided for them to develop thinking skills and solve problems as individuals, pairs or groups, while the ICT skills match planned learning activities, in order to extend and develop the skills required for pupils to take responsibility for their own learning.
- 27 The school makes an effort to raise the profile of Welsh and aspects of *Y Cwricwlwm Cymreig* are effectively introduced in various curricular areas.

However, the promotion of pupils' bilingualism within lessons is inconsistent and this impairs pupils' abilities and confidence to use everyday Welsh.

- 28 The school's extra-curricular provision is an outstanding feature of the school's work. Among the various clubs run after school or during the dinner hour are chess, cookery and drama clubs, as well as sessions to coach dance, tennis and football skills. The Breakfast and After-School Clubs are both well attended. Older pupils visit Glan-Ilyn and a youth hostel in Llangollen. These experiences enhance their learning and develop their social skills. All topic work is supported by visiting speakers and by out-of-school visits to places such as the synagogue in Liverpool, the local church and Conway Castle.
- 29 The provision for pupils' spiritual, moral, social and cultural development is good and is integrated successfully into the everyday life of the school. The arrangements for daily sessions of collective worship fulfil the statutory requirements and opportunities are given for pupils to reflect on issues such as homelessness and poverty, or to relate Bible stories to a modern day context. Pupils have valuable opportunities to discuss moral and social issues that are important to them, through a range of curricular activities as well as 'circle time' sessions and specific PSE lessons. Their involvement in the 'Berwyn Project' alongside a local artist promotes pupils' cultural development.
- 30 The links with parents, the community and other providers are strong and well established. Regular newsletters, parents' evenings and end-of-term reports all contribute to keeping parents informed. A school website is being developed and parents at the pre-inspection meeting said they welcomed the 'open door' policy of the school. The school Christmas production is open to the community, while the local Kronospan and Cadbury factories both support the school in a number of ways. Representatives from the local community are very supportive of the school. Partnerships with the neighbouring infants school and with the secondary school at Dinas Brân are well-established.
- 31 Education for sustainable development is a strong feature. There is a well established Eco Council and the school is working towards its silver award. Paper, plastic bottles, Christmas cards, old mobile phones and jewellery are recycled. Other features are a Generation Green Nature Club, an Eco Club and a Millenium Garden which is tended by the pupils.
- 32 Education for global citizenship is developing into a sound feature, with the involvement of the school in the Comenius Project contributing to the provision.
- 33 Work-related education is good and well established throughout the school, one of its features being a 'World of Work' afternoon held annually for Y6 pupils. Kronospan also gives a presentation on the whole manufacturing process. Other whole school work-related education is developed through visits, visitors, assemblies and topic work.
- 34 The school effectively plans and manages care, guidance and support arrangements for pupils. The headteacher and staff know pupils well and whole-school procedures have been established to monitor and support pupils' progress, development and welfare. The school works in full and productive

partnership with a range of agencies and support services, to ensure pupils' needs are carefully assessed and met.

- 35 There are effective procedures for ensuring the health and safety of each pupil. Promoting pupils' health, fitness and well-being are aspects that are being developed well through the school's eco projects, and health-related extra-curricular activities.
- 36 There is good provision for pupils with ALN, including a clear policy and procedures that conform to the current Code of Practice. Appropriate individual educational plans (IEPs) are prepared, according to individuals' personal needs. The ALN co-ordinator is well-informed about pupils' individual needs and there is a close and effective liaison with the member of the governing body who has responsibility for this aspect. Assistants employed by the school provide close, effective support for pupils with ALN.
- 37 The school takes all reasonable steps to ensure equal treatment for disabled pupils. There is a Disability Equality Scheme and they are in the process of compiling an action plan. All pupils, whatever their social, educational, ethnic or linguistic background, are well supported and treated with dignity and respect.

Leadership and management

- 38 The headteacher offers committed leadership and strives to run a school that provides a rounded education for every pupil. She is well-supported by the deputy head and the staff.
- 39 The governing body is very supportive of the school and its aspirations and it meets regulatory and legal requirements. However, they are not sufficiently involved in setting the school's strategic direction or in monitoring the provision.
- 40 The school has developed certain effective practices in aspects of self-evaluation. All members of the teaching staff have a curricular responsibility, and their awareness of certain aspects of their subjects has developed significantly. The school has obtained the views of parents by means of a specific questionnaire, which was responded to by a good percentage of parents. This is good practice.
- 41 The members of the governing body have a developing awareness of the self-evaluation procedures and, through being linked to a curricular area, they receive reports from co-ordinators. As yet, however, few members are involved in actively monitoring aspects of the school provision.
- 42 Although the School Improvement Plan is regarded by the school as a working document that aids the planning issues identified, it includes too many targets for development for the current year and these targets do not relate sufficiently to the findings of the self-evaluation report.

- 43 A sufficient number of suitably-qualified teachers are employed by the school, and they are effectively supported by three part-time learning support assistants.
- 44 The two-storey school building was intended for use as a secondary school, but its ample and spacious accommodation, including hall, dining area, library and ICT suite, is put to good use by Ceiriog Junior School. In addition, the school makes constant and efficient use of the adjoining all-weather pitch and swimming pool. The building is kept clean and the displays in corridors and classrooms are stimulating and relevant.
- 45 In general, the school has made good progress in relation to the key issues that were noted in the last inspection. Standards in writing and in ICT, as aspects of cross-curricular work, have improved, as have standards in English and mathematics. Pupils' standards in religious education remain at grade 3.
- 46 The school provides good value for money.

Recommendations

- 47 In order to develop further, the school needs to:
- R1 Raise standards of achievement in religious education and in pupils' bilingual abilities;
- R2 Improve the quality of teaching by attending to the shortcomings noted;
- R3 Improve the quality and consistency of the medium-term planning;
- R4 Ensure that there is a stronger link between the findings of the self-evaluation report and the targets noted in the School Improvement Plan; and
- R5 Develop the role of the governing body in providing strategic direction and monitoring of the provision of the school.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

48 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.

Grades for standards in subjects inspected

49 Pupils' standards of achievement, within the lessons, in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	67%	33%	0%	0%

50 The percentages above are lower than the percentages for primary schools in Wales as published in HMCI's Annual Report for 2007-08, which state that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.

Grades for subjects inspected:

Subject	Key stage 2
English	Grade 2
Maths	Grade 2
ICT	Grade 2
History	Grade 2
Physical education	Grade 2
Religious education	Grade 3

51 Pupils succeed in acquiring good standards of knowledge and understanding and, in the best of instances, are aware of their agreed goals within lessons and of their own targets for improvement. Pupils of all abilities, including those designated with ALN, make good progress within most subject areas.

52 The development of pupils' key skills, within literacy, numeracy and ICT is generally good. They practise and improve their literacy skills when writing in diary form to record their understanding of issues in history, while their mathematical skills are developed well when they are involved in timing and measuring activities within physical education lessons. Pupils develop their ICT skills effectively when they are involved in literary texts within English lessons and when retrieving and collating information from the internet.

53 Pupils have an understanding of simple Welsh phrases and can respond to a limited range of instructions and questions. However, pupils throughout the key

stage do not have a sufficient grasp of sentence patterns, phrases or words, to enable them to offer their own oral contributions.

- 54 In 2008, in the end of key stage 2 assessments in the three core subjects, the school's results surpassed those of the county borough and those for all-Wales in English, mathematics and science. When compared to the results of 'similar' schools, according to the number of pupils entitled to free school meals, the school's assessment results in mathematics placed it among the top 25% of schools, while it was in the top 50% of schools in science. However, the results in English placed it within the bottom 50% of 'similar' schools.
- 55 Over the last three years, assessment results for end of key stage 2 pupils have placed the school invariably within the top 50% of 'similar' schools, with results in mathematics specifically placing it within the top 25% of 'similar' schools.
- 56 There is no evidence of general underperforming by boys, particularly in mathematics and science. Their performance in writing, however, is well below that of the girls, and affects the school's results in English. The school is aware of this situation and strives to remedy it.
- 57 In general, pupils use their time well in lessons, and persevere on their tasks. In some lessons and whole-school gatherings, however, a significant minority of pupils are reluctant to listen attentively and to commit themselves to their work.
- 58 When pupils are asked to work collaboratively, they respond well, such as in physical education lessons or in aspects of their work in history. This ability is also apparent in their council work, be it the School Council or the Eco Committee.
- 59 Pupils show good creative skills in subjects such as art and design and technology, and their problem-solving skills are developing well within the context of appropriate tasks.
- 60 The pupils show good progress in their personal, social and learning development. They are respectful and courteous towards each other, and show a willingness to listen to each other's contributions in lessons. They are also polite and considerate with adults they meet. They develop appropriate social skills when they collaborate on specific tasks within lessons, and they contribute readily to good causes.
- 61 For the most part, pupils' behaviour in and around the school is good. However, there are a minority of pupils, in various classes, who do not respond readily and appropriately to the teachers' instructions.
- 62 The levels of attendance are a particularly strong feature, with the average attendance over the last three terms before the inspection being 96%. Punctuality, at the beginning of the day, and during the day, is also good.

- 63 The pupils have a good awareness of their community and this is consolidated by their discussions with visitors, such as those representing the world of work or the Christian Book movement. Their contributions to the Berwyn Project and the Ceiriog Valley Project also demonstrate their understanding and awareness of their locality.
- 64 Pupils' knowledge of the world of work is well-developed through specific activities, such as the 'World of Work Afternoon' for Y6 pupils. Their experience of entrepreneurial skills is developing through work in the stationery club, where funds have been raised and resources for purchasing identified.
- 65 Pupils have good awareness of sustainable development, being actively involved in recycling paper, plastic bottles, Christmas cards, old mobile phones and jewellery. They also help to maintain parts of the school grounds.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 66 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.
- 67 The quality of teaching, within the subjects inspected, was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	57%	22%	8%	0%

- 68 The teaching shows at least good or better features in 70% of lessons. These figures are better than those for the previous inspection, but they do not meet the national average published in the latest HMCI Annual Report for 2007-08, where the quality of teaching is good or better (Grade 1 and 2) in 83% of lessons, and is Grade 3 in 15% of lessons.
- 69 The outstanding features in the teaching include:
- excellent questioning skills to motivate pupils to learn, reason and develop their thinking skills;
 - humorous, enthusiastic presentations which stimulate imagination and create enjoyment and enthusiasm; and
 - well-structured lessons with interesting, challenging tasks.
- 70 The good features in the teaching include:

- clear aims that are shared with the pupils;
- effective use of active learning, including pair and group work, to encourage pupils to give of their best;
- good use of interactive whiteboard to extend pupils' understanding and to support the presentation; and
- good scaffolding of ideas and offering suitable opportunities for pupils to challenge opinions.

71 The shortcomings in the teaching include:

- instances of a lack of pace to the lessons;
- no time given to re-cap and consolidate teaching;
- lessons lacking flow and rhythm, so that pupils are not sufficiently engaged in appropriate tasks throughout the lesson; and
- teaching strategies are not sufficiently varied in order to increase pupils' understanding.

72 There is a whole school approach to short-term planning. Even so, planning does not ensure sufficient differentiated activities that match pupils' specific learning needs in all subjects in all classes of mixed ages and abilities. The strategy of 'setting' in some classes, in language and mathematics, which helps to stimulate and challenge learners, has good features which outweigh shortcomings.

73 There are generally good working relationships between the teachers and pupils, which creates a positive working ethos and effective learning. Teachers and staff treat pupils equally, whatever their gender, race or ability. However, the tailoring of tasks to match the differing needs and abilities of pupils is not consistent throughout the school.

74 Teachers have a good knowledge of the subjects they teach and share their expertise with other members of staff. The school is successful in developing pupils' reading skills in English and good practice in oracy is developing as Accelerated Learning strategies are implemented.

75 The majority of teachers use a variety of teaching strategies and a range of relevant resources, particularly the interactive whiteboard and a role-playing person in history lessons, to offer pupils interesting learning experiences and to impart knowledge effectively.

76 The teaching of bilingual skills is not sufficiently structured and developed to give pupils opportunities to reinforce and make confident use of everyday language patterns and incidental Welsh during the school day.

77 Arrangements to assess pupils' achievements and use the information to improve learning are good. Statutory requirements for assessing and reporting

on National Curriculum levels are met and records are in place for every pupil. Assessments for pupils with ALN meet the statutory requirements.

- 78 The teachers use a variety of methods to assess pupils' achievements and progress regularly and accurately. Level descriptors are used on a termly basis in all subjects to record what pupils can do and effective records are kept on the whole-school tracking system. Good use is made of the information to monitor progress or underachievement along WAG guidelines, in order to give the 'best fit' level and to provide appropriate support.
- 79 Subject portfolios provide teachers with useful examples of work that have been assessed in order to show the levels that should be achieved, and as a tool to strengthen teacher assessment. Outstanding collaboration between the infant and secondary schools ensures pupils' needs are assessed, both on entry to key stage two and to key stage three. Staff from the school also meet with staff from cluster schools every half term, in order to moderate and standardise assessments.
- 80 Pupils have a satisfactory understanding and involvement in their own learning. They are generally aware of their individual targets for improvement but, at times, insufficient focus is given to details of ways in which they can move forward and there is insufficient structure to focus effectively on each individual pupil's needs.
- 81 Pupils' work is marked regularly and, in the best practice, written comments give guidance on how to improve the work. However, this is inconsistent across the key stage.
- 82 Annual reports to parents conform to statutory requirements. They provide a clear picture of pupils' achievements and skills in each subject and learning area. Targets for future progress are not included to help parents support their children. The school is aware of further improvements which are necessary to refine the annual reports.

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

- 83 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.
- 84 The aims of the school - to encourage the development of children intellectually, socially, emotionally, physically and morally and to provide pupils with the basic skills they need for life and work - underpin all aspects of school life. The curriculum provided effectively meets the needs and interests of pupils.
- 85 Good features outweigh shortcomings in the overall quality of the curriculum provided, which is sufficiently broad and balanced. Current policies and long-

term schemes of work show appropriate continuity and progression and teachers are beginning to update their short-term documentation to respond to the requirements of the revised NC. The 'setting' strategies within mathematics and language provide a mechanism for supporting pupils in smaller groups. However, the medium-term planning in curricular areas lacks depth and consistency, and does not offer sufficient detail regarding the delivery of the subjects.

- 86 The school ensures that all pupils receive maximum opportunities to develop their key skills of speaking, listening, reading, writing and the application of number across the curriculum. Greater status is given to oracy and the use of talk to discuss issues in the classroom; this contributes well to the raising of standards. Regular opportunities are provided for them to develop thinking skills and solve problems as individuals, pairs or groups. The use of role play and collaborative group work contributes to make the learning more interesting and stimulating. ICT skills match planned learning activities, in order to extend and develop the skills required for pupils to take responsibility for their own learning.
- 87 The school makes an effort to raise the profile of Welsh within the school. However, the promotion of pupils' bilingualism within lessons is inconsistent and this impairs on pupils' abilities and confidence to use everyday Welsh. *Y Cwricwlwm Cymreig* is promoted in many subjects across the curriculum and pupils develop an awareness and knowledge of eminent Welshmen and women and an understanding of local aspects of history and geography.
- 88 The school's extra-curricular provision is an outstanding feature of the school's work. Following a parental questionnaire, chess, cookery and drama clubs have been added to the variety of clubs, such as dance, tennis and football, which are already on offer to pupils. The Breakfast and After-School Clubs are both well attended. Y5 pupils have the opportunity for a residential trip to Glan-llyn while Y6 visit a youth hostel in Llangollen, which enhance their learning experiences and develop their social skills. All topic work is supported by visiting speakers and by out-of-school visits to places such as the synagogue in Liverpool, the local church and Conway Castle.
- 89 The provision for pupils' spiritual, moral, social and cultural development is good and integrated successfully into the everyday life of the school. The arrangements for daily sessions of collective worship fulfil the statutory requirements and opportunities are given for pupils to reflect on issues such as homelessness and poverty, or to relate Bible stories to a modern day context.
- 90 The local vicar conducts a whole school assembly every other week alternating with a local Christian community called 'Open the Book' who bring Bible stories to life with lively presentations, which contribute well to pupils' spiritual development. Pupils' involvement in the 'Berwyn Project' alongside a local artist promotes pupils' cultural development.
- 91 Pupils have valuable opportunities to discuss and come to decisions on moral and social issues that are important to them, through a range of curricular activities as well as 'circle time' sessions and specific PSE lessons. There are strengths in the ways in which they raise money for worthy causes, locally and

nationally and use their talents for the benefit of other members of society. In addition, taking part in sporting events with other local schools develops pupils' social attitudes effectively.

- 92 The links with parents, the community and other providers are strong and well established. Regular newsletters, parents' evenings and end-of-term reports all contribute to keeping parents informed. A school website is being developed and parents at the pre-inspection meeting said they welcomed the 'open door' policy of the school. There is an active 'Friends Association' and some parental help with 'guided reading'. The school Christmas production is open to the community and performed over two evenings and an afternoon. The Kronospan and Cadburys factories both support the school in a number of ways. Representatives from the local community are very supportive of the school. Partnerships with the infant and secondary schools are strong and very well established. Pupils are very well prepared for transition into Y3 and Y7. The school regularly accepts students from Aberystwyth, Bangor and Glyndŵr universities, as well as pupils from Dinas Brân and Rhyn Park, on work experience.
- 93 Work-related education is good and well established throughout the school. A World of Work afternoon is held each year for Y6 pupils, when visiting speakers include the infant headteacher, a policewoman and accident and emergency nurse. Kronospan also give a presentation on the whole manufacturing process. Other aspects of work-related education are developed through visits and visitors, assemblies and topic work.
- 94 Pupils have good awareness of sustainable development. There is a well established Eco Council and the school is working towards its silver award. They recycle paper, plastic bottles, Christmas cards, old mobile phones and jewellery. Energy consumption is monitored and some taps are designed to save water. There is also a Generation Green Nature Club which looks at energy saving ways to get 'to and from' school. The school ground environment is partly maintained by groups of children and the school Eco Club. The Millennium Garden is used by pupils to enhance their learning and develop their appreciation of the natural world.
- 95 Global citizenship is developing into a strong feature. The school is involved in the Comenius Project and some staff have already visited a school in Rome and another in Turkey. E-mail links have been set up with these schools, as well as with others in Spain and England. Further visits to these countries are being planned to include pupils.
- 96 Entrepreneurial and other skills needed to support economic development are starting to develop. There is a newly formed entrepreneurial club, linked to the School Council, which has successfully raised funds by setting up and running a stationery club. Profits have been re-invested and a resource has been identified to purchase. Members are fully involved in decision-making and budgeting.

- 97 The school is committed to laying the foundations of life-long learning. National priorities such as Healthy Schools and Eco Schools are firmly embedded in school life. Pupils are well prepared for their transition to secondary school.

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

Grade 2: Good features and no important shortcomings

- 98 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.
- 99 The school effectively plans and manages care, guidance and support arrangements for pupils. The headteacher and staff know pupils well and whole-school procedures have been established to monitor and support pupils' progress, development and welfare.
- 100 The school works in full and productive partnership with a range of agencies and support services, to ensure pupils' needs are carefully assessed and met.
- 101 The school makes every effort to listen to the voices of its stakeholders and work in effective partnership with pupils, parents and carers. The school shares relevant information regarding school activities and arrangements with the parents through the Home-School Agreement, and regular letters. Despite this, a small minority of parents in the pre-inspection meeting felt that the information to parents needed to be improved. Only a very small minority of parents completed the pre-inspection questionnaire.
- 102 Pupils are given regular opportunities to contribute to decision-making. The School Council is an effective forum for pupils to work together and develop their personal and social skills. They undertake their duties seriously and they feel the school listens to them and often acts upon their recommendations.
- 103 Induction programmes that help learners settle in quickly are good with outstanding features. A diary of transition events shows excellent collaboration between the infants and junior schools, where pupils have opportunities to integrate. There is mobility of staff between the schools, a sharing of literacy tracking and teacher assessment, as well as undertaking specific pre-transfer activities. This ensures that pupils settle in well in their new environment and receive maximum support. Induction arrangements for key stage 3 are equally efficient and effective.
- 104 The school provides good quality personal support and guidance. Teachers know their pupils well, which enables them to monitor each child's needs and progress. Personal and Social Education has a well planned programme and is firmly embedded in school life.
- 105 Monitoring procedures for attendance and behaviour are good. Attendance targets are set and an attendance cup is awarded each week to the class with the best attendance. The school is aware of the pupils where punctuality is a concern and works closely with the Educational Social Worker [ESW] to

improve the situation. However, the recording of punctuality is inconsistent and does not always relate to the entries in the 'Late Book'.

- 106 There are effective procedures for ensuring the health and safety of each pupil. All pupils are carefully supervised during playtime and at the end of the school day. Promoting health, fitness and well-being are aspects that are being developed well through the school's eco projects and health-related extra-curricular activities.
- 107 The headteacher is the named person with responsibility for Child Protection and is trained to the appropriate level. All other staff have received training and are aware of the signs and symptoms of abuse. There is a child protection policy in line with local and national procedures.
- 108 There is good provision for pupils with ALN, consisting of a clear policy and procedures that conform to the current Code of Practice. The school conforms with statutory guidance in the way pupils with ALN are fully included in the school's activities. Effective links with the infant school ensures that the necessary support is given on entry. Appropriate individual educational plans (IEPs) are prepared, according to individuals' personal needs, and realistic targets are set. These are reviewed regularly, in consultation with parents and pupils.
- 109 The ALN co-ordinator is well-informed about pupils' individual needs and there is a close and effective liaison with the member of the governing body who has responsibility for this aspect. It ensures that the appropriate funding is earmarked, such as for further 'Catch-up' provision, suitable for the needs of Y3 pupils. Assistants employed by the school provide close, effective support for pupils with ALN. The school collaborates with other agencies, such as education psychologist and speech and language services, in order to meet the needs of pupils.
- 110 More able pupils are set in suitable groups for extended activities such as mathematical work. In the best practice, the thinking skills activities enable the more able to extend their skills.
- 111 Concerns about behaviour or attitude of individual pupils are always reported to the headteacher. There are procedures and strategies for promoting behaviour of a high standard and there are effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment. Members of the School Council said they would be confident to report any incident of inappropriate behaviour to staff in the knowledge that it would be dealt with quickly and fairly.
- 112 The school takes all reasonable steps to ensure equal treatment for disabled pupils. There is a Disability Equality Scheme and they are in the process of compiling an action plan.
- 113 All pupils, whatever their social, educational, ethnic or linguistic background, are well supported and treated with dignity and respect. They have equal access to all lessons and inappropriate activities and stereotyping is challenged by staff.

Appropriate statutory policies for equal opportunities are in place. Good race relations are promoted and the school recognises and respects diversity. The willingness of the school to welcome visitors from abroad is a positive feature of the provision.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 114 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.
- 115 The headteacher offers committed leadership and strives to run a school that provides a rounded education for every pupil. She strives to improve standards and to provide a variety of extra curricular activities. She is well-supported by the staff and the governing body.
- 116 The school's deputy head works well with the headteacher, supporting her aspirations and undertaking specific duties such as co-ordinating assessment procedures, liaising with the secondary school and mentoring newly-qualified teachers and student teachers.
- 117 The governing body is very supportive of the school and its aspirations. The members formulate and revise policies and support school initiatives. Following the annual setting of targets for pupils in the core subject assessments, they review pupil performances.
- 118 The school is committed to numerous initiatives that emanate from the local authority or from national policies. Amongst them are the Eco-school project, the Healthy Schools Project, PASS (Pupil Attitudes to Self and School) and the Accelerated Learning strategy. Attention is given to Fitness and Healthy Living issues through the daily Breakfast Club and through organising a specific 'Fit and Healthy Evening' for parents.
- 119 The school caters for teachers' professional development effectively by implementing the Performance Management procedures. Teachers' targets are identified through a combination of personal needs and school needs. A sub-committee of the governing body meet to oversee the headteacher's annual targets.
- 120 The governing body meet regulatory and legal requirements, meeting at least twice each term, acting through sub-committees and publishing an annual report for parents. However, they are not sufficiently involved in setting the school's strategic direction or in monitoring the provision.

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

Grade 3: Good features outweigh shortcomings

- 121 The inspection team's findings differ from the grade 2 judgement made by the school in its self-evaluation report. The inspection team's findings were that a corporate involvement in self-evaluation procedures was not evident and that the findings of the self-evaluation process were not sufficiently linked to the targets for development in the School Improvement Plan (SIP).
- 122 The findings of the inspection team corresponded to the judgements of the school on six of the seven key questions. In the one instance where they differed, the inspection team awarded a lower grade.
- 123 The school has developed certain practices in aspects of self-evaluation. The headteacher undertakes much observation of teaching and learning in classes and produces reports based on the evidence of this observation. However, this monitoring is not based on a long-term time-table, which attends to pastoral and curricular aspects in turn.
- 124 The governing body has a developing awareness of the self-evaluation procedures, and through being linked to a specific curricular area, they receive reports from co-ordinators. As yet, few members are involved in actively monitoring aspects of the school provision.
- 125 All members of staff have a curricular responsibility, and their awareness of certain aspects of their subjects has developed significantly. This is particularly true with reference to their role in evaluating aspects of planning and in the annual audit of resources. They also undertake certain monitoring responsibilities, mostly by inspecting pupils' books. In general, because of budgetary limitations, they do not observe and evaluate the teaching and learning within lessons.
- 126 The school has obtained the views of parents by means of a specific questionnaire, which was responded to by a good percentage of parents. This is good practice. As yet, the school has not sought the opinions of pupils on the provision.
- 127 The SIP is regarded by the school as a working document that aids the forward planning issues identified by the school. Its format is ordered, and it refers to school context and aspects of the accommodation. However, there are too many targets for development noted for the current year, and these targets do not relate sufficiently to the findings of the self-evaluation report.
- 128 In general, the school has made good progress in relation to the key issues that were noted in the last inspection. Standards in writing and in ICT, as aspects of cross-curricular work, have improved, as have standards in English and mathematics. Observation of pupils' work indicates standards have also improved in science, geography and art. The quality of lesson planning has improved, leading to better consistency of teaching and learning. Key skills are

given regular attention both in planning and as features of pupil self-assessment procedures. The role of the subject co-ordinators has been developed, although there is room to develop further and refine their methods of recording their findings. Pupils' progress in religious education remains at grade 3.

- 129 Good features outweigh shortcomings in the quality of the self-evaluation report received before the inspection. While it refers to performance data and displays good awareness of the school provision, certain aspects to be developed are not relevant to the key question under consideration and no evidence base is offered for the comments.

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

Grade 2: Good features and no important shortcomings

- 130 The inspection team's findings correspond to the judgement made by the school in its self-evaluation report.
- 131 The school employs a suitable number of teachers for the number of pupils on roll. The teachers are for the most part well-established and experienced. They attend numerous INSET activities, involving 'teaching and learning' strategies, such as Accelerated Learning and PASS.
- 132 The teaching staff are efficiently supported by three part-time learning support assistants, who work alongside individual pupils or offer guidance to specific groups.
- 133 The school has a plentiful supply of resources for various areas of the curriculum; these are augmented regularly following annual audit of subject areas by the co-ordinators.
- 134 The two-storey school building was intended for use as a secondary school, but its ample and spacious accommodation, including hall, dining area, library and ICT suite, are put to good use by Ceiriog Junior School. In addition, the school makes constant and efficient use of the adjoining all-weather pitch and swimming pool.
- 135 The building is kept clean and the displays in corridors and classrooms are stimulating and relevant.
- 136 The school has implemented staff re-modelling procedures, one Y3/4 class teacher having recently been deployed to teach Y5/6 pupils. The tight budgetary allocation limits the school's ability to appoint or award teachers with the 'Teaching and Learning Responsibility' (TLR) allowance.
- 137 All teachers receive the statutory non-contact time for 'Planning, Preparing and Assessing' (PPA) while the headteacher and deputy head supervise the daily collective worship sessions. The headteacher is of the opinion that this is a satisfactory arrangement, which has a beneficial effect on standards.

- 138 The governing body keeps a keen eye on budgetary issues. It presently has to consider possible staff reduction due to falling rolls over the last few years. The targets within the SIP that have funding obligations are given funding resources as needed. Funds and resources are efficiently managed.
- 139 The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

- 140 Throughout the key stage, pupils make good progress in using their key skills in the context of language development. The majority listen well to instructions and respond to a wide range of communication. Using Accelerated Learning strategies, pupils discuss settings, events and characters and generate ideas for their creative work. Older pupils are given opportunities to develop arguments and support their viewpoints with reasoned judgements. For example, pupils are confident when discussing strategies relating to issues within the rainforest, and are able to develop and extend their initial responses in order to learn through talk.
- 141 Pupils read a variety of texts. By Y4, they have a good understanding of the difference between fiction and non-fiction material. In developing their dictionary skills, they know how to locate a book on a particular subject in the library and how to use 'contents' and 'index' pages to find specific information. By Y6, most pupils read fluently and can name authors of books they have read. More capable readers make good use of intonation and expression and pay attention to punctuation to help them derive meaning from the text.
- 142 Many older pupils retrieve and collate information and ideas from both printed material and ICT sources, and demonstrate understanding and enjoyment when performing and filming in front of their peers. This increases their confidence in using language.
- 143 Pupils develop their skills through writing for a range of purposes. In response to a visual stimulus, Y4 pupils develop their ideas when writing imaginatively about a 'spooky castle'. They use interesting similes and many individuals make good use of their senses and powerful verbs to enhance their writing. They use good instruction writing skills to compose recipes, posters and news reports.
- 144 At the top end of the key stage, pupils' ability to persuade, inform and explain are evident in their letters and reports. Pupils make choices and they organise their writing appropriately when responding to an argument, offering evidence 'for' or 'against', such as whether television is a waste of time or a valuable asset. They know the conventions of a formal letter and use them when writing to the local Borough Council disagreeing with a new proposal. Good use is also made of historical evidence to write detailed diary entries and to record interesting factual information.

Shortcomings

- 145 A minority of pupils do not produce purposeful and sustained writing with accurate punctuation and appropriate handwriting.

Mathematics

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

Good features

- 146 Pupils in Y3/4 display good computation skills, managing with ease to calculate mental tasks as warm-up activities. They have a good grasp of place value, and can apply their understanding effectively to four-digit numbers.
- 147 A significant number of pupils succeed in grasping mathematical concepts, such as the methods of measuring fractions of number totals. A minority of them can use the terms *numerator* and *denominator* meaningfully.
- 148 They can calculate, by addition and subtraction, various amounts of money.
- 149 They display a good understanding of measuring and recording time, and are able to record different aspects relating to both the analogue clock and the calendar.
- 150 They have a sound knowledge of 2D and 3D shapes, which is gained through stimulating practical work, and can define various shapes according to their mathematical properties.
- 151 Pupils in Y5/6 are adept at computation and calculation involving amounts of money. They have an appropriate awareness of other currencies, such as the euro and the dollar. Their understanding of larger numbers is good, as they display facility in dealing with computations, sequencing and ordering.
- 152 They develop a good understanding of positive and negative numbers by undertaking tasks which involve plotting shapes on an axis and recognising the rotational aspect of shapes. A good number of pupils display a firm understanding of area of shapes, and they use terms such as *base*, *height* and *perpendicular* meaningfully when calculating areas of triangles.
- 153 Pupils apply and reinforce their mathematical understanding by recording the duration of television programmes. They also record, in graphical form, the data relating to the weight of their shoes.

Shortcomings

- 154 Throughout the key stage a minority of pupils, while completing the exercises, lack good understanding of the work in which they are involved.

Information technology

Key stage 2: Good features and no important shortcomings

Good features

- 155 Pupils show good skills in working independently and they use the computer confidently. The word-processing skills of a majority of pupils are developing well and they combine graphics and text very successfully to produce attractive posters or leaflets.
- 156 They use a word-processing programme to create a story, and can make changes when necessary, in order to improve expression or correct grammar. Older pupils use their skills well to produce effective newspaper reports.
- 157 They use an art package effectively to make interesting pictures, such as those based on literary texts by Roald Dahl.
- 158 Pupils use ICT skills well to explore and find information from a variety of sources. They use a site search to find information and select key-words to narrow down a search.
- 159 Across the key stage, pupils are able to process, share and exchange information and save as draft, before sending e-mails to another school. They also know how to open and read e-mail messages received.
- 160 Many older pupils are able to manipulate sound. They know how to find, play and mix sounds with a computer, using a CD Rom or web site. They can create their own music and compare computer sounds with notes played on real instruments. At the same time, they learn new vocabulary such as *volume*, *sequence* and *adjust*.
- 161 They confidently use auto shapes on 'Word' to produce an accurate diagram, based on a proposed plan for the school grounds. They evaluate their work and learning effectively.
- 162 Older pupils make good progress in working with spreadsheets. They enter data into a database and produce appropriate graphs. Their work on hotel facilities and colour charts, are good examples of this aspect.

Shortcomings

- 163 A minority of younger pupils lack confidence when editing their work.

History

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

Good features

- 164 Pupils in Y3/4 respond enthusiastically to a role-play situation in class, by asking relevant oral questions in order to gain information about the life and times of Henry VIII. They are able to discuss the king's motives for marrying his various wives.
- 165 Their understanding of the Tudor Period increases as they record, in bullet-point and through poster work, in order to illustrate their knowledge of chronology and facts, as well as food and fashions of the time. Their ability to search for information on the Internet, before collating and recording in an interesting form, consolidates their learning.
- 166 Pupils can re-tell stories they have learned, such as the story of Mary Jones and her Bible, using the chronological, narrative form.
- 167 Pupils in Y5/6 have a satisfactory knowledge about the life of Thomas Telford, and know about some of his important constructions in Wales and the Marches, such as the canal at Llangollen, the bridges at Conway and over the Menai Strait. They study photographs to consolidate their understanding.
- 168 The pupils can formulate questions that would allow them to consolidate their understanding of transport themes in local history, such as the railways and tramway in the Ceiriog Valley. They also relate the information of local issues to wider themes, such as the development of the combustion engine.
- 169 Pupils respond intelligently and enthusiastically to a visitor in the role of a 'Roman soldier'. They ask pertinent questions and make informed comments as they learn about items of dress, battle technique and armoury.
- 170 They learn and record newly-introduced terminology from the Roman period. They have a good understanding of the main features of Roman life, and know about the influences that have lasted to the present day. They can describe in writing certain achievements of that period, such as road building.

Shortcomings

- 171 Pupils do not interpret and analyse sufficiently; their understanding and knowledge is, to a great degree, fact and information-based.

Physical education

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

Good features

- 172 Pupils in Y3/4 are able to explain orally that there are changes to the body as a result of taking exercise. They understand the importance of warming the body before physical activities and of 'cooling down' after them, and realise that physical activity is beneficial to their health, fitness and welfare.
- 173 They demonstrate an ability to work well as teams on joint activities, understanding the importance of taking turns and respecting others' efforts.
- 174 Pupils in Y5/6 develop well their throwing and catching skills, as well as their ability to dribble with the balls, as they display good co-ordination skills within lessons.
- 175 A minority of pupils are able to consider specific technique in netball skills, and show improvement as they practise the 'pass-move-shoot' sequence, or the positioning of their feet before shooting.
- 176 Pupils display a good awareness of basic rules in a game situation, and respond to them appropriately.
- 177 They are able to observe well and to offer meaningful comments on the performances of their peers.
- 178 A good number of pupils engage enthusiastically in extra-curricular games activities, as well as in inter-school competitions.

Shortcomings

- 179 A significant minority of pupils in Y3/4 are not attentive listeners when the tasks are presented to them, and do not improve their performances sufficiently within lessons.

Religious education

Key stage 2: Grade 3 – Good features outweigh shortcomings

Good features

- 180 Pupils are aware that the Bible is a special book for Christians comprising 66 books, which include seven literary forms. They are able to recount some stories about characters, such as Moses and Joseph, and about events in the Old Testament, together with stories about the life of Jesus, including well-known parables and miracles which he performed. They can recall the story of

the calming of the storm, the Good Samaritan and the healing of the paralysed man. Pupils begin to understand the meaning and relevance of the stories.

- 181 Pupils have a general knowledge of the local church and they are becoming increasingly aware of the use of symbolism and artefacts associated with the Christian faith.
- 182 Pupils explore religious beliefs such as the value of prayer. They use good thinking and decision-making skills when categorising different types of prayers. Pupils express personal responses to various artefacts, such as the Tibetan prayer roll, a prayer mat, a picture of praying hands, and a rosary. Younger pupils understand the importance of the Qu'ran to members of the Muslim faith.
- 183 Older pupils have an appropriate understanding of religious vocabulary relating to the Jewish faith, such as the *kippah*, *tallit* and *tefillin*. They ask questions pertaining to the faith and a visit to the synagogue makes them increasingly aware of the significance of the artefacts. Pupils use their thinking skills well to discuss facts which are relevant to the Jewish faith and the commandments identified in the Torah.

Shortcomings

- 184 The knowledge of a significant number of pupils lacks depth.
- 185 Pupils' knowledge of key contemporary and historical religious leaders, including those within a Welsh dimension, is insufficiently developed.

School's response to the inspection

The school considers that the inspection process was conducted in a reasonable and fair manner and that the process will provide a valuable platform towards school improvement.

Throughout the inspection period, the Inspectors carried out their duties in a professional manner. They were courteous towards staff and pupils and provided valuable feedback by identifying good features and areas for development. We are confident that the final report will provide an accurate snapshot of our school.

The action plan which will be compiled in response to the inspection report will address the key issues and recommendations for whole-school improvement.

Appendix 1

Basic information about the school

Name of school	Ceiriog Junior School
School type	Primary
Age-range of pupils	7-11
Address of school	Lloyds Lane, CHIRK Wrexham.
Postcode	LL14 5NH
Telephone number	01691 772331

Headteacher	Mrs J M Griffiths
Date of appointment	January 1997
Chair of governors/ Appropriate authority	Mr Dewi Evans
Registered inspector	Len Jones
Dates of inspection	20-22 January 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	0	0	0	0	30	39	30	36	145

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	3	7.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.1 : 1
Pupil: adult (fte) ratio in nursery classes	0
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	24.1
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	-	-	97%
Summer 2008	-	-	95.4%
Autumn 2008	-	-	95.7%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		46			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher Assessment	School	0	0	0	0	0	2	15.2	54.3	28.3	
		National	0.2	0.1	0.1	0.5	0.6	3.1	15.6	51.3	28.5	
Welsh	Teacher Assessment	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	4.3	63	32.6	
		National	0.2	0.1	0.1	0.5	0.6	2.7	14.7	51.4	29.9	
Science	Teacher Assessment	School	0	0	0	0	0	0	4.3	67.4	28.3	
		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	82.6%	In the school	-
In Wales	75.5%	In Wales	-

- 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, together with a peer assessor, spent the equivalent of 10 inspection days at the school, and met as a team prior to the inspection.

These inspectors visited or observed:

- 26 lessons or parts of lessons, 23 in the six subjects inspected and 3 in other subjects or aspects;
- registration sessions, assembly and collective worship sessions; and
- short periods of extra-curricular activity .

Members of the inspection team met with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support staff;
- the school council; and
- representatives of institutions linked with the school.

The team also considered:

- the school's self-evaluation report;
- 5 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection; a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Len Jones (Registered inspector)	Context and priorities; summary and recommendations; Key questions 1, 5, 6 and 7; mathematics; history; physical education
Mrs Audrey Evans (Team inspector)	Key questions 2, 3 and 4; English; ICT; religious education
Mrs Justine Barlow (Lay inspector)	Contributing to key questions 1, 3 and 4
Mrs Jackie Mason	Peer assessor
Mrs Judy Mary Griffith (Headteacher)	Nominee

Contractors

Baker-Phillips Educational Communications Ltd , Oak Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Ceiriog Junior School for their co-operation and assistance both before and during the inspection.