

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

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

**Minera Aided Primary School  
Hall Road  
Minera  
Wrexham  
LL11 3YE**

**School Number: 6653337**

**Date of Inspection: 12 May 2008**

**by**

**Robert Stuart Wormleighton  
12572**

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Minera Aided Primary 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 Minera Aided Primary School took place between 12/05/08 and 14/05/08. An independent team of inspectors, led by Robert Stuart Wormleighton 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 **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. Minera school is a voluntary aided Church-in-Wales primary school situated in a rural setting, in the village of Minera five miles north-west of Wrexham. The large majority of children attending the school come from the village and the surrounding area.
2. The school caters for boys and girls aged 3-11 years. Children are admitted to the school at the beginning of the term following their third birthday. The school has 94 pupils on roll plus 11 part-time nursery children who attend school for the afternoon session only. Both nursery and reception children are taught in the same classroom. The school also provides an early education entitlement facility for three year old children each morning for ten hours per week.
3. The area is described by the school as being neither prosperous nor economically disadvantaged. Pupils come from a broad range of social backgrounds. Eleven per cent of pupils are registered for free school meals, which is below the all Wales average of 17.5% and the local authority (LEA) average of 14.5%.
4. Children's attainment on entry to the school covers a wide range of abilities but is generally above the expected average. Nearly all pupils come from English speaking homes. No pupils speak Welsh as their first language and three per cent of pupils have English as an additional language. Sixteen pupils (15%) are placed on the list for pupils identified as having special educational needs (SEN). This percentage is below the national average.
5. At the time of the inspection the school was undergoing major remodelling to provide much needed improved accommodation. Although when completed the remodelling will provide the school with greatly improved accommodation and resources, at the time of the inspection key stage two pupils were being taught in temporary classrooms in the school yard and although great efforts had been made by the staff to maintain good levels of educational provision, access to all their usual resources and facilities were restricted. The headteacher was appointed in 1997. Apart from the recently-appointed teacher in key stage one all members of staff were working in the school during the last inspection in June 2002.
6. Religious Education and collective worship were inspected separately by a representative of the Church in Wales under Section 50 of the Schools' Education Act.

### The school's priorities and targets

- To review and improve assessment procedures, including the processes by which progress is monitored and results evaluated.
- To ensure the current building project is completed and that the new areas are used to provide the best use of available space and resources.
- To link staff development directly to the needs of the school as much as to the needs of the individual member of staff.

## Summary

7. Minera is a school with many good features. It provides a broad and balanced curriculum for its pupils, which is mainly delivered through good and effective teaching.
8. The grades awarded by the school match those made by the inspection team in five out of the seven key questions. The team has awarded a lower grade in two of the key questions. The self-evaluation report prepared for the inspection is a comprehensive and detailed document.

### 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 3
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

### Standards

9. Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Design technology	2	2
History	2	2
Geography	2	3
Music	2	2
Physical education	2	2

10. During the inspection, standards of achievement in the lessons observed were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	80%	20%	0%	0%

11. These figures are equal to those identified in the most recent Chief Inspector of Schools Annual Report where standards are good or better (grade 1 and 2) in 80 per cent of lessons. However, these figures are above the targets set by the Welsh Assembly Government in its publication 'Vision into Action', that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Learning Outcomes for Children's Learning.
13. All pupils achieve well, they cope well with the work that is set for them and all, including those with SEN, make very good progress.
14. Children under-five make good and at times very good progress in their mathematics and communication skills. Their information, communication and technology skills and bi-lingual skills are also developing well.
15. In key stages one and two pupils' communication skills of speaking, listening, and reading are good. However, overall, pupils' writing, numeracy and information and communication technology skills are not fully utilised and bilingual competence is underdeveloped in key stage 2.
16. Individual pupils make good progress and generally meet and sometimes exceed the statutory targets set for them and show good attainment.
17. Teachers' assessment results at the end of key stage 1 in 2007 in the core subjects of English, mathematics and science were above the national and local averages.
18. At the end of key stage 2 in 2007, teachers' assessment results were equal to the national average in English and above the national average in mathematics and science.
19. Numbers of pupils within each year group are relatively small so comparative analysis of assessment data for an individual year is difficult. However, an analysis of results over the past few years indicates that the school is attaining broadly in line with national and local averages in both key stages.
20. Although most pupils make good progress towards fulfilling their potential pupils' own awareness of how well they are doing and what they need to do to improve is limited.
21. Pupils are enthusiastic, well motivated and make effective use of their time. The way they collaborate and work well together is an outstanding feature. Pupils take their roles and responsibilities seriously.
22. Pupils are very well behaved; it is an outstanding feature of the school. The older pupils are particularly supportive to younger members of the school.

23. Average attendance for the three terms prior to the inspection was 92.5 per cent which is equal to local averages and just above national averages. Most pupils are punctual and lessons mostly start on time.
24. Pupils are beginning to work with increasing independence and this is improving throughout the school. Pupils' creative skills are developing well. However their problem-solving skills are less developed.
25. Pupils' personal and social development is good overall and contains some outstanding features including their spiritual and moral development and the attitudes and values they portray in line with the highly-developed Christian ethos of the school community. The pupils enjoy coming to school and have a strong feeling of belonging to Minera School.
26. Pupils' knowledge of Welsh culture is good especially evident within their local environment. Their respect for diversity is well established and pupils' understanding of their community and the world of work are developing well.

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

27. 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>
9%	74%	17%	0%	0%

28. These are above the figures identified in the most recent Chief Inspector of Schools Annual Report where the quality of teaching is good or better (grade 1 and 2) in 80% of lessons, but it is below the figure of 14% reported for the quality of teaching that is outstanding (grade 1) in lessons. The figures are also above the 2010 targets set by the Welsh Assembly Government for 80% of lessons to be grade 2 or better.
29. Adults in all classes have very good relationships with the pupils. Most lessons have good pace, are well planned and prepared, with suitable structure and teaching techniques to suit the lesson objectives and the range of learning styles. Teachers question pupils well and work enthusiastically with individuals and groups to keep them involved in the activities.
30. The outstanding features of teaching include the pace and atmosphere generated in some lessons, the subject knowledge of the teachers and the quality and detail of the planning. Where lessons had shortcomings, objectives were not clearly shared, work was not always sufficiently matched to the ability of individual pupils, introductions were overlong and there were limited opportunities for independent learning.
31. The school's assessment recording and reporting procedures meet statutory requirements and very comprehensive records are kept to monitor pupils' progress. The quality of assessment for the under-fives is good. In key stages one and two, there are some shortcomings such as the inconsistency of marking and the collation and analysis of assessment data, but these are outweighed by the good features. Pupils' work is regularly marked and a few pupils are beginning to show an awareness of their personal learning needs. The annual reports to parents give a clear picture of pupils' overall performance and the level of their involvement in school activities.

32. The school provides a broad and balanced curriculum, the under-fives and pupils in both key stages experience a well-planned programme of purposeful activities.
33. The development of learners' basic and key skills is good overall, but the planning and delivery of them in lessons is not sufficiently emphasised. The school's provision of a very good range of out-of-school hours and off-site visits is an outstanding feature.
34. The school promotes pupils' spiritual, moral and social education very well. Spiritual and moral development is an outstanding feature. Pupils' behaviour during the inspection period was exemplary.
35. Partnerships with other providers are good. There is a transition plan in place with the local secondary school and links are developed with other secondary schools within the local authority.
36. Relationships with parents are outstanding. There is a close and beneficial partnership with the local church and with representatives of the community. The school promotes Welsh culture well especially at a local level.
37. The school makes very good efforts to tackle stereotyping and it always ensures equality of access and opportunities for all its learners. Pupils' understanding of other cultures, global citizenship and sustainability are developing well. Their entrepreneurial skills are being promoted through the healthy tuck shop and other planned activities.
38. The school offers good care and support to all its pupils. Teachers know their pupils well. Pupils are secure in school and good relationships exist between themselves and all staff. Induction programmes to help new pupils settle in, move through the school and transfer to secondary school are good.
39. Personal and social education is firmly embedded in the curriculum. The school is a Health-Promoting School and its provision for the healthy development, safety and well-being of all pupils is good.
40. The quality of provision for additional learning needs is good. There are good procedures in place to diagnose and support the learning needs of pupils with SEN and a recently-introduced procedure to identify those most able and talented.
41. All pupils are well supported and treated with dignity and respect. The school recognises and respects the diversity of society. The effective measures in place to eliminate oppressive behaviour are evident in the way pupils behave around the school. Members of the school council, who are involved in the life of the school, said they would be confident to report any incidents of inappropriate behaviour to members of staff in the knowledge it would be dealt with quickly and fairly.
42. The school is not currently able to fully secure equal access to the building for disabled pupils. However, plans have been incorporated into the new building work to ensure equal treatment as far as reasonably possible.

## **Leadership and management**

43. The headteacher has a clear vision for developing the school and this is shared between all staff and the governing body. The senior management team (SMT) provides clear direction and promotes high standards, particularly within the areas for which they have immediate responsibility. However, their roles are not fully developed and their effectiveness throughout the school is inconsistent.
44. There is good liaison and communication throughout the school with staff working closely together. However procedures are too informal to monitor and evaluate subjects objectively.
45. The school takes good account of most national priorities in its curriculum and is well prepared for the introduction of the Foundation Phase of education.
46. Statutory targets are met. It is a well-established procedure and is now supported by a more objective system of tracking pupils' progress.
47. Performance management procedures are used to raise standards and provide relevant continuing professional development of all staff.
48. The governing body is very supportive and is aware of its responsibilities in helping to set the school's strategic direction. Governors are well informed about issues which affect the performance of the school and fully meet their statutory responsibilities.
49. Although the school has established self-evaluation arrangements these are not based on sufficient first-hand evidence and so methods for ensuring systematic monitoring and evaluation of provision and standards do not ensure uniformity throughout the school.
50. The school improvement plan (SIP) is reviewed annually and clearly identifies prioritised areas for improvement. The views of teaching staff on various aspects of the life and work of the school are gathered and the views of pupils and parents are much valued.
51. The school is well staffed and the teachers are well qualified to teach pupils of primary age. The Learning Support Assistants (LSAs) provide support of high quality.
52. The school is well resourced in most National Curriculum subjects and resource decisions are firmly linked to the school's priorities. The use made of resources is regularly reviewed and this process ensures value for money.
53. Until the remodelling is completed there are shortcomings in the accommodation. However, the school still presents children and pupils with a stimulating learning environment.
54. The school is situated in pleasant rural surroundings. Overall the education opportunities provided meet the needs and range of pupils. However provision for outdoor activities is limited.
55. Although the school has made good progress in some areas since the previous inspection, there has not been sufficient improvement in the development of bilingualism nor in the way standards of teaching and learning are monitored.

## Recommendations

- R1 Identify opportunities in planning documents for the further development of key skills to raise standards in pupils' use of them across the curriculum.
- R2 To increase pupils' involvement in assessment procedures to enable them to plan for their own progress and further develop their capacity to work with increasing levels of independence.
- R3 To improve monitoring procedures to provide first hand evidence, a sharper focus on standards and the opportunity to identify and spread the areas of good practice evident throughout the school.
- R4 \*To further develop the recent initiatives introduced in the school's assessment recording and reporting procedures to improve the collation and analysis of assessment data to monitor and evaluate individual pupils' progress and set targets.

\* This is an area for development already identified by the school in its School Improvement Plan.

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

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

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	80%	20%	0%	0%

57. These figures are equal to those identified in the most recent Chief Inspector of Schools Annual Report where standards are good or better (grade 1 and 2) in 80 per cent of lessons. However, these figures are above the targets set by the Welsh Assembly Government in its publication 'Vision into Action', that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.

58. Children's attainment is measured on entry to the school at age three and although there is a wide range of abilities overall attainment is above the expected LEA and national averages. 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 Learning Outcomes for Children's Learning. By the end of the reception year children have made good progress, are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
59. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

<b>Inspection Area</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	2	2
Design technology	2	2
History	2	2
Geography	2	3
Music	2	2
Physical education	2	2

60. All pupils achieve well regardless of their social, ethnic or linguistic backgrounds. They cope well with the work that is set for them and all including those with SEN make very good progress.
61. Children under five make good, and at times, very good progress in their mathematics and communication skills. They listen attentively and speak confidently to other pupils and adults. Their information, communication and technology skills and bi-lingual skills are developing well.
62. In key stages one and two overall, good standards of pupils' achievement outweigh the shortcomings in the development of their key skills. Their communication skills of speaking, listening, and reading are good in both key stages and are well used with increasing competence in many subjects. However overall pupils' writing, numeracy and information and communication technology skills across the curriculum are not fully utilised and bilingual competence is underdeveloped in key stage 2.
63. Tracking systems within the school confirm that individual pupils make good progress and generally meet the statutory targets set for them and show good attainment.
64. Teachers' assessment results at the end of key stage 1 in 2007 in the core subjects of English, mathematics and science and Core Subject Indicator (the percentage of pupils reaching level 2 in each core subject) were above the national and local averages with 100% of pupils attaining the expected level of level two and above in each subject.

65. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2007 key stage 1 results were in the top 25 per cent for each core subject.
66. At the end of key stage 2 in 2007 statutory assessment results were equal to the national average in English and above the national average in mathematics and science. The Core Subject Indicator (the percentage of pupils reaching level 4 in each core subject) of 78 per cent, was above the national average of 74 per cent.
67. When the key stage 2 results are compared with those in schools with similar numbers of pupils entitled to receive free school meals the school was below the top 50 per cent for English, and just below the top 50 per cent for science and for mathematics.
68. Numbers of pupils within each year group are relatively small so comparative analysis of assessment data for an individual year is difficult. However, an analysis of results for this year and previous years indicates that the school is attaining broadly in line with national and local averages in both key stages. Although girls outperformed the boys in all core subjects in each key stage, over time there is no discernable pattern in the variation of the performance of boys or girls at either key stage.
69. In all classes, pupils of all ages and abilities respond well to the range of learning opportunities. The school exceeded the statutory targets set for the end of both key stages in 2007 in each core subject. Although most pupils make good progress towards fulfilling their potential pupils' own awareness of how well they are doing and what they need to do to improve is limited. While pupils have individual targets in some subjects such as English, pupils have difficulty recalling the detail of them and make little reference to them during lessons.
70. Pupils are enthusiastic, well motivated and make effective use of their time. Through the very supportive ethos that permeates the school pupils develop their self-esteem and confidence. The way they collaborate and work well together is an outstanding feature. Pupils take their responsibilities seriously and generally show good levels of commitment to the wide range of roles they have, whether as monitors or as leaders of collective worship or when running the school's healthy food tuck shop. However, opportunities to achieve higher levels of independence are overlooked.
71. Pupils are very well behaved – it is an outstanding feature of the school. They understand what is expected of them and are considerate and courteous to each other and all staff and adult visitors. The older pupils are particularly supportive to younger members of the school. There have been no exclusions in the last twelve months.
72. Average attendance over the three terms prior to the inspection was as follows: nursery 90%, reception 94.1% and the rest of the school 93.6%. These figures are just below the Welsh Assembly Government targets, equal to local averages and just above national averages. Most pupils are punctual and lessons mostly start on time. Registration is conducted in accordance with National Assembly for Wales circular 3/99.
73. Pupils are beginning to work with increasing independence and this is improving throughout the school especially with the under-fives and within key stage one.

Pupils' creative skills are developing well. However their problem-solving skills and skills to improve their own learning are less developed.

74. The pupils' personal and social development is good and contains some outstanding features such as the attitudes and values they portray. Pupils are thoughtful have a strong sense of right and wrong and exhibit high levels of spirituality in line with the highly-developed Christian ethos of the school community. The pupils enjoy coming to school and benefit from its warm, friendly culture. Pupils have a strong feeling of belonging to Minera School and this is also acknowledged by the parents.
75. Pupils' knowledge of Welsh culture is good especially evident within their local environment. Their respect for diversity is well established in pupils' attitudes within the school. The school has strong links with a school in Romania.
76. Visits by members of the local community into school and by pupils into the local community, and to places of interest help to broaden pupils' understanding of their community and the world of work.

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

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

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

77. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
78. 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>
9%	74%	17%	0%	0%

79. These are above the figures identified in the most recent Chief Inspector of Schools Annual Report where the quality of teaching is good or better (grade 1 and 2) in 80% of lessons, but it is below the figure of 14% reported for the quality of teaching that is outstanding (grade 1) in lessons. The figures are also above the 2010 targets set by the Welsh Assembly Government for 80% of lessons to be grade 2 or better.
80. The outstanding features of teaching include:
- the pace of lessons;
  - the atmosphere generated that is so conducive to learning;
  - the subject knowledge of the teachers; and
  - the quality and detail of the planning.
81. Good features of teaching include:
- a wide range of activities with well-prepared links to previous learning, other subjects, the local environment and world events;
  - a caring, calm attitude and effective use of LSAs ensuring full access to the curriculum for all pupils;
  - appropriate differentiation, pace and questioning to challenge pupils and ensure their involvement and extend learning;

- the sharing, revision and reinforcement of learning objectives with the pupils;
  - the use of a wide range of appropriate resources, including information and communication technology (ICT) to engage and motivate pupils;
  - well-planned and prepared lessons with suitable structure and the flexibility of classroom organisation to suit the lesson objectives; and
  - good use of assessment that promotes pupils' self-evaluation and makes pupils more aware of their learning.
82. Shortcomings in the teaching include:
- objectives not always shared sufficiently;
  - assessment procedures to develop pupils' awareness of their learning not fully explained;
  - classroom management and preparation and pace of lesson;
  - work to support or challenge pupils inconsistent; and
  - lessons too teacher-led, with over-long introductions and limited opportunities for independent learning.
83. Teachers generally set appropriate time limits for the completion of tasks and work enthusiastically with individuals and groups to keep them involved in the activities. Adults in all classes have very good relationships with the pupils, being both firm and fair in their approach.
84. Teachers and support staff use a variety of teaching techniques, to actively support the learning styles of pupils. They have appropriate, and in some areas, outstanding subject knowledge and generally keep abreast of new initiatives such as preparing for the Foundation phase of education or in some cases incorporating ICT into their lessons. Although teachers are beginning to promote bilingualism, overall the use of incidental Welsh is limited.
85. Most lessons are well structured. However, learning objectives are not consistently communicated to pupils at the beginning of lessons, nor reinforced and evaluated in plenary sessions. Although work is well matched to the needs of most pupils, including those with SEN, it is not always sufficiently differentiated to fully support or challenge the full range of abilities in some lessons. Homework is set to further develop class work and is well utilised in lessons.
86. The school promotes equality of opportunity and actively addresses the issues of gender, race and disability equality effectively.
87. The school's assessment, recording and reporting procedures meet statutory requirements. The quality of assessment for the under-fives is good. In key stages one and two, there are some shortcomings, but these are outweighed by the good features. Throughout the school a great deal of work has been done to assess the performance of all pupils and very comprehensive records are kept to monitor their progress and autumn and spring reviews of pupils' progress are shared with parents.
88. The school's system of target-setting is now based on the measured potential of individual pupils and although currently underdeveloped it is beginning to provide more objective assessments and well-matched targets for pupils.

89. Appropriate use is increasingly being made of the information gathered through a number of assessment procedures, to plan for and improve learning for all pupils especially those with SEN and those who have English as additional language. Procedures for the more able and talented pupils are developing.
90. The school is beginning to make collections of pupils' work in English, mathematics and science. These are detailed and levelled appropriately. The school is in the process of moderating end-of-key-stage standards with other schools in the area, but has yet to complete this for all core subjects.
91. Pupils' work is regularly marked but the quality of marking is inconsistent throughout the school. Positive and encouraging comments are made frequently, but teachers do not always indicate clearly to pupils how they can improve their work. Some teachers alongside pupils set individual targets and this is good practice. Although a few pupils are beginning to show an awareness of their personal learning needs, their involvement in setting and reviewing their own targets and their awareness of what they need to do to improve is less evident and is an area recognized by the school for improvement.
92. The annual reports, annual reviews of statements for pupils with additional learning needs (ALN) and the end-of-key-stage assessment reports all meet statutory requirements. Reports to parents give a clear picture of pupils' overall performance their achievements in all subjects and the level of their involvement in school activities. However, although parents are given the opportunity to discuss their children's work when they have received the reports and are invited, with pupils, to provide their written comments, arrangements to identify areas for future development are not formalized.

**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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93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The school responds well to pupils' learning needs and provides a broad and balanced curriculum for all pupils including those with ALN. The school has a rolling programme for curriculum evaluation on a four-year cycle.
95. Pupils at both key stages experience a well-planned programme of purposeful activities that is broad, flexible, coherent and progressive. The school's provision for pupils' personal and social education is good with no important shortcomings and the present curriculum fully meets legal and course requirements of the National Curriculum.
96. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. The school's preparation for the Foundation phase is developing well at key stage 1.
97. The development of learners' basic and key skills is good although there is not sufficient emphasis on identifying and acquiring both basic and key skills in the planning and delivery of lessons. At present there is no key skills policy nor a coherent programme for the progressive development of skills.

98. In both key stages provision for the development of speaking, listening, and reading are good, although there are some shortcomings in developing writing and numeracy skills across the curriculum. In ICT, there are good features but present circumstances of the school involved in remodelling, prevent this skill being fully developed.
99. The school's provision of out-of-school hours and off-site provision is outstanding with a very good range of after-school clubs, sporting and cultural activities enriching the curriculum.
100. The school makes effective provision for visits. The Early Years go on town and country coach trips. Older pupils make regular visits to St Mary's Church nearby, St Asaph Cathedral, the international eisteddfod, local industrial sites and parks, museums, theatres and arts projects.
101. Pupils regularly take part in cycling proficiency tuition, swimming galas, athletic competitions, football initiatives in the community, tennis tournaments, residential and outdoor pursuit courses.
102. The curriculum is further enhanced by instrumental music lessons provided by teachers of string, brass and woodwind at minimum cost. Pupils have benefited from membership of the school choir and by taking part in local talent concerts.
103. The school promotes pupils' spiritual, moral and social education very well. Spiritual and moral development is an outstanding feature. Pupils are extremely polite and helpful. Behaviour during the inspection period was exemplary. The school has been awarded the Healthy Schools Award on two occasions.
104. The school has for several years provided placement for teachers in training from North East Wales Institute (NEWI) as well as providing placement for students from Yale College. There is a transition plan in place with the local secondary school and links are developed with other secondary schools within the local authority. A home-school agreement is in place and relationships with parents, nearly all of whom rate the school very highly, are outstanding. Questionnaires completed anonymously by pupils are supportive (apart from comments on the physical facilities such as the play-ground and field). The local Women's Institute assists the school in preparing 'Storysacks' for the younger children and in preparing for a school vegetable garden that will supply produce to use in school meals.
105. There is a close and beneficial relationship with the local church. Community links are good and the community police service liaise well with the school. Although currently there are no teacher placements in industry work related education is good and there are productive links with commercial concerns such as an aircraft manufacturer and a nearby garden centre.
106. The provision for *Y Cwricwlwm Cymreig* is good and the school promotes Welsh culture very well especially at a local level. Pupils' bilingual skills are beginning to develop well in the Early Years and KS1 but they are not sufficiently promoted nor developed at KS2. The use of incidental Welsh with most older pupils is very limited and this hampers pupils' development of fluency.
107. The school makes very good efforts to tackle stereotyping and it always ensures equality of access and opportunities for all its learners.

108. The school has links with schools in Romania and Africa, which promote global citizenship. The exploration and understanding of other cultures are now developing through the study of Islam and Judaism in religious education.
109. The school is awaiting accreditation for the Bronze Eco-school award and pupils and catering staff are very involved in recycling materials. Pupils' entrepreneurial skills are developing by involvement in running the school tuck-shop and preparing plants and other materials for sale in the school's summer and Christmas fayres.

#### **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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110. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
111. The school offers good care and support to all its pupils. Pupils are secure in school and good relationships exist between themselves and all staff both teaching and non-teaching. In discussions with pupils and the elected members of the school council, all pupils said that they were confident that any concerns would be treated seriously and dealt with quickly and effectively. A member of staff has received bereavement counselling training and provides additional pastoral support where appropriate.
112. The partnerships with parents/carers are good. Parents at the pre-inspection meeting and those that responded to the pre-inspection questionnaire were positive in their support. Questionnaires sent out last year to pupils and parents resulted in diary dates given for the year ahead and more information about work covered each term. The school council has been involved in decision making to improve the facilities in school, including the purchase of additional benches and tables for outside. There is an active 'Friends of Minera' which includes the local community. Parental help is welcome and encouraged in school.
113. Induction programmes to help new pupils settle in are good. New entrants arriving outside normal admission times are welcomed at assembly and soon settle down to the life and routines of their new school. In discussions with the school council, pupils said that year 2 pupils were well supported when they moved into 'junior school'. Pupils also said they were well prepared for transition to high school.
114. 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. Collective worship, golden time and 'star of the week' contribute well to the support and guidance of pupils. Appropriate and effective use is made of specialist services. Parents at the pre-inspection meeting were very appreciative of the help and guidance offered by the school.
115. Monitoring procedures for attendance and punctuality are not rigorous enough. Whilst holidays in term-time are not an issue, not enough is being done to monitor individual attendances which then impact on class and whole-school attendance figures.

116. The school's provision for the healthy development, safety and well-being of all pupils is good. The school actively promotes physical activity and has been part of the Healthy Schools initiative for two years; many of the principles are now a way of school life. There is a good choice of healthy dinners and healthy snacks are available at break times. All staff have received emergency first-aid training. Appropriate security arrangements are in place.
117. The nominated person with responsibility for child protection is trained to the appropriate level. All other staff have received training and are aware of their responsibilities. There is a child protection policy in line with local and all-Wales procedures. Criminal Records Bureau (CRB) checks are carried out on all new staff and volunteers.
118. The quality of provision for ALN is good. There are good procedures to diagnose and support the learning needs of pupils with SEN and a recently-introduced procedure to identify those most able and talented.
119. The SEN co-ordinator (SENCo) and SEN teacher liaise very effectively with class teachers, parents, the local authority psychological service, and other external agencies such as the speech therapist. Special needs are identified early, appropriate individual educational plans (IEPs) or educational behavioural plans (EBPs) are drawn up and suitable support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are aware of the targets set. Pupils' performance is monitored and reviewed throughout the year and formally on at least three occasions.
120. Although support and provision for pupils by the specialist part-time teacher are carried out within the class and during withdrawal sessions, pupils continue to be supported in her absence by effective LSAs and by their class teachers, nearly all of whom are well qualified in aspects of special needs education. The methods used are very successful and as a result pupils make measurable progress and meet the targets set for them.
121. The behaviour of pupils within the school is an outstanding feature. The school provides very good, well-structured support for pupils whose behaviour may impede their own progress and the progress of other pupils and these pupils, together with other pupils with SEN are well supported by their LSAs
122. All pupils whatever their social, educational, ethnic or linguistic backgrounds are well supported and treated with dignity and respect. They have equal access to lessons and activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted and Fairtrade products are used throughout the school. The school recognises and respects the diversity of the society in which we live.
123. The effective measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment are evident in the way pupils behave around the school. Members of the school council said they would be confident to report any incidents of inappropriate behaviour to members of staff in the knowledge it would be dealt with quickly and fairly.
124. The school is not currently able to fully secure equal access for disabled pupils. However, plans have been incorporated into the new building work to ensure equal access as far as reasonably possible. The school intends to implement a Disability Equality Scheme and action plan on completion of the building work.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

125. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report on this key question. The team felt that the school had over-estimated (by a single grade) its effectiveness in some areas of leadership and management.
126. The grade for this key question is one lower than that of Key Questions 1 and 7 because, although there are some shortcomings in management, overall the school achieves good standards and gives good value for money.
127. The headteacher has a clear vision for developing the school and this is shared with all staff and the governing body. The aims and policies are clearly understood and implemented well throughout the school.
128. The headteacher, deputy head and the member of staff with teaching and leadership responsibility provide clear direction and promote high standards particularly within the areas for which they have immediate responsibility. . However their roles are not fully developed and their effectiveness throughout the school is inconsistent.
129. There is good liaison and communication through the school with staff working closely together in formal and informal settings. However procedures are too informal to monitor and evaluate subjects objectively.
130. The school's explicit aims and values promote equality of opportunity. This is a very good feature of the school. All who work in the school ensure these policies are translated into the practices of the school. These promote equality and a sense of involvement by all.
131. The school takes good account of national priorities in its curriculum. The school promotes equal opportunity and is a very inclusive community. It has the Basic Skills Award, is a health-promoting school and with the recently-formed eco-committee is working towards Eco-school status. The school is also well prepared for the introduction of the Foundation Phase of education.
132. Statutory targets based on the teachers' and headteacher's very good knowledge of the pupils are met and in some cases surpassed, underlining the progress made by pupils as they pass through the school. It is a well-established procedure in the school and is now supported by a recently introduced more objective system of tracking of pupils.
133. Arrangements are in place to manage and improve the performance of individual members of staff and performance management procedures are used to set targets, and are backed up by appropriate training and support, to raise standards and provide relevant continuing professional development of all staff. However currently the process lacks the rigour of structured classroom observation and so the effectiveness of the professional development on standards is not fully evaluated.

134. The governing body is very supportive and aware of its responsibilities in helping to set the school's strategic direction. Governors have some involvement in the school's self-evaluation report.
135. Governors are well informed about issues which affect the performance of the school. 'Governors back to school day' each year contributes to their overall monitoring and awareness role. Some governors regularly visit the school to give practical support in classes, especially the link governor for SEN and the Early Years. They meet regularly and have a number of well-established sub-committees.
136. The governing body meets all regulatory and legal requirements with the exception of some minor and easily rectifiable omissions in the school prospectus and annual report to parents.

**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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137. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report on this key question. The team felt that the school had over-estimated (by a single grade) in planning for improvement.
138. Although the self-evaluation report is a comprehensive document that contains much useful information and gives a good picture of the broad intentions of the school and its work, methods for ensuring systematic monitoring and evaluation of provision and standards are not yet sufficiently robust to ensure uniformity throughout the school.
139. The views of teaching staff on various aspects of the life and work of the school are gathered through staff meetings and questionnaires and the school council gives a voice to the pupils' views, however, there are no detailed minutes kept of staff meeting deliberations.
140. The school has established self-evaluation arrangements although these are not based on first-hand evidence from subject monitoring, although subject-specific teachers do report on their responsibilities directly to the governing body from time to time.
141. The marking and assessment procedures of individual teachers are quite detailed and positive, and the school makes effective use of the Statement of Performance data pack provided by the LEA to monitor standards. However there are no procedures for subject leaders and senior managers to monitor whole-school progress, nor to examine pupils' standards of achievement in subjects, through regular class visits. There are also no formal arrangements for teachers to visit each other's classrooms to observe good practice.
142. The school has begun to prepare portfolios to indicate appropriate levels for the work of various year groups.
143. The full-time and part-time support staff provide very good support in classrooms but their input into staff meetings which plan the methods of delivery of the curriculum and individual lessons is limited.

144. The senior management and Teaching and Learning Responsibility (TLR) post-holder set appropriate priorities in the School Improvement Plan based on staff development needs, the health and safety report and the Wrexham Authority's School Based Review. Although these are then discussed in some detail by the supportive governing body the overall process is currently too informal.
145. The SIP is reviewed annually and clearly identifies prioritised areas for improvement. The recent SIP has set out a change in emphasis in the staff training programmed in order to link staff development directly to the needs of the school as much as to the needs of the individual member of staff.
146. The views of pupils and parents are much valued. There are good arrangements to seek their views through questionnaires which are analysed and acted upon.
147. Although there has been a school council for a few years with elected members from each class as well as representatives of the three houses, there is no expectation for elected members to report council discussion and findings to their classes and pupils' roles as officers have not been fully developed.
148. Governors, with the assistance of the Wrexham (Parochial) Educational Foundation, ensure that there are sufficient good quality resources available although in present circumstances access to some of these resources are somewhat restricted during the remodelling process which is due to be completed soon. However, the school has maintained full Internet access for the mobile classrooms and the new KS2 provision will include interactive white boards for both classes to assist with ICT development.
149. With regard to the findings of the previous inspection, the school has improved progression and continuity in geography, and ensured that there is a closer match between work set and the needs of individuals. It has provided parents with more detailed information on the curriculum taught and the prospectus now explains the role of homework setting throughout the school.
150. However, there has not been sufficient improvement in the way standards of teaching and learning are monitored nor in developing the role of curriculum co-ordinators. Although good progress has been made with the under fives and in key stage 1, overall, bilingualism remains underdeveloped, especially at key stage 2.
151. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions. Overall the good features outweigh shortcomings in Key Questions 5 and 6.

**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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152. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
153. The grade for this key question is higher than that of Key Question 5, because despite some shortcomings in management the school gives good value for money overall.

154. The school is well staffed and the teachers are well qualified to teach pupils of primary age. The teachers' subject knowledge is good and in some areas very good although expertise in teaching Welsh as a second language is less secure at KS2.
155. The LSAs provide high quality support for teachers and pupils and make a significant contribution to helping pupils reach their potential especially those pupils with additional learning needs. This provision, together with the contribution of other specialists and volunteers to the quality of learning, is good. This includes the 'athrawes fro' and a number of peripatetic music teachers who provide high quality instrumental tuition.
156. The school secretary, the caretaker, cleaners and ancillary staff provide a very effective service that ensures the smooth day-to-day running of the school. The school remains clean and welcoming in spite of the extensive remodelling work being undertaken.
157. The dedicated area for under-fives is particularly well utilised and the welcoming and bright teaching areas and the dedicated outside hard and soft play area make a very positive contribution to the children's learning and early development.
158. Teachers' skills have been developed well through performance management. Remodelling of the work-force has taken place and all teaching staff have appropriate times during the school week for planning and preparation (PPA) and this is used effectively.
159. The school is well resourced in most NC subjects and resource decisions are firmly linked to the school's priorities and objectives. Preparation for the Foundation phase is progressing well. However, the temporary mobile accommodation used by KS2 pupils has no water and this restricts work in practical subjects such as science, art and design technology.
160. Until the remodelling is completed there are shortcomings in the accommodation. However, the school still presents children and pupils with a stimulating learning environment especially in the Early Years and at KS1. Displays in classrooms and corridors are attractive with appropriate emphasis on celebrating pupils' achievements. There are very good arrangements to provide older pupils with off-site facilities for swimming lessons.
161. Contributions from the supportive Friends Association, the trustees and the Wrexham (Parochial) Educational Foundation mean that resourcing is enhanced very significantly. However, there is a current problem of access to some of these resources as they are temporarily in storage during the rebuilding.
162. At present, there is inadequate access for pupils with physical disabilities though this will be improved on the completion of the rebuilding project, which includes a lift for physically disabled pupils. Toilet facilities for the physically disabled are already in place.
163. Resources for ICT are good with a mobile suite of laptops. The school's ICT provision will however be significantly improved when the remodelling is complete when both KS2 classes will have interactive whiteboards installed.
164. The school is situated in pleasant rural surroundings. The school's outdoor provision is enhanced by marking for playground games such as hopscotch and

number ladders. Nonetheless, there is a considerable slope in the yard, which is not helpful when playing tennis or other games.

165. Although the school field is spacious, the surface is uneven. It has a steep slopes and it is badly drained. Consequently, its use as a sports facility is severely limited.
166. The school budget is carefully managed by the headteacher and governors. Resources are linked to the school's priorities and the use made of them is regularly reviewed and this process ensures good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1: Grade 2; Good features and no important shortcomings**

**Key Stage 2: Grade 2; Good features and no important shortcomings**

#### Good features

167. Pupils' standards of achievement in speaking and listening are good in key stage 1 and they are making good progress. Pupils' response to oral tasks is good; they generally listen attentively and respond well to instructions and information presented.
168. Pupils have a good recall of text they have read. They predict well from cues on the page and can plan stories previously read to them. Older pupils in year 2 are able to write their stories in draft form, read their work and edit it correcting simple spellings, adding basic punctuation and improving their sentences.
169. Younger pupils contribute well to the editing of the class story, written the previous week. They are confident to highlight good features such as adjectives and connectives and correct deliberate mistakes contained in text.
170. Older pupils write well for a particular target group. Good standards are achieved from year 2 pupils who use the story board as preparation for their stories.
171. Younger pupils successfully play word games to recognise letters and create words. Pupils show good levels of achievement in basic spelling and writing simple sentences. More able pupils sequence sections of a sentence correctly to make extended sentences.
172. Throughout the key stage pupils, working well together, make good use of role play to extend their language development and their creative use of English.
173. Pupils' oracy skills are developed further in lower key stage 2. Pupils listen carefully to stories and are more attentive. They express themselves with increasing maturity. They respond well to questions and answers.
174. Pupils read with increasing levels of fluency, more expression and with good levels of comprehension.
175. Younger pupils confidently place upper and lower case letters in context. They are generally secure in their use of nouns and pronouns.

176. Pupils are aware of fiction and non fiction and can successfully interpret information from pictures and describe the features of a character in fiction. Pupils' knowledge of literature and fictional characters is developing well. Many read for enjoyment.
177. They are beginning to understand the more subtle use of language and are able to identify puns and play on words which they use to good effect in their work.
178. They use dictionaries confidently, read independently and understand the meaning of more complicated words. Full and descriptive answers to questions are given from year 4 pupils who also show good deductive skills. They read with understanding, record answers accurately and the more able achieve well extending their work beyond the initial tasks set.
179. By the end of the key stage pupils achieve good and often very good standards of speaking and listening in a wide range of contexts and situations.
180. Reading standards are also good; pupils read with good levels of intonation and comprehend what they have read in both fact and fictional texts.
181. Pupils know the features of writing and use sentences and paragraphs appropriately. They can follow text well and recount its meaning; they understand inference and are able to carry out discussions. They can express empathy with people in the articles studied, such as flood victims. Many provide good answers in group discussions. They show good levels of understanding, and can express themselves well orally and in written sentences. Good use of ICT also raises the standards of achievement of their literary skills.

### **Shortcomings**

182. There are no important shortcomings.

<b>Design technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

183. Pupils at both key stages treat materials and tools with respect and are always mindful of the need to act in a safe way. They work well in small groups and enjoy sharing in the work of completing tasks with other class members.
184. They have visited local playgrounds and sketched the structures and frames in their sketchbooks.
185. Pupils in KS1, including those with ALN, show developing ability in using tools with appropriate control, for instance, the correct use of knives and forks in their food projects.
186. Prior to undertaking practical activities pupils enthusiastically discuss what fruits they like, dislike in terms of the different textures of various fruits (soft or hard) and what they intend to include in their fruit salad. They appreciate that tinned fruits are often more sugary than fresh fruits and that too much sugar is not healthy. They are aware of the necessity for hygiene and wash hands before undertaking food preparation.

187. They use appropriate terms such as segments and tropical and can accurately identify edible and inedible seeds. They can correctly identify which are fruits and which are vegetables.
188. They know which fruits can grow naturally in our climate and those which need additional heat provided by greenhouses.
189. They can identify a wide range of fruit and know their names in both English and Welsh.
190. They use their creative skills to 'make' fruits in play dough and produce attractive montage of a plate of fruit using soft papers of different colours.
191. Pupils visit a local bakery to see how in the commercial world bread is produced.
192. Pupils in key stage 2 make attractive tray labels using their knowledge of ICT to change colours and font types and sizes.
193. Pupils successfully make moving monsters from junk materials and through research and discussion generate stimulating ideas.
194. Younger pupils in key stage 2 achieve good standards in making money containers. They prepare a paper template and having decided on an appropriate material, they pin their patterns to material as templates and sew, weave and glue velcro, to ensure that their purses can be closed securely.
195. Pupils make structures such as bridges and furniture such as stools from newspapers and test their ability to support weight.
196. The older pupils explore the importance of proportion when making three-dimensional animals. They understand length, depth and height. They work at a very good pace on time-limited tasks and benefit from PowerPoint type presentation to discuss the different characteristics of various safari type animals such as giraffe, elephant and tiger. They take particular care over body dimensions especially the proportion of for instance the size of heads in relation to the rest of the bodies.
197. They make paper models using tools appropriately and discuss why they had chosen a particular animal. The strengths and weaknesses of their particular models and how they can improve them are considered in the plenary session.
198. As part of their religious education projects pupils make use of their designing and creating skills in making a Muslim prayer mat.

### **Shortcomings**

199. There are no important shortcomings.

<b>History</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

200. Pupils in key stage 1 can sort artefacts into those that are old or new and suggest reasons to support their answers. For example they identify what makes the gate look old or what makes it look new. Some can look beyond the

obvious when describing the renovated old hall that now provides new accommodation, knowing the houses are new but in an old building.

201. Their understanding of chronology and of continuity and change is developed further as they independently sort photographs into sets identifying old and new features then choose a feature and write informatively about it.
202. They build on previous understanding when they study toys and group those into new and old. The concept was extended well as they developed their historical knowledge of famous people, comparing hospitals now with those in Florence Nightingale's time.
203. Pupils in lower key stage 2 gather and research information about Romans on the internet using their ICT skills from which they devise good informative questions and answers in preparation for their forthcoming visit to a Roman museum.
204. They extend their historical knowledge and understanding further, working on data bases they interrogate, and Roman artefacts they identify.
205. Upper key stage 2 pupils use their good geographical knowledge of Minera to develop a greater understanding of the Victorian history of the area. They interpret the historical map of the village and identify buildings and features and put them in a chronological context.
206. Their understanding of chronology is developed further as they put into sequence the development of an industrial town from a small town. They use good levels of historical deduction as they discuss the sequence of events and the features affecting development. Their understanding of cause and effect is good. They can state reasons for these features with a good understanding of related historical skills and an understanding of what communities need.
207. Research skills are further enhanced as they carry out investigations on Queen Victoria. They develop empathy with Ann Williams, a young girl in the Wrexham work house, and an understanding and knowledge of Victorian times and schools through the study of artefacts and expressive writing.
208. Standards of achievement in history are good in both key stages. Pupils are developing a good knowledge and understanding of the history of Wales especially that of the local environment. Their work, such as that based on the local history study unit about the local steel works, is well organised and their findings are well presented.

### **Shortcomings**

209. There are no important shortcomings.

<b>Geography</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

210. Key stage 1 pupils are developing a good geographical knowledge of their local environment through which they are extending their basic geographical

vocabulary. Using natural materials they have gathered from an environmental walk around the village, younger pupils recreate a small world to make and identify geographical features such as rivers, bridges roads and paths and then follow their route on a map of their village. Some are able to place photographs of the geographical features around the village in sequence on their map.

211. Younger pupils in key stage 2 develop their geographical knowledge and understanding of the local environment further through field studies of the local disused lead mine and a local stream. They are able to identify man-made and natural features and have a good sense of locality. Basic mapping skills are also developed and pupils have a good recall of facts from previous geographical visits in the area.
212. Pupils are gaining a good understanding of climate types throughout the world and identify the various climatic zones and areas of natural vegetation from Pole to Pole. Their knowledge is extended further in the upper key stage.
213. Older pupils in key stage 2 can describe and use contours, knowing that they join equal heights. They confidently identify the shape of the contours profile and show good geographical research skills as they use atlases to find maps and identify mountain ranges.
214. Comparisons between Minera, Wrexham and Kaptalamua, in Kenya, extend pupils' knowledge of contrasting areas. They are aware of the differences and similarities between the areas as they compare and contrast their day with that of a pupil in Kenya.
215. They are beginning to develop an understanding of world food issues as they research foods exported from Kenya to their local supermarket and contrast it to the food eaten in Kenyan villages.
216. Older pupils are beginning to ask geographical questions and progression is evident between the year groups as more structured writing and more advanced research skills are being developed.

### **Shortcomings**

217. There are shortcomings in pupils' use of field work and standards achieved in geographical skills, are inconsistent in key stage 2.

<b>Music</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

218. Pupils in key stage 1 sing in tune and with clear enunciation. In their singing, they use English and Welsh with equal facility. They concentrate hard and keep on their tasks, which they obviously enjoy.
219. They can clap their hands accurately to convey beats or syllables.
220. They understand musical terms such as dynamics and can play loudly and softly on tuned and untuned instruments.

221. They understand tempo or speed. They are well disciplined and show good levels of concentration when being given further instruction or appraising the performance of others.
222. They can play simple melodies and repeat musical patterns on a variety of instruments included tuned xylophones. They can identify instruments such as drums, tambourines, triangles and maracas.
223. They listen to the compositions of groups and show their appreciation. They sensibly and sensitively offer suggestions on how these compositions might be improved.
224. Pupils in key stage 2 further develop their singing skills and sing intelligently and sweetly. They hold themselves appropriately so that their voices are well projected.
225. They can sing canons or rounds but always in unison.
226. They listen very well to professional taped presentations of a poem, such as the Mail Train by WH Auden, which was set to music by Benjamin Britten.
227. They can identify the instruments used in orchestration of the taped production (especially the strings) and discuss what instruments they would like to use in their own compositions of the poem.
228. They practice, appraise and perfect their group presentations and perform their compositions confidently in front of the whole class.
229. They know how to effectively use dynamics and tempo to convey the meaning of the written text.
230. Appraisal skills are developing well and many pupils gave very well-considered views on the music-making including the balance between narrator and musical scoring.
231. Pupils show good standards of singing and performing in school concerts and eisteddfodau. And show increasing proficiency in using instruments through lessons with peripatetic teachers for strings, brass and woodwind.

### **Shortcomings**

232. Pupils' ability to improve and refine their work is limited.

<b>Physical education</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

233. Pupils throughout the two key stages know and understand the contribution made by regular physical activities to keeping healthy.
234. Pupils develop good levels of independence and an awareness of health and safety issues. They are much disciplined in setting-up and storing equipment and always wear appropriate clothing when involved in physical education and games lessons. Pupils know the importance of warming up and of cooling down.

235. When playing ball games, pupils give sensible answers when asked to estimate length and distances. They have good awareness of space and use sensible tactics in their team games.
236. They are eloquent in offering methods of improving performance. They understand the principle of 'fair play' and enjoy the stimulation when games are made progressively more challenging.
237. They appreciate the opportunity to evaluate their team's performance. They are mature in their attitude and sense of fair play and readily consent to a situation when one team's game is made more difficult to reflect the overall skills of the team.
238. The pupils' good levels of skill are evident in a range of activities offered including football, swimming, tennis, athletics, cycling proficiency, Welsh folk dancing. They achieve good success in local tennis tournaments.
239. Pupils in key stage 2 apply their hand and eye co-ordination very well when playing tennis. Excellent use is made of the high quality equipment available for use and pupils' standards in ball skills are higher than expected for this key stage. They understand strokes such as forehand and volley.
240. In the swimming lessons at a nearby off-site swimming pool, pupils listen very well to instructions and the three groups of competent, intermediate and beginners are all making good progress. They develop confidence in floating and adopting support positions. The more competent swimmers demonstrate very good stroke techniques.
241. The intermediate and beginners make appropriate progress. Due to the careful structuring of the tuition, standards of achievement are high.
242. Pupils are aware of the need for personal hygiene and all pupils shower before entering the pool.
243. Secondary evidence indicates that pupils do well on their outdoor pursuits courses and develop good skills in canoeing and orienteering.

### **Shortcomings**

244. There are no important shortcomings.

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

The report provided by Mr Stuart Wormleighton is a very thorough and pleasing report which reflects Minera School well. It is gratifying to see that many of the areas for improvement identified by the inspection team had already been noted by the staff and governors through the self evaluation review which was deemed to be a well conceived document.

There are many areas identified which the school can now use as a springboard for future overall improvement, building on existing good practice. This gives the school clear focus and targets which it will be able to work towards over the coming years.

We are grateful to Mr Wormleighton and his colleagues for the way in which they acknowledged the truly professional way in which all staff at Minera School work.

It is extremely pleasing to note that the Christian character and the school's unique ethos was equally evident to the Estyn team as it was to the Section 50 inspector.

There can be little doubt that the success of Minera School is based on staff, governors, and pupils and parents all working together. In conclusion, therefore, very sincere thanks are expressed to all concerned, including the inspection team, for making the recent inspection a most positive and constructive process which the school as a whole, can now use to good effect in taking the school forward.

## Appendix 1

### Basic information about the school

Name of school	Minera Aided Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Hall Road, Minera, Wrexham
Postcode	LL11 3YE
Telephone number	01978 269500

Headteacher	Mr Andrew Partridge
Date of appointment	1 <sup>st</sup> September 1997
Chair of governors/ Appropriate authority	The Reverend G Canham
Registered inspector	Stuart Wormleighton
Dates of inspection	12 <sup>th</sup> – 14 <sup>th</sup> May 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	5.5	17	10	15	12	11	11	18	99.5

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	5.5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.5%	92.4%	92.7%
Autumn 2007	88%	97%	95.8%
Summer 2007	89%	93%	92.4%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		12		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	67	33
		National	.4	3	13	63	20
En: reading	Teacher assessment	School	0	0	0	42	58
		National	.4	4	14	55	27
En: writing	Teacher assessment	School	0	0	8	67	25
		National	.4	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	0	67	33
		National	.4	2	10	63	24
Mathematics	Teacher assessment	School	0	0	0	67	33
		National	.3	2	10	64	23
Science	Teacher assessment	School	0	0	0	42	58
		National	.3	2	9	66	24

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

### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		18						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	17	44	33
		National	.3	0	0	.5	.6	.9	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	6	11	28	56
		National	.3	0	0	.5	.5	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	11	33	56
		National	.3	0	0	.5	.4	3	17	50	29

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	78	In the school	n/a
In Wales	74	In Wales	n/a

D Pupils who are exempted 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

A team of three inspectors spent a total of six inspector days in the school. A team meeting was held prior to the inspection. A Peer Assessor was also a member of the team for two and a half days and the deputy headteacher acted as Nominee.

Inspectors visited and observed:

- Twenty-three lessons or part lessons;
- all classes;
- school assemblies and acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- the Church-in-Wales Section 50 school inspector, a representative of the local education authority, teachers, governors, support and administrative staff, the school council and groups of children during the inspection.

The team also considered:

- the school's self-evaluation report;
- thirty-one responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges.

The inspection team held post-inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 2, and 5. and contributions to key question 4 English, History and Geography
Dafydd Treharne Team Inspector	Key questions 3, 6 and 7 Music, Design Technology and Physical Education.
Justine Barlow Lay Inspector	Key question 4 and contributions to key questions 1 and 5
Andrew Jones Peer Assessor	Lesson Observations, Contributions to Team Meetings
Carol Davies Deputy Headteacher	Nominee Provision of information

### ***Acknowledgement***

***The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.***

Contractor:  
EPPC/Severn Crossing Ltd  
Suite H, Britannic House  
Britannic Way  
Llandarcy, Neath  
SA10 6JQ