

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

**A Report on the Quality of Education in**

**Froncysyllte C.P. School  
Woodland Road  
Froncysyllte  
Wrexham  
LL20 7RS**

**School Number: 6652137**

**Date of Inspection: 21 April 2008**

**by**

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5539**

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Froncysyllte 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 Froncysyllte C.P. School took place between 21/04/08 and 22/04/08. An independent team of inspectors, led by Glyn William Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Froncysyllte C.P. School serves the community of Froncysyllte which is some ten miles to the south of Wrexham. It provides for boys and girls from the age of three to eleven. The number of pupils on roll is 61 which includes 13 children who attend half-time in the nursery. The number of pupils in the school has slightly declined in recent years. Children are admitted to the nursery at the start of the term after their third birthday. About one-third of the pupils come from outside the traditional catchment area.
2. The socio-economic background of the areas from which pupils attend is described as neither prosperous nor disadvantaged. Four per cent of pupils are registered as entitled to free school meals. This figure is well below both the local education authority average of 15 per cent and the all-Wales average of 18 per cent. An exceptionally small number of pupils, some two per cent, have special educational needs with one statement for special educational needs.
3. Nearly all pupils are of United Kingdom, white ethnic background. No pupils have Welsh as a home language.
4. The school was last inspected in April 2002. The current head teacher was appointed to the school in January 2006.
5. The school has received the *Basic Skills Quality Mark*, *Healthy Schools* recognition and the bronze *Eco Schools Award*.

### The school's priorities and targets

6. The school aims to nurture and fully develop the unique talents and abilities of all pupils in both their academic and personal development.
7. The school's main priorities for development are:
  - Continue the implementation of new assessment procedures.
  - Further develop bilingualism.
  - Improve aspects of the production and use of the school improvement plan.
  - Continue to develop the curriculum in light of changes at national level.
  - Further develop *Eco* and *Healthy Schools* recognition.

## Summary

8. Froncysyllte CP is a good school with many positive features. Pupils achieve well in both their academic and personal development. There is a strong sense of common purpose to provide the best for pupils. The school provides good care for its pupils. Good progress has been made since the last inspection. The inspection team agreed with all but two of the judgements made in the school's self-evaluation report. The team raised one of the school's judgements by one grade and lowered another judgement by one grade.

### Table of grades awarded

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

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

### Standards

10. Overall, pupils of all ages and backgrounds make good progress. Across the school, there is no significant difference in the performance of boys and girls. Pupils with special educational needs make good, and at times very good, progress towards the targets set for them. Higher attaining pupils achieve well.
11. Children enter the school with above average abilities in their communication and personal development. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
12. National Curriculum assessment results at key stage 1 have been maintained at a very high level for level 2 and above over last three years. In 2007, results at the higher level 3 for English and science were well above the national average but there were no level 3's in mathematics.
13. There has been a significant upward trend in National Curriculum assessments results at year 6 over the last three years. In 2007, National Curriculum assessment results for level 4 and above were high in all

comparisons. The overall result [the core subject indicator] was very high in comparison with all schools in Wales. Results at the higher level 5 have generally been above average. The statutory targets set are challenging and nearly always met.

14. In all classes, the standards which pupils achieve in their use of English, mathematics and information and communications technology is good. Problem solving skills are well developed and pupils' creativity is good.
15. Across the school, pupils have a secure understanding of the culture and heritage of Wales. Pupils' bilingual skills have good features which outweigh shortcomings.
16. Throughout the school, pupils' personal, social and learning skills are good. Nearly all pupils are well motivated, have positive attitudes to learning and are well behaved. Many pupils know their targets for improvement and respond well to guidance given by teachers.
17. Pupils are well prepared for participation in the workplace and community. Their involvement in the school council makes a significant contribution in this area.
18. Average attendance over the three terms prior to the inspection was 94.4 per cent. This is above the local education authority average of 93.8 per cent and the all Wales average of 93.1 per cent. Nearly all pupils are punctual and lessons start on time.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	72%	14%	0%	0%

20. The overall quality of teaching across the school compares well with the findings of the 2005-6 Annual Report [primary] of Her Majesty's Chief Inspector of Education and Training which states: The quality of teaching is good or better [grade 1 and 2] in 79 per cent of lessons and the quality of teaching is outstanding [grade 1] in 17 per cent of lessons.
21. Throughout the school, teachers and learning support assistants know the pupils very well. Relationships between adults and pupils are very good. Planning for lessons is thorough and learning support assistants are well briefed in their roles. These aspects lead to good quality teaching and learning.
22. There has been a thoughtful development of formats for planning lessons to include all the required features. This has more recently been extended to identify key skills used in lessons. Good use is made of learning objectives in the planning, teaching and evaluation of pupils' learning. Teachers pay good

attention to promoting bilingual competence, with regular incidental use of Welsh in all classes throughout the school.

23. Outstanding teaching was seen where all the above positive aspects are consistently applied together with structured building on pupils' previous learning. Where shortcomings have been noted, they involve a lack of pace in learning because pupils are occasionally not sufficiently challenged.
24. Overall the quality of assessment, recording and reporting is good. Teachers use a range of approaches when making reliable judgements about the standards pupils achieve. Teachers retain comprehensive records of pupils' achievements, mainly to a common system. The school uses these sources of information effectively to set targets for all pupils, including those who need additional support. The school is developing an effective and manageable system to follow and promote pupils' progress in key stage 2.
25. Teachers mark pupils' work regularly and give guidance on how to improve future work. Most pupils are aware of the targets set for particular areas of study but are not sufficiently involved in planning their own targets for improvement. Parents are well informed about their children's progress.
26. The curriculum meets the needs of all pupils and is equally accessible to all, including pupils with special educational needs. The curriculum provided is broad, balanced and ensures the provision of interesting learning experiences for all pupils. It meets statutory requirements including provision for pupils' health education, their well being, personal and social development and collective worship. The school's provision for the development of pupils' basic and key skills is good. All pupils have full access to everything the school has to offer.
27. The overall provision for pupils' social, moral, spiritual and cultural development has good features with no important shortcomings. Health education and an understanding of sustainable development and global citizenship are well provided for.
28. Partnerships with parents, the community, colleges and other schools are strong and well established.
29. The quality of care, support and guidance provided by the school is good. The school has clear, well documented arrangements that contribute to pupils' well being when in the school's care. Pupils with special educational needs are well provided for. There is good provision to ensure the inclusive education of all pupils, regardless of their background or ability.

### **Leadership and management**

30. All school staff, governors and parents work hard to improve provision, effectively promoting pupils' well-being, academic and personal standards. The head teacher knows the school well and provides positive leadership for

its development. Teachers and learning support assistants are clear about their roles and this has a positive effect on standards.

31. The continuing professional development of all school staff is effective in raising standards. Formal aspects of performance management are not fully established.
32. The governing body membership is relatively new and increasingly effective in its work and organisation. Overall, the school takes good account of national priorities. With the exception of known but temporary shortcomings in performance management, the governing body meets its statutory responsibilities.
33. The process of self-evaluation and school improvement planning lacks an established structure. The school improvement plan is systematically laid out but not as precise as it could be.
34. The school is staffed with sufficient number of well qualified and experienced teachers and learning support assistants. Administrative and mid-day staff, the caretaker and cleaner all contribute effectively to the well being of pupils.
35. There are limitations to the school's accommodation but this is managed very well so that pupils receive their full entitlement. There have been significant improvements to learning resources in recent times. Financial matters are carefully planned. The school has made good progress since the last inspection and provides good value for money.

## Recommendations

36. In order to further improve the school needs to:
- R1\* Continue to raise standards in bilingualism.
  - R2\* Further develop assessment systems by making more manageable and effective use of data and more fully involving pupils.
  - R3\* Refine the process for self-evaluation and improvement planning.
  - R4 Fully implement all aspects of performance management.

\* The school has identified these areas in its development planning.

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

37. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
38. Overall, pupils of all ages and backgrounds make good progress. Across the school, there is no significant difference in the performance of boys and girls. Pupils with special educational needs make good, and at times very good, progress towards the targets set for them. Higher attaining pupils achieve well.
39. Baseline assessments indicate that children enter the school with above average abilities in their communication and personal development. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
40. National Curriculum assessment results at key stage 1 have been maintained at a very high level for level 2 and above over last three years. In 2007, results at the higher level 3 for English and science were well above the national average but there were no level 3's in mathematics.
41. There has been a significant upward trend in National Curriculum assessments results at year 6 over the last three years. In 2007, National Curriculum assessment results for level 4 and above were high in all comparisons. The overall result [the core subject indicator] was very high in comparison with all schools in Wales. Results at the higher level 5 have generally been above average. The statutory targets set are challenging and nearly always met.
42. In all classes, pupils achieve very well in their communication skills. In most cases, pupils listen very well and confidently contribute their relevant ideas and questions. Pupils in years 1 and 2 clearly talk about the lives of children in the past in comparison to their own. Pupils are confident and competent readers. Pupils in years 5 and 6 make very effective use of information books and the internet to find information, such as background information on Roman art. Pupils use a good range of writing styles in several subject areas. For example, in years 3 and 4, pupils make good use of adjectives to describe their feelings about a place of worship.
43. Pupils make good use of mathematical skills across the curriculum. There are several examples of the use of data tables, different forms of graph work and careful measuring. These aspects are seen particularly in science, design technology and geography.

44. In all classes make good use of information and communications technology to promote their learning. Children in the early years confidently use the interactive white board for artwork with the youngest successfully using the computer and mouse to learn about animals. In key stages 1 and 2, pupils make increasing use of word processing, clip art and computer generated graphs in many subject areas.
45. Problem solving skills are well developed. Children in early years make correct decisions when they plan and build a model farm. Pupils in key stages 1 and 2 are increasingly familiar with investigations in science and carrying out briefs in design technology.
46. Pupils' creativity is good. There are several examples of imaginative art and design technology work. The oldest pupils have successfully used a video camera to produce very imaginative story lines using animated clay models. All pupils are fully involved in whole school 'stage' productions.
47. Across the school, pupils have a secure understanding of the culture and heritage of Wales, known as *Y Cwricwlwm Cymreig*. Pupils make a good attempt to use their bilingual skills when prompted. They respond well to basic instructions in Welsh and use Welsh in greetings but they do not use Welsh regularly in informal situations.
48. The overall development of pupils' personal, social and learning skills is good.
49. Throughout the school, nearly all pupils are well motivated and have positive attitudes to learning. They show good interest in their work and the vast majority maintain concentration in lessons. Many pupils know their targets for improvement and respond well to guidance given by teachers. These aspects make a positive contribution to their life long learning.
50. As they move through the school, pupils become increasingly more sensitive to the needs of others. They care for those that are less fortunate than themselves and are aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of worship in the school and assemblies assist pupils to develop further their spirituality. Local, national and international charitable causes are well supported.
51. Pupils have a good realistic understanding of equal opportunities, adopt mature attitudes and recognise the need to treat every person fairly, consistently and without any form of discrimination. Pupils have good moral values and show consideration for others.
52. Pupils' behaviour is good. They are friendly and helpful towards each other and courteous to staff and visitors to the school. They understand the behaviour expected of them which is reinforced through an effective reward system. There have been no exclusions in the last twelve months.
53. Average attendance over the three terms prior to the inspection was 85.5 percent for nursery, 94.9 per cent for reception and 93.8 per cent for the rest

of the school. This is good and better than local and national averages. Nearly all pupils are punctual and lessons start on time. There is a satisfactory explanation for the low nursery attendance.

54. Pupils are well prepared for participation in the work place and community. Pupils are familiar with wide range of outside organisations and their roles, this includes police, school nurse, fire service, clergy and local businesses. Pupils have been involved in litter picking around the village. Their involvement in the Eco committee and the school council gives them a good understanding of the democratic process.

## The quality of education and training

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

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	72%	14%	0%	0%

57. The overall quality of teaching across the school compares well with the findings of the 2005-6 Annual Report [primary] of Her Majesty's Chief Inspector of Education and Training which states: The quality of teaching is good or better [grade 1 and 2] in 79 per cent of lessons and the quality of teaching is outstanding [grade 1] in 17 per cent of lessons.

58. Throughout the school teachers and learning support assistants know the pupils very well. Relationships between adults and pupils are very good. Planning for lessons is thorough and learning support assistants are well briefed in their roles. These aspects lead to good quality teaching and learning.

59. Learning resources are very relevant to lessons and well organised, resulting in a good pace of learning. Teachers have a secure subject knowledge and apply it well to stimulate learning. Good use is made of information and communications technology to explain matters and stimulate pupils' enthusiasm. Questioning techniques are well developed to effectively challenge pupils' thinking and explore their understanding.

60. There has been a thoughtful development of formats for planning lessons to include all the required features. This has more recently been extended to identify key skills used in lessons. Work is well matched to pupils' abilities. Good use is made of learning objectives in the planning, teaching and evaluation of pupils' learning. Lessons are routinely evaluated and outcomes used to guide future planning. Teachers pay good attention to promoting bilingual competence, with regular incidental use of Welsh in all classes throughout the school.

61. Outstanding teaching was seen where all the above positive aspects are consistently and skilfully applied together with structured building on pupils' previous knowledge and understanding. Where shortcomings have been noted, they involve a lack of pace in learning because pupils are occasionally not sufficiently challenged.

62. Overall the quality of assessment, recording and reporting is good. It is an integral part of the teaching and learning process. Strategies for assessment are well matched to identified aims and learning objectives. Teachers use a range of approaches when making reliable judgements about the standards pupils achieve.
63. Pupils' achievements are recorded accurately and consistently and meet statutory requirements. Teachers keep detailed records of pupils' achievements, mainly to a common system. These records contain information on baseline attainment, pupils' performance in national tests and other standardised assessments. There are also instances where samples of the work of all pupils are kept. The school uses these sources of information effectively to set targets for all pupils, including those who need additional support. The school is standardising the collection of assessment data to make it more effective and manageable in following and promoting pupils' progress in key stage 2.
64. Results of standardised tests and internal assessment are discussed and the implications for teaching and learning used effectively to inform planning. Developments are taking place for a common understanding of standards in English between neighbouring primary schools and the associate secondary school.
65. Teachers mark pupils' work regularly and give guidance on how to improve future work. Pupils are also given helpful and constructive feedback during lessons. Most pupils are generally aware of targets set for particular areas of study. However, pupils are not sufficiently involved in planning their own targets for personal improvement.
66. Annual reports to parents are informative and provide a clear picture of pupils' achievements and efforts in all subjects. Valuable comments are provided by teachers regarding pupils' general development and these include guidelines about future progress. Parents are pleased with the formal and informal opportunities they have to discuss their child's progress.

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

<b>Grade 2: Good features and no important shortcomings</b>
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67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. The curriculum meets the needs of all pupils and is equally accessible to all, including pupils with special educational needs. The curriculum provided is broad, balanced and ensures the provision of interesting learning experiences for all pupils. It meets statutory requirements including provision for pupils' health education, their well being, personal and social development and collective worship.

69. The overall quality of policy documents and schemes of work for all subjects is good, and the recent and planned review of documentation ensures that pupils build systematically on what they already know and can do. Medium term planning is well focused and short term planning seen during the time of the inspection includes clear aims for teaching sessions.
70. The overall provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning. All children are given a good start at the school. Activities are well planned.
71. The school's provision for the development of pupils' basic and key skills has good features and no important shortcomings. The school has successfully obtained the Basic Skills Quality Mark. Opportunities to promote and apply learners' basic and key skills are identified in lesson plans. The school's focus on the development of the key skill of information and communications technology have been successful. Good features include the way teachers encourage older pupils to use the vocabulary related to these basic and key skills and to help them reflect on their own learning.
72. Pupils' experiences and the standards they achieve are enhanced by the good range of extra-curricular activities provided, both within and outside the school day. These enable pupils to participate in a wide range of sporting activities such as football and netball clubs which allow opportunities for the development and extension of pupils' awareness of healthy living. Pupils state they are pleased with the clubs provided.
73. Visits to various places such as Llangollen, Chirk Castle and the River Dee enrich the curriculum. These, together with opportunities for residential visits to at Kingswood and Nantyr, have a positive impact on the depth of pupils' knowledge and understanding across the curriculum. Visitors to the school, for example, an artist, the fire service, theatre groups further enhance pupils' learning.
74. The overall provision for pupils' social, moral, spiritual and cultural development has good features with no important shortcomings.
75. Pupils are given many opportunities to discuss moral issues amongst themselves in a structured way. This is further developed by pupils' initiatives to raise money for good causes both locally and further afield. There is a wide range of opportunities for pupils' social interaction and the effective promotion the of healthy living. Examples include the many opportunities given to pupils to take responsibility for one another, their visits to places of interest, contribution to activities within the community and participation in sporting events with other schools.
76. The regular opportunities for pupils to work collaboratively, across all subject areas further develops their social interaction and relationships. Pupils are very aware of the difference between right and wrong. They are considerate, friendly and polite to each other and to adults. This is promoted well by the

school's positive ethos and emphasis on strong values. Overall, relationships throughout the school are good.

77. The school successfully promotes spiritual development through shared values of working together, the importance of care and consideration for others and for the environment. These values are reinforced during lessons and by daily acts of worship and assemblies. Pupils are given time to reflect on and discuss important issues and to relate these to their own lives.
78. The promotion of pupils' understanding of cultural diversity is good. They have good access to a secure understanding of their own culture and heritage. They gain a good awareness of other cultures through their visits to Llangollen International Eisteddfod and are developing links with Uganda.
79. The school's active promotion of pupils' bilingual skills through the provision of opportunities for the use of incidental Welsh during school routine is good. This has not yet had sufficient time to fully impact on standards. The school ensures that pupils develop an appreciation of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. Experiences in subjects such as history, geography music and art ensure that pupils develop a good awareness of Wales in current times and in the past and to celebrate the achievements of artists such as Kyffin Williams.
80. The links with parents, the community and other providers are strong and well established. Regular newsletters, the school website, parents' evenings, open mornings, termly target diaries and end of year reports all contribute to keeping parents well informed. A parent teacher friends association has been formed in the last twelve months and raises significant funds for learning resources. Parents are welcomed by the school, and help in the classrooms, with swimming and educational visits.
81. There is a well supported after school club and additional nursery provision. There are good, productive links with the local church, community centre, local industries and councils. The school has good links with other primary schools in their consortium and with the associate secondary school. Students from secondary schools and colleges are regularly involved in work placements.
82. Work-related education is good and well established throughout the school. The community police, fire service, school nurse and some parents/grandparents are among the many visitors who talk to pupils raising their awareness of the world of work.
83. All pupils have equal access to all areas of the curriculum, including sport. Personal and social education is used to discuss such issues as social disadvantage and to challenge stereotyping.
84. Pupils' awareness of sustainable development is effectively promoted, particularly through the recently formed Eco committee. Pupils recycle paper and plastic bottles and are involved in monitoring energy and water consumption. Work is in progress to develop the wooded area of the school.

Global citizenship is developing well. Key stage 2 pupils have visited the European Centre for Training and Regional Co-operation [ECTARC] Centre in Llangollen to learn about other countries and their cultures. They took an active part in a successful exchange of traditionally made items from several schools across Europe. Representatives from the school council and Eco committee attended a fair-trade conference and as a result have set up a fair-trade tuck shop. A parent is helping to establish a link with a school in Uganda and an open day regarding life in Uganda is planned for the summer term.

85. Entrepreneurial and other skills needed to support economic development are good. In discussions with the school council it was evident that they were actively involved in fund raising activities, decision making and budgeting. The school is committed to laying the foundations of life long learning and community regeneration.

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

<b>Grade 2: Good features and no important shortcomings</b>
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86. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
87. The care, support and guidance offered by the school is good. Pupils are secure in school and good relationships exist between themselves and all staff. In discussions with pupils and the school council they said that they were confident that any concerns would be treated seriously and dealt with quickly and effectively.
88. The partnerships with parents/carers are good. Parents at the pre-inspection meeting and most of the responses to the pre-inspection questionnaire were positive. Questionnaires sent out last year resulted in the establishment of a termly children's newsletter. There is an active parent teacher friends association and parental help is welcome and encouraged in school.
89. The school council is well established in the life of the school and is effective in its work. Pupils are familiar with its role and how it is constituted. Amongst other things, it has identified and been involved in various fund raising to buy playground equipment.
90. Induction programmes to help new pupils settle into school quickly are good. The school runs 'Hopscotch', a privately funded nursery. Children are admitted to the school under early entitlement provision. Timings for the private and school nursery are managed well and greatly assists the smooth transition into the nursery and reception class. Arrangements for pupils arriving outside normal admission times are very effective. On arrival all fellow pupils help them settle down to the life and routines of their new school. Pupils are well prepared for their transition to high school.

91. Teachers know their pupils well which enables them to effectively monitor each child's needs and progress. Personal and social education is firmly embedded in the curriculum. Effective use is made of specialist services such as the educational social worker, educational psychologist and school nurse. Parents at the pre-inspection meeting and in most of the pre-inspection questionnaires said they were happy with the help and guidance offered by the school.
92. There are good procedures in place for monitoring pupils' attendance, punctuality and behaviour. The importance of good attendance is emphasised in the school prospectus and in a letter home to parents. A local education authority leaflet on 'holidays in term time' is displayed on the front door, but there still remain concerns about these holidays. The educational social worker is available for support where necessary. Registration meets statutory procedures.
93. The school's provision for healthy development, safety and well being of all pupils is good. The school has been part of the Healthy Schools initiative for three years and many of the principles are now a way of school life. There is a good choice of healthy dinners, healthy snacks at break times and chilled water is available to drink throughout the day. All staff have received emergency first aid training and there are suitable practices in place to support pupils with specific medical needs. Appropriate security arrangements are in place.
94. Arrangements for child protection meet current good practice. The head teacher is the named person with responsibility for child protection and is trained to the appropriate level. All staff are aware of the signs and symptoms of abuse. There is a child protection policy in line with local and all Wales procedures.
95. 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 activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted and the school recognises and respects diversity. This is evident from the displays and artefacts around the school.
96. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and harassment. In discussions with pupils and parents, they were confident that any reported bullying would be dealt with promptly and fairly by staff.

### **Additional Learning Needs**

97. The quality of provision for pupils with special educational needs is good with no important shortcomings. Arrangements fully meet the Special Educational Needs Code of Practice for Wales.

98. Pupils needs are identified from an early age and arrangements made to effectively provide for them. Pupils are given support, which matches their needs well. There is good support available from a broad range of external agencies including speech therapy and behavioural support. Individual education plans have clear and realistic targets. These plans are used very effectively to enable pupils to make good progress. Pupils' progress against these targets is carefully monitored and sensible decisions are made when pupils meet these targets. This includes removing pupils from the special educational needs list/register where it is appropriate. Arrangements for reviews of all individual education plans are most thorough.
99. Good provision is made for pupils who have recently been taken off the special educational needs list/register or those who are experiencing particular difficulty in their learning. This is provided through well established and successful 'catch-up' programmes for reading and more recently a 'sums-up' programme for mathematics.
100. The school has identified the more able and talented pupils and makes appropriate provision for their needs. The school has made very effective provision for pupils who have arrived in school with no English.
101. The school recognises that disability access to the school would be difficult because of the nature of the building and site. There is no formal disability access plan or disability equality scheme.
102. The school makes good provision to ensure the inclusive education of all pupils regardless of their background or ability.

## Leadership and management

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

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

103. The findings of the inspection team do not match the grade 3 judgement made by the school in its self-evaluation report. The inspection team consider that the strong common purpose to provide the best for pupils overrides identified shortcomings.
104. All school staff, governors and parents work hard to improve provision, effectively promoting pupils' well-being, academic and personal standards. The head teacher knows the school well and provides positive leadership for its development. The school did not have a permanent head teacher for some time before his appointment. On his arrival, difficult but necessary actions were taken to move the school to a secure financial footing.
105. The leadership roles of all teachers are well known and there is honest formal and informal communication between them all. This leads to a shared overview of provision and standards in the school.
106. The continuing professional development of all school staff is effective in raising standards. The structure for provision of professional development for teachers is based on formal performance management but direct observation of classroom teaching is not as fully developed as it should be. Because of the several changes to the membership of the governing body, the performance management for the head teacher has recently lapsed. The school is aware of these omissions. All staff have agreed job descriptions.
107. Learning support assistants know their roles well and are fully involved in the life of the school. They take full advantage of opportunities for their own continuing professional development, including attending accreditation courses in their own time. This has a positive effect on standards.
108. The governing body is made up of a broad range of experienced persons who challenge and support the school well. The membership is relatively new and there are recently created vacancies for staff governors. The roles of the various sub committees of the governing body are being formally clarified. Governors are very familiar with school improvement planning and proactive in improving the use of the plans.
109. Governors have a good and rapidly developing understanding of provision and standards in their individual subject area of responsibility. A feature of the work of governors is the visits they make to school related to their responsibility. This arrangement lacks an agreed protocol and reporting system. Governors have clear understanding of standards through data provided by school and local education authority.

110. The governing body has taken on full responsibility for the private nursery and after school club provision which take place in school. It is sensibly looking to rationalise these arrangements.
111. Overall, the school takes good account of national priorities. With the exception of temporary shortcomings in performance management, the governing body meets its statutory responsibilities.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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112. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The team consider the process of self-evaluation and school improvement planning has particular shortcomings.
113. The school is always looking for ways to improve and is self-critical of its provision and performance. Any comments or suggestions for improvement are listened to and acted upon where practical. Parents have been given a questionnaire to find their views and concerns. Issues raised have been clearly explained or specific action taken, such as production of a termly children's newsletter.
114. Teaching staff are fully involved in giving their views towards the self-review and planning process. Governors study the draft school improvement plan and include their views where appropriate. The school does not have an established formal system where views of all staff, governors, pupils and parents are gathered and put in order of priority.
115. Overall, the head teacher, subject co-ordinators and governors are kept well informed of provision and standards through their own work and the use of provided assessment data. The scope of gathering this information, through monitoring, has not been formally clarified.
116. The school improvement plan is systematically laid out under clear headings. The summary content is a mix of outline plans for three years and also routine calendar events, such as setting statutory targets and performance management implementation. The detail of individual priorities contains all the expected information and there is occasional broad reference to quantitative data. There is good detail in plans for the current year. Details needed for future years are included which is making undue and unrealistic demands on the planning process.
117. The school improvement plan has recently been formally used to gauge the progress of planned developments making it a better management tool. Overall, good progress is made in meeting the targets set in the school improvement plan.

118. The school's self-evaluation report produced for this inspection is very clearly laid out against Estyn's seven key questions and generally meets guidelines. The inspection team agreed with five of the school's seven judgements. The school has made good progress since the last inspection.

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

<b>Grade 2: Good features and no important shortcomings</b>
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119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. Teaching staff are well qualified, knowledgeable and experienced and are effectively deployed. With small class sizes, the ratio of pupils to teaching staff is low.
121. The number of well qualified learning support assistants is a good feature of the school. These skilled and enthusiastic staff work closely with the teachers to promote effective learning.
122. The framework for workforce remodelling has been effectively implemented. Teachers are given appropriate planning, preparation and assessment time. These arrangements are well managed with the quality of planning and marking benefiting in particular. Teachers are also allocated sufficient time to carry out their leadership roles when required.
123. Daily administration is very efficient. Administrative and mid-day staff, the caretaker and cleaner all contribute effectively to the well being of pupils. Job descriptions for each member of staff are suitably reviewed. All staff are valued members of the school team.
124. The overall quantity and quality of learning resources to support work across the curriculum are good. Improvements have been made to the stock of books for reading and information. The needs of most pupils are met with the books for reading and parents feel they are suited to their children's needs. There is no school library. The school is constantly reviewing provision for learning resources and effectively plans to put right any shortcomings.
125. Pupils benefit from the well managed computers available to them. All classrooms have recently been fitted with an interactive white board. This provision contributes greatly to effective teaching and learning.
126. Much of the school building is very old, but, overall is in good condition. The classrooms are managed well to provide a stimulating setting for good teaching and learning. The school is preparing for the foundation phase and is aware that the current accommodation is limiting for this purpose.
127. A secure fenced play area for the under fives is adequately equipped but the school has identified this as an area for development. Due to the considerable

distance from the classroom, this area is not fully utilised to support and develop under-fives learning.

128. There is no school hall but the school makes good use of its associate secondary school for weekly physical education sessions. The school field is a significant distance from the school, across the busy A5 road. Good use is made of these facilities but the school is well aware of the significant time taken in travelling to and from these venues. The redundant chapel next to the school has been used well to provide a kitchen and dining area. The empty school house, which is part of the school building, is under-utilised.
129. Financial planning is good. The school has had to make, and carry out, difficult decisions to match the needs of the school within its budget. The head teacher and a well-qualified sub-committee of the governing body regularly review and evaluate expenditure decisions. This ensures that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school. The school gives good value for money.


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

The staff and governors of Froncysyllte CP School welcome the inspectors' findings in this report and the recognition that we have made good progress since the last inspection. We would like to thank the registered inspector and his team for their professionalism and thoroughness during the inspection.

We are pleased that the inspection team recognised that we are good school with many positive features and that we have a strong sense of common purpose to provide the best for the pupils, so that children of different abilities attained good or very good progress.

We feel his level of attainment has only been achieved through a combination of the skill and dedication from all of the school staff and the very good relationships that exist between the school and its parents and pupils. These aspects have been recognised in the report.

The school welcomes the recommendations and note that three of the four recommendations are already identified in our future development planning and will be the focus of the action plan. The school is committed to addressing these recommendations as part of a whole-school approach involving staff, governors, parents and the pupils.



## Appendix 1

### Basic information about the school

Name of school	Froncysyllte CP School
School type	Community
Age-range of pupils	3 - 11
Address of school	Woodland Road, Froncysyllte, Wrexham.
Postcode	LL20 7RS
Telephone number	01691 773310

Head teacher	Mr Andrew Jarvis
Date of appointment	January 2006
Chair of governors	Mrs Kim Dodd
Registered inspector	Mr Glyn Gaskill
Dates of inspection	21 – 22 April 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6.5	6	3	10	6	11	7	5	54.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	0	4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15 : 1
Pupil: adult (fte) ratio in nursery classes	9.5 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1.3 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	92.3	93.2	94.1
Autumn 2007	80.7	93.0	94.0
Spring 2008	84.4	98.6	93.4

Percentage of pupils entitled to free school meals	4.3
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

<b>National Curriculum Assessment KS1 Results 2007</b>	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	100	In Wales:	81

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

<b>National Curriculum Assessment KS2 Results 2007</b>						Number of pupils in Y6	14				
Percentage of pupils at each level for the school [2007] and nationally [2006]											
		D	A	F	W	1	2	3	4	5	
English	School	0	0	0	0	0	0	7	50	43	
	National	0	0	1	0	1	4	15	47	32	
Mathematics	School	0	0	0	0	0	0	7	57	36	
	National	0	0	1	0	1	3	15	47	32	
Science	School	0	0	0	0	0	0	0	50	50	
	National	0	0	1	0	0	2	11	51	35	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	93	In Wales:	74

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

## Appendix 4

### Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of five inspector-days in school.

Before the inspection:

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

During the inspection:

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

After the inspection:

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context. Summary and Recommendations. Key Question 5 and 6. Contributions to Key Questions 1, 2 and 4.
Mrs Carolyn Thomas Team Inspector	Key Question 7. Contributions to Key Questions 1, 2 and 3. Provision for bilingualism and early years.
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Mr Andrew Jarvis School's nominee	Liasing between the inspection team and the school. Provision of information.

A peer assessor was not appointed to the inspection.

#### **The contractor was:**

Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

#### **Acknowledgement**

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