

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

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

**Nannerch VC Primary School  
School Lane  
Nannerch  
Mold  
Flintshire  
CH7 5RD**

**School Number: 6643002**

**Date of Inspection: 22 September 2008**

**by**

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Nannerch 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 Nannerch Primary School took place between 22/09/08 and 24/09/08. An independent team of inspectors, led by Edward Goronwy Morris 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. Nannerch Voluntary Controlled Primary school is situated in the village of Nannerch in Flintshire. The school serves a rural community and draws pupils from the surrounding villages. The area is socially advantaged overall and the majority of the pupils are from relatively prosperous homes. English is the first language spoken in the vast majority of homes. No pupils speak Welsh as their first language. One per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 11.8 per cent and the all-Wales average of 17.5 per cent. Pupils represent the full ability range. Information from baseline assessments indicates that pupils' attainment on entry to school is above the LEA average.
2. There are currently 67 pupils on the school register from reception to Year 6. In addition, two pupils attend the nursery part-time. Nursery pupils are admitted to school in the academic year in which they are 4 years old. The school also offers Early Entitlement in the term following the child's third birthday. Six pupils have been identified as having special educational needs (SEN), including one on school action plus and one pupil with a statement of special educational need. One pupil is 'looked after' by a neighbouring local authority. No pupils receive support in English as an additional language (EAL).
3. In addition to the head teacher, there are two full-time teachers and two teachers who work part-time at the school. Pupils are arranged into three classes. The head teacher teaches the 5/6 class for half of the week. The current head teacher took up her post in September 2008.

### The school's priorities and targets

4. The school aims to serve its community by developing a broad curriculum which helps every child to realise their potential within the context of Christian values.
5. The school's priorities and targets for 2008-2010 are outlined in the school development plan. The newly appointed head teacher identifies the following as priorities for 2008-2009:
  1. To implement assessment for learning – in order to fully involve pupils in their learning.
  2. To monitor the implementation of the revised curriculum and the impact on standards in key skills.
  3. To work with staff to create an effective structured process to evaluate standards.
  4. To develop the role of the governing body.
  5. To work with all stakeholders to create a vision for our community focussed school.
  6. To continue to audit resources and provision.

## Summary

6. Nannerch VC Primary School is a happy, secure and caring community, which concentrates on pupils' needs and on creating the conditions for each individual to develop and flourish. A special relationship exists amongst pupils, and between them and their teachers. This is reflected in the warm and friendly atmosphere, which is immediately apparent to visitors. Pupil behaviour is outstanding. This has a positive impact on the standards they achieve. They make good progress and achieve well.

### 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

7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in five of the key questions. In the other two the team awarded a lower grade.
8. Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

9. These percentages comparable favourably to the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are good or better (grade 1 and 2) in 80 per cent of lessons and standards are outstanding (grade 1) in 10 per cent of lessons.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Technology	Grade 2	Grade 2
Music	Grade 1	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

10. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress.
11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
12. The number of pupils who take part in National Curriculum assessments at the end of the two key stages is too small to make meaningful comparisons with national data year by year. Consideration of the data over a period of time shows that results compare favourably with similar schools.
13. Children under five make particularly good progress in their communication skills and in their personal and social skills. Their Welsh language skills are developing well.
14. Standards in the key skills of speaking, listening, reading, writing and numeracy and information communications technology (ICT) in both key stage 1 and 2 are good. Pupils' problem solving and creative skills develop well throughout the school. Most pupils have a good understanding of everyday Welsh commands and greetings. However, in key stage 2, pupils' bilingual competence and skills have good features that outweigh shortcomings.
15. The development of pupils' personal, social and learning skills is good. They understand the importance of keeping healthy. Pupils' behaviour is outstanding. This contributes positively and constructively to the quality of life in the school. Overall attendance and punctuality is good.
16. Although most pupils work well on given tasks, in key stage 2 their capacity for working independently is underdeveloped.
17. Pupils' awareness of equal opportunities is good. They display a responsible attitude, as well as respect towards the diversity of other faiths and cultural traditions. Pupils demonstrate a growing understanding of their own community.

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

### **Grades for teaching**

18. 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>
19%	71%	10%	0%	0%

19. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons and the quality of teaching is outstanding in 14 per cent of lessons.

20. Good teaching was observed in all classes. Teaching in the Foundation Phase has outstanding features. Where lessons have outstanding features, they include lively and energetic delivery, skilful use of the outdoor environment and very good opportunities for pupils to develop their independent learning skills. In the majority of lessons where teaching is good, teachers display good subject knowledge and sequence learning effectively. Classroom assistants make a significant impact on pupils' learning. In the few lessons where shortcomings were noted lessons lacked pace and pupils are not sufficiently challenged to take responsibility for their own learning.
21. Good features outweigh shortcomings in the quality of the procedures for assessing, recording and reporting on pupils' progress. Consistent use is not always made of the information collected in the planning of future teaching and learning. A significant minority of parents felt that they were not kept well informed fully about their child's achievement the previous year.
22. The curriculum meets legal and statutory requirements and responds well to pupils' learning needs. Very good progress has been made in implementing the Foundation Phase. The school is aware of the need to build on this good practice in the implementation of the changes to the curriculum and assessment arrangements at key stage 2.
23. Pupils' personal development, including their spiritual, moral and cultural development is fostered very well. Daily acts of collective worship make a positive contribution and enrich pupil experience.
24. The school has identified the need to further extend its provision to promote work related education and to develop pupils' entrepreneurial and life long learning skills.
25. The quality of care, support and guidance provided by the school is consistently good. There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being. The provision for pupils with additional learning needs is good and conforms to the statutory requirements of the Code of Practice. The school acknowledges and respects diversity well. Within the family ethos, which exists in the school, all the pupils are respected and treated fairly.

### **Leadership and management**

26. Good features outweigh shortcomings in the way the school is led and managed. The school is in a period of change following the recent retirement of a longstanding highly experienced head teacher. The staff are very committed to the school and the pupils in their care. Together they have successfully maintained and built on many of the positive features identified in the previous report. Good progress has been made in addressing the majority of the key issues for action identified in the previous inspection report. However, planned systems to monitor teaching formally have not been effectively developed.

27. The newly appointed head teacher has a clear vision for the future of the school and recognises the need to review and define clearly the school improvement roles of all members of staff and make improvements to performance management arrangements.
28. The school recognises the need to take greater account of the views of all stakeholders and be more systematic in the way it monitors and evaluates performance and how it uses this information to further improve teaching and learning.
29. The governing body is very supportive of the school and the new head teacher. Members recognise that their role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is in the early stage of development.
30. The school is well resourced. The school has sufficient, qualified, specialist teachers. Classroom assistants, support and administrative staff make a significant contribution to pupils' learning. Accommodation and learning resources are utilised well. Financial management is systematic and methodical and the school manages its expenditure prudently in order to provide good value for money.

## Recommendations

31. In order to improve the school further, the head teacher, governors and members of staff need to:
- R1 raise standards in Welsh as a second language in key stage 2 and ensure greater progression in pupils' bilingual skills across the key stage;\*
  - R2 ensure greater consistency in the use of assessment in key stage 2 to support pupils' development as independent learners, and to ensure that all parents are kept fully informed of their child's progress;
  - R3 continue with the process of implementing the revised curriculum and assessment arrangements, particularly in key stage 2;\*
  - R4 review and define clearly the school improvement roles of members of staff and strengthen performance management arrangements;
  - R5 create more structured opportunities for staff, the governing body and parents to contribute effectively to self-evaluation and school improvement planning.\*

**Note:** The school has already identified these (\*) issues as priorities within its own self-evaluation report and school development 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

32. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
33. The number of pupils who take part in National Curriculum assessments at the end of the two key stages is too small to make meaningful comparisons with national data year by year. Consideration of the data over a period of time shows that results compare favourably with similar schools. National Curriculum assessments in both key stages are consistently above local and national averages. There is no significant difference in the performance of boys and girls.
34. Pupils' standards of achievement in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	82%	12%	0%	0%

35. These percentages comparable favourably to the figures published in HMCI's latest Annual Report for 2006/07 where overall standards in primary schools in Wales are good or better (grade 1 and 2) in 80 per cent of lessons and standards are outstanding (grade 1) in 10 per cent of lessons.
36. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. They show positive attitudes to learning, co-operate well together and engage enthusiastically in challenging activities that strengthen and develop their learning.
37. They make particularly good progress in their communication skills and in their personal and social skills. Their Welsh language skills are developing well.

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Technology	Grade 2	Grade 2
Music	Grade 1	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

38. Regardless of their social, ethnic or linguistic background, the vast majority of pupils make good progress. Pupils with additional learning needs, including those with SEN achieve at least as well as would be expected taking account

of the ability and specific needs. Generally pupils make good progress towards meeting their potential and predicted levels of achievement. They are keen and ready to move on to the next stage of their learning.

39. Standards of speaking, listening and reading in both key stage 1 and key stage 2 are good. Pupils listen attentively, speak confidently in discussion and offer contributions freely. Their reading skills progress well across the age range. Most have a very positive attitude to reading and read with appropriate fluency and expression relative to their ages. Pupils' writing skills develop well across the school. Pupils handwriting and presentation skills, however, are inconsistent in key stage 2.
40. Pupils' numeracy, ICT, problem solving and creative skills develop well throughout the school.
41. Most pupils in both key stages have a good understanding of everyday Welsh commands and greetings. The majority respond appropriately to questions about themselves and how they are feeling. Pupils in key stage 1 increasingly use the language incidentally. However, in key stage 2 pupils' confidence in their own oral ability is not sufficiently secure for them to use Welsh on a regular basis in informal situations around the school. Consequently, their bilingual competence and skills have shortcomings.
42. Pupils' display positive attitudes to their learning. They settle quickly into their lessons and are eager to participate. Children under five and pupils in key stage 1 develop as independent and confident learners. They answer questions with enthusiasm and become fully engaged with their tasks. In key stage 2, although most pupils work well on given tasks and show the ability to concentrate for long periods, their capacity for working independently is underdeveloped. Their ability to evaluate their work according to the targets set and to identify what needs to be done to improve is not sufficiently developed.
43. Pupils' behaviour is outstanding. This has a positive impact on their learning. In lessons, when working outside and when they travel to and from the swimming baths pupils show a high level of self discipline. They are friendly and polite towards each other and adults. Pupils' play and socialise very well together. Neither pupils nor their parents view bullying or oppressive behaviour as an issue within the school.
44. Attendance for the last reporting year was 96 per cent. This is well above the LEA and all Wales average. Virtually every pupil arrives at school on time each day.
45. Pupils make good progress in their personal, moral and wider development. Their social development is excellent. Children under five work and play harmoniously together. Throughout the school, pupils demonstrate care, respect and support for one another and are very sensitive to one another's feeling and needs. They understand the importance of keeping healthy.

Pupils contribute effectively to the work of the School Council. They demonstrate increasing responsibility and involvement in decision making.

46. Pupils' awareness of equal opportunities is developing well and they respect the range of beliefs, attitudes and cultural traditions to be found in society. Key Stage 2 pupils, for example, show a good understanding of different cultural traditions through established links with Ghana and Uganda. They demonstrate a good understanding of sustainable development and are fully aware of the importance of sustainable energy and working with nature.
47. Pupils demonstrate a growing understanding of their own community and the world of work through local community visits and visits to other places of interest linked to their work in class.

## The quality of education and training

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

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

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

49. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	71%	10%	0%	0%

50. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons and the quality of teaching is outstanding in 14 per cent of lessons.

51. Good teaching was observed in all classes. Teaching in the Foundation Phase has outstanding features. Across the age range teachers establish very warm and positive relationships, which encourage pupils to give of their best. Teachers treat their pupils fairly and plan carefully to meet their needs and interests.

52. Where lessons have outstanding features, they include:

- Interesting and lively presentations and a wide range of tasks that stimulate pupils' interest and motivation;
- Opportunities for pupils to develop their independent learning skills;
- Skilful use of the outdoor environment;

53. In the majority of lessons where teaching is good, good features include:

- Clear learning outcomes for all pupils;
- Planned learning in achievable steps;
- Good subject knowledge and suitable tasks which correspond to individuals' needs;
- Good relationships between pupils and adults;
- Skilful use of the classroom assistants who work with groups and individuals to help raise standards.

54. In the few lessons where shortcomings were noted:

- Introductions are overlong, lessons lack pace and there is an over reliance on worksheets;
- Pupils are not sufficiently focussed on improving their own learning;
- Opportunities are missed to develop pupils' bilingual skills.

55. Teachers actively address the issues of gender, race and ability and promote equality of opportunity for all. They discourage stereotypical images.

56. Pupils with additional learning needs play a full part in learning. Their teachers and classroom assistants support them very well.
57. Good features outweigh shortcomings in the quality of the procedures for assessing, recording and reporting on pupils' progress. The school has a wide range of assessment procedures and is developing the use made of them to analyse the standards of achievement in pupil's work. Consistent use is not always made of the information collected in the planning of future teaching and learning.
58. The statutory requirements for assessing and reporting on the National Curriculum are met. The baseline assessments on entry are carried out accurately and effective use is made of county guidelines to record the progress of the under fives and pupils in key stage 1. Pupils' progress in the core subjects is assessed regularly in both key stages. Regular use is made of standardised tests to measure reading levels and spelling. The results are recorded for tracking pupils' progress. The results of teachers' assessments are analysed appropriately. The school is aware of the need to continue to develop collaborative assessment methods. There have been positive developments with regard to moderating pupils' work in the core subjects in conjunction with teachers from neighbouring schools to strengthen the standardisation of teacher assessment at key stage 2.
59. Pupils' work is marked regularly, frequently in the presence of the pupils. In the best practice, the teachers' written comments effectively support pupils' efforts to improve their work. At times, the marking is insufficient and the comments designed to support pupils are inconsistent.
60. The annual reports to parents conform with the statutory guidelines. They include details about pupils' achievements in every subject. The written statements are not always clear enough to offer pupils guidance about the ways in which they can improve the standard of work. The majority of parents welcome the opportunities provided for them to discuss their children's development and progress. However, a significant minority at the parents' meeting and in response to the questionnaire felt that they were not kept well informed about their child's achievement the previous year. The school has already taken positive steps in response to this concern.

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

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

61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
62. The school responds well to learners' needs and interests and provides equal access to a broad and balanced curriculum. The school meets legal and course requirements and conforms to the requirements of the National

Curriculum and religious education. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Very good progress has been made in revising policy documents and schemes of work for early years and Key Stage 1 in response to the requirements of Foundation Phase. The school is aware of the need to build on this good practice in the implementation of the changes to the curriculum and assessment arrangements at key stage 2. Current arrangements to promote pupil's independent learning and research in key stage 2 are underdeveloped.

63. The school contributes to a range of different extra curricular activities during and outside school hours. There is a breakfast and after school club. During the year pupils have access to a good number of activities, educational visits and guest speakers designed to extend their experiences and to enrich their learning. The school provides good opportunities for pupils to perform and compete in sports and the school eisteddfod, thus fostering their confidence to perform.
64. Pupils' personal development, including their spiritual, moral and cultural development is fostered very well. Daily acts of collective worship meet statutory requirements and make a positive contribution and enrich pupil experience. The school's strong emphasis on pupils' personal and social development helps to prepare them well for their next stage of learning. Transition links with the local secondary school are good.
65. Parents are keen to help by offering to accompany pupils on outings and also by sending interesting artefacts into school to support areas of study. They respond positively when raising money through the activities of an active PTA. The home-school agreement fulfils statutory requirements.
66. Generally, learning experiences respond appropriately to the needs of employers and the wider community. The school has identified the need to further extend its provision to promote work related education and to develop pupils' entrepreneurial and life long learning skills. Pupils generally have a sound range of opportunities that enable them to gain an insight into the working world, but there is no school strategy to ensure their understanding is developed progressively as they move through the school. Staff placements to business or industry have not taken place as part of the school's continuing professional development programme.
67. Good features outweigh shortcomings in the school's provision to promote bilingual skills and the language and culture of Wales. Planning for *Y Cwricwlwm Cymreig* in the different areas of the curriculum is not sufficiently explicit. The development of pupils' bilingual skills is not sufficiently progressive in key stage 2.
68. The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes. All pupils have equal access to the curricular and all other facilities in school.

69. The standards in provision for sustainable development and global citizenship are good. As part of the eco-school award scheme the school has received the silver award. The school acts in a sustainable way and pupils are involved in re-cycling and waste minimisation. The school has also received a healthy living award.

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

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

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. The quality of care, support and guidance provided by the school is consistently good. The staff know pupils well and effective procedures are in place to monitor and support pupils' progress, development and welfare.
72. Generally the school works well with parents and carers. Wherever possible they are consulted about the care required for their children. Parents express confidence in the care their children receive. However, responses at the parents' meeting and to the questionnaire indicated that all parents did not feel well informed about events in the school. The school recognises the need to consult further with parents to seek their views on wider issues. The newly implemented newsletter informs parents about the dates for school events and activities and pupil achievements. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for.
73. The school council is well established and effectively represents pupils' opinions. It provides them with a voice and as a consequence their views can be heard and influence the work of the school when appropriate. The council is democratically elected and meets regularly.
74. Arrangements to settle children into the Foundation Phase classes are good. As a result children soon adapt to the routines of school life. Arrangements to ensure pupils settle into school life at a later stage of their education are equally well managed.
75. The school provides good personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and adults in the school. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with consideration and respect. There is an ethos of mutual respect. Pupils have access to an appropriate personal and social education (PSE) programme, in line with national recommendations and local agreements.
76. New systems are being developed to monitor attendance and behaviour. These build on the established good practice that exists.

77. There are clear policies and appropriate procedures to ensure everyone's health, safety and well-being. Child protection procedures are known to all that work in the school. All staff have received appropriate training and this is regularly updated. Arrangements and policies are being further expanded by the new head teacher.
78. The school's arrangements to promote healthy and safe lifestyles are also developing well. At the request of the school council 'Fruity Friday's' have been introduced and healthy snacks are available for pupils in key stage 1. Healthy food choices are offered at lunchtime and are appreciated by pupils.
79. The provision for pupils with additional learning needs is good and conforms to the statutory requirements of the Code of Practice. The provision for these pupils is co-ordinated well by the additional learning needs co-ordinator. The school has an 'open door' policy and parents are invited to attend parents' meetings to discuss their child's progress or any other matter related to their education.
80. The school ensures that all pupils with additional learning needs have full access to the curriculum and to all school activities. As a result, they make good progress relative to their stage of development. Pupils' needs are identified at an early stage and their progress scrutinised in detail. Support staff are well organised with the aim of meeting these needs and requirements. The school co-operates well with the local authority agencies, with the parents and the secondary school.
81. The school's policies and procedures to promote good behaviour are very effective. Teachers and school staff successfully implement a range of positive strategies to secure good behaviour. They work well to encourage pupils to understand, manage and develop their standards of behaviour.
82. The school acknowledges and respects diversity. Within the family ethos that exists in the school, all the pupils are respected and treated fairly.
83. Pupils are given effective guidance to enable them to challenge stereotyping and to think about the choices they make.
84. Policies and procedures to ensure equal opportunity, racial equality and to eliminate any form of oppressive behaviour are appropriate and are successfully reflected in the ethos of the school. The school recognises and respects diversity well through all aspects of school life.
85. All pupils have equal access to school life, visits and activities and the school meets the statutory requirements of the Disability Act including the provision of a clear action plan.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

86. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The inspection team identified shortcomings in performance management arrangements and in the monitoring role of the governing body. As such the team awarded a lower grade.
87. The grade awarded to this key question differs from that awarded to key questions 1 and 7. This reflects the fact that the school is in a period of change following the recent retirement of a longstanding highly experienced head teacher. The staff are very committed to the school and the pupils in their care. They work well as a team; have shared values about learning, behaviour and relationships. Together they have successfully maintained and built on many of the positive features identified in the previous report. However, a minority of parents at the pre-inspection meeting and in response to the pre-inspection questionnaire did not feel that communication systems during the previous year had been wholly effective.
88. The newly appointed head teacher has a clear vision for the future of the school and has, in the very short time since her appointment indicated her desire to work in partnership with all stakeholders. The head teacher recognises the need to review and define clearly the school improvement roles of all members of staff in the light of staff changes and the implications of the revised curriculum and assessment arrangements in Wales.
89. The school has explicit aims and values, which are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors. Relationships between members of staff and between members of staff and pupils are very positive and impact well on pupils' personal, social and educational development. The opinions of pupils of all ages are respected and through the school council pupils have opportunities to influence a number of aspects of the life of the school.
90. Good consideration is given to local and national initiatives, for example, in working with colleagues from neighbouring schools to moderate the assessment of pupils' work in the core subjects and in preparing pupils for transition to the local secondary school. Good quality before and after school care is provided at the school. The school has gained accreditation through the Basic Skills Agency Quality Mark and the Eco Schools initiative. Very good progress is being made in introducing the Foundation Phase. The school is aware of the need to build on this good practice in implementing the revised curriculum and assessment arrangements in key stage 2.

91. Current performance management arrangements are not sufficiently structured and systematic. Classroom observation is not a regular feature of school life. At present the process is not challenging enough nor does it concentrate sufficiently on pupils' achievements. The head teacher recognises the need to use classroom observations, monitoring of pupil achievement and opportunities to share good practice more effectively as tools to further raise standards.
92. The school meets statutory requirements for reducing teachers' workloads. Teachers have a fair workload and administrative tasks are kept to a minimum.
93. The governing body has several new members. It is very supportive of the school and the new head teacher. Governors have good knowledge of the aims and vision for the school. They meet regularly and are beginning to introduce an effective committee structure. The governing body's role in monitoring the effectiveness of the school's provision and in helping to set the strategic direction of the school is in the early stage of development. The governing body fulfils its legal and statutory requirements.

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

**Grade 3: Good features outweigh shortcomings**

94. The findings of the inspection team do not match the grade 2 judgement made by the school in its self-evaluation report. The inspection team identified shortcomings in the way performance is monitored and evaluated and in the effectiveness of planning for improvement. At present the process does not draw systematically on regular quality assurance procedures. As such the team awarded a lower grade.
95. Currently self-evaluations carried out by members of staff are based on informal discussions, reviewing assessments, scrutinising examples of pupils' work and visits by advisers. The school recognises the need to be more systematic in the way it monitors and evaluates performance and how it uses this information to further improve teaching and learning. At present the process does not concentrate specifically enough on evaluating standards achieved by pupils and what needs to be done to improve.
96. Performance data is carefully recorded and effective use is made of the information in some areas, for example in comparing end of key stage 2 assessments with grades predicted by standardised tests completed by pupils in year 4.
97. The head teacher has in the short time since her appointment, drawn up with staff position statements to better understand the school's strengths and areas for improvement in the six subjects inspected during the inspection. The head teacher recognises that these assessments focus on provision rather than on

evaluating standards achieved by pupils and what needs to be done to improve.

98. Current self-evaluation procedures are not sufficiently inclusive. There is no structured mechanism to seek the views of parents and the governing body is not sufficiently involved in evaluating and making judgements. Pupils have an opportunity to express their opinions on aspects of school life through the School Council.
99. The self-evaluation report produced by the school before the inspection considers each of the seven key questions of the inspection framework. It identifies strengths and areas for development. It is not, however, explicit enough about what needs to be improved. It matches the grades awarded by the inspection team in five of the seven of the key questions. In the other two the team awarded a lower grade.
100. The School Development Plan sets out a programme covering the period 2008–10. The link between the self-evaluation document and the priorities listed in the School Development Plan is not sufficiently clear. The key priorities identified, although generally appropriate to the school's development are too numerous to offer detailed direction to the school's work. They do not focus sufficiently on pupil achievement, what needs to be improved and specific performance indicators by which progress can be measured. As a result, the plan does not provide an effective tool for school improvement.
101. Whole school targets set for pupils at the end of each key stage for 2009 are challenging and realistic and are based on an assessment of the likely performance of each pupil. The head teacher is aware of the need to review targets for 2010 to provide additional challenge.
102. Careful consideration is given to ensure that priorities are supported through adequate allocation of resources. Significant funding directed at developing the Foundation Phase and increasing the schools ICT capacity is having a positive impact on pupils' learning.
103. Good features outweigh shortcomings with regard to progress in addressing the key issues for action identified in the previous inspection report. Good provision is now made to ensure the physical development of the under fives. Standards have improved significantly in Technology in key stage 2. Monitoring systems, however, have not been effectively developed.

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

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

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

105. There are sufficient teaching and non-teaching staff for the number of pupils on roll. Suitably qualified and experienced teachers support pupils well. Teachers attend training courses which contribute effectively to developing their subject knowledge and their teaching skills. Training has been very effective in planning the methodology relating to the implementation of the Foundation Phase. Teachers make good use of their planning, preparation and assessment time through deploying expertise. Day-to-day administrative procedures are smooth and effective. Learning support assistants make a very good contribution to the quality of learning.
106. There are adequate resources of good quality that are well matched to the needs of pupils. These are clearly labelled and stored for easy accessibility both for staff and pupils. Members of staff maximise the use of resources through effective planning and sharing. A suitable library is located in the main corridor which pupils and staff draw on well to support their study of different topics. This is supplemented with class libraries and the school mobile library service. There are sufficient computers in each class for pupils to access for use in learning across the curriculum.
107. The school makes very good use of the available accommodation. Attractive displays enhance the learning environment. The classrooms are adequate for the number pupils and the school makes extensive use of the hall as a Foundation Phase classroom, dining area and for physical education.
108. The field, playgrounds and shared community facilities are well maintained and are used well as a learning resource and an area for enjoyment by all pupils. The recently refurbished outdoor area with the all weather surface provides children in the Foundation Phase with a stimulating area, which is used extensively. It extends and enhances practical and physical activities and is also used well for problem solving opportunities and creative activities. The wet area is also well used by the younger pupils.
109. The school makes economic, efficient and effective use of available resources. Good use is made of the classroom computers and interactive whiteboard as learning tools for pupils.
110. The quality of teaching and learning is effectively maintained during class teachers' planning, preparation and assessment time. Support staff are managed effectively in order to maximise pupils' learning experiences.
111. The head teacher and governing body regularly monitor the use of resources. They manage the budget carefully.
112. Regular audits of resources are carried out. Overall the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

#### Good features

113. In both key stages, almost all pupils develop very good listening skills. They listen attentively to their teachers, to their peers in class and during other formal situations, such as in assemblies. In key stage 1 they listen with attention to stories, showing good recall of the plot and characters. In key stage 2 they listen with sustained concentration in both whole class and collaborative group discussions.
114. In both key stages the vast majority of pupils make very good progress in their speaking skills. In key stage 1 pupils take turns and eagerly answer their teacher's questions. By the end of key stage 2 they are able to express themselves clearly and at length adapting their speech to different circumstances and situations.
115. Most pupils in key stage 1 make good progress with their reading. They successfully use different strategies, both phonic and contextual to decode unfamiliar words. By the end of the key stage they are beginning to develop good techniques to express themselves when reading aloud. They discuss sensibly what they are reading.
116. Pupils continue to make good progress in their reading throughout key stage 2. They consider in detail, what they have read and they respond well to the plot and characters.
117. By the end of key stage 1 most pupils make good progress in their writing and are developing independent writing skills. They understand the importance of basic sentence structure and the use of capital letters and full stops. They begin to use adjectives well to make their writing interesting.
118. As pupils progress through key stage 2 their writing develops well; they write in different forms and for different purposes. By the end of the key stage they successfully write in different styles. They organise their writing for different purposes well and produce book reviews, letters, diaries and stories.

#### Shortcomings

119. There are no important shortcomings. The handwriting and presentation skills, however, of a significant minority of pupils are inconsistent in key stage 2.

## Welsh second language

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

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

### Good features

120. The majority of pupils in key stage 1 listen and respond well to Welsh in familiar situations. They respond readily to everyday classroom commands. They have a good recall of previously learned vocabulary, for example parts of the body. They count confidently to 10 and know their colours. They ask and answer questions using appropriate phrases and sentence patterns, for example when discussing how teddy is feeling.
121. They competently read simple words and phrases from flash cards combining them correctly to form simple sentences.
122. Most pupils in key stage 2 listen attentively, respond appropriately to greetings and instructions by the teacher. Most express their feelings in simple phrases. The more able respond correctly to a range of basic questions about themselves. They ask and answer simple questions relating to their likes and dislikes. Older pupils use simple language patterns and numbers appropriately when playing a simple dice game.
123. In key stage 2 the majority of pupils recognise simple and familiar words and phrases and generally they read them with appropriate pronunciation. They write short, basic sentences correctly and increasingly complete a range of structured written tasks. These help them to become familiar with sentence structures, reinforce vocabulary and enable them to write following set patterns, for example when writing a letter.

### Shortcomings

124. Generally the range of pupils' language in key stage 2 is too narrow. A significant number of pupils have an insecure grasp of the vocabulary and sentence patterns they use. Few pupils provide extended responses.
125. The majority of pupils in key stage 2 make insufficient independent use of Welsh texts to improve their reading. Generally their independent writing skills are underdeveloped.

## Design technology

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

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

### Good features

126. The majority of pupils in both key stages take ownership of the planning for and execution of their designing and making activities. They treat the tools and materials they use with respect and are mindful of the need to act in a safe way at all times.
127. Most pupils in key stage 1 show good levels of control over tools they use and identify the materials and equipment they might need independently.
128. Prior to practical activities, for example designing and making an owl with moving parts from card, paper and split pins, pupils in key stage 1 discuss their ideas using appropriate vocabulary. They demonstrate good cutting and joining skills when combining a range of materials and components. They paint their models carefully and take great pride in their work. The vast majority of pupils use modelling kits successfully and creatively. They talk about their work in simple terms as the work progresses and suggest things that they could do better in the future.
129. Most pupils in key stage 2 work with a range of materials and have developed a wide range of skills and knowledge. They carefully outline what they are going to make and the materials they are going to use. They use tools and equipment with some accuracy to cut and shape materials and put together components. The majority of pupils successfully investigate familiar objects, for example when designing biscuits and use their imaginations well in designing packages for their chocolate crunchies. They are aware of the need for hygiene when dealing with food and evaluate their products effectively.
130. Older pupils demonstrate an increasing understanding of the design process. They estimate, measure and record accurately for example when using lego to make a model of the church.
131. Younger pupils in key stage 2 understand the need for accuracy when planning a series of instructions for a programmable toy. Older pupils have a good understanding of how gear wheels and cogs can be used to transfer motion. They are beginning to understand how to control a series of movements electronically.

### Shortcomings

132. There are no important shortcomings.

## Music

**Key Stage 1: Grade 1: Good with outstanding features**

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

### Outstanding features

133. There are outstanding features in the way pupils in key stage 1 compose, perform and assess their own and the work of others. They explore a range of sound sources from which they select sounds very effectively and imaginatively to produce simple compositions, which they perform and evaluate sensitively.

### Good features

134. Most pupils throughout school demonstrate technical competence and accuracy appropriate to their development, in both vocal and instrumental performance.
135. The vast majority of pupils throughout school acquire musical knowledge, skills and understanding by direct engagement with the elements of music through a very good range of practical activities.
136. In key stage 2 the majority of pupils appraise music from various styles and cultures effectively. They explore and analyse rhythmic patterns based on a poem of Cantre'r Gwaelod sensitively. Most pupils also explore rhythm, pulse and glissandi well. They are able to successfully compose pictorial scores. They perform and evaluate their work correctly.
137. Most older pupils in Key Stage 2 compose and evaluate compositions well using a good range of both tuned and untuned instruments. They use these instruments with confidence to improvise and complete compositions in response to a variety of stimuli. They sensitively comment on and evaluate the work of their peers and are able to suggest improvements.
138. Some pupils enhance their individual skills and knowledge by performing for a purpose individually and in groups within the school and externally.

### Shortcomings

139. There are no important shortcomings.

## Physical education

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

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

### Good features

140. In key stage 1, pupils dress appropriately and are aware of the effects of physical exercise, the need to 'warm-up' and 'cool down' on their bodies.
141. Most pupils in key stage 1 make good use of the space around them. They listen and respond readily to instructions. They show increasing control and co-ordination when walking, running, skipping and dribbling with a ball. The more able successfully put together a series of linked actions.
142. Most pupils demonstrate good throwing, aiming and catching skills when using beanbags and large balls. They co-operate easily with others when using equipment and take responsibility for taking it out and putting it away.
143. They concentrate and persevere well in order to improve their skills. They talk about what they and others have done and make simple suggestions about how to improve performance.
144. In key stage 2, most pupils demonstrate their knowledge and understanding of the principles of exercising their body in the context of healthy living. They handle equipment safely.
145. They consolidate, adapt and refine their skills when taking part in health related exercise. They make good use of space and demonstrate increasing control when walking, running and hopping. Most pupils sustain activity over appropriate periods of time. They follow relevant rules and safety procedures when exercising and co-operate well with others.
146. Older pupils in key stage 2 adapt and refine a series of actions of travelling, jumping, turning, gesture and stillness in response to music. In pairs and small groups they practice and establish simple sequences of movement with increasing skill. Most show an awareness of the music's rhythm and phrasing when improvising. The more able demonstrate creativity, control, fluency and accuracy in linking their movements. Most pupils evaluate the progress in their own and others' performances sensibly and make appropriate suggestions for improvement.
147. All pupils have opportunities to attend swimming lessons. Younger pupils demonstrate increasing confidence and are happy in water. Older pupils increasingly demonstrate a variety of means of propulsion using both arms and legs and the majority swim unaided, competently and safely. School records indicate that almost without exception all pupils swim 25 metres unaided by age 11.

### Shortcomings

148. There are no important shortcomings.

## Religious education

**Key Stage 1: Grade 2: Good with no important shortcomings**

**Key Stage 2: Grade 2: Good with no important shortcomings**

### Good features

149. In both key stages, pupils have an excellent understanding of principles such as caring for others and what makes a good friend.
150. In both key stages most pupils are very aware of the use of symbolism in different religions and can talk confidently about them. All pupils understand the purpose of prayer
151. Most pupils in key stage 1 have a good knowledge of Bible stories. They have a good knowledge of stories from some of the main Old Testament characters as well as stories of the life of Jesus. They can successfully recall them and re-tell them orally, in pictures and in writing.
152. Most pupils in key stage 1 have a good understanding of the importance and purpose of the church. They correctly identify the different parts of the building and are able to create models showing these.
153. By the end of key stage 2 most pupils have a good understanding of many famous people who were influenced by Christian principles such as Dr Barnardo and William Booth. They discuss sensibly the contributions they made to improving many people's lives.
154. Most pupils show a good knowledge of Christian festivals and celebrations and they are aware of main Jewish religious festivals e.g. Passover.
155. Older pupils in key stage 2 have a good understanding that Christianity is the main religion of Wales and they talk sensibly about some of the characteristics of Christian life. They repeat familiar Bible stories with confidence.
156. The majority of pupils are familiar with the main elements of different religions and compare Judaism and Christianity. They discuss different forms of worship sensibly as well as the use made of artefacts and symbols in both religions. They are also beginning to develop an understanding of Buddhism as another world religion.

### Shortcomings

157. There are no important shortcomings.

## School's response to the inspection

The governing body, staff and pupils of Nannerch VC Primary School would like to thank the inspection team for their professional, diligent and approachable manner during the inspection of our school. The report presents a picture of the school as we recognise it at this period of change in leadership at Nannerch VC Primary School.

We are pleased with the initial statement, which recognises that 'Nannerch VC Primary School is a happy, secure and caring community, which concentrates on pupils' needs and on creating the conditions for each individual to develop and flourish.' This statement is endorsed throughout the report, which recognises that the caring environment is a result of the family ethos, which exists within the school and is evident in the special relationships between the pupils and their teachers.

We are particularly proud of the level of good quality teaching identified throughout the school, which is above the national average. Especially pleasing in the report are the outstanding features found in the successfully implemented Foundation Phase.

The identification of an ethos of mutual respect is very important to us both as a school and community. We are delighted that our pupils' behaviour has been recognised as outstanding and is seen as having a positive impact on standards achieved.

The head teacher, staff and governors agree with the recommendations made and are keen to take our school forward into the future, building upon the strengths identified.

An Action Plan will be produced and a summary shared with parents using the recommendations within the report to improve and develop the school. Progress will be reported through regular termly updates and in the Annual Governors' report to parents.



## Appendix 1

### Basic information about the school

Name of school	Nannerch Voluntary Controlled Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	School Lane Nannerch Mold Flintshire
Postcode	CH7 5RD
Telephone number	01352 741377

Head teacher	Ms Jennie Lewis
Date of appointment	1 <sup>st</sup> September 2008
Chair of governors/ Appropriate authority	Mrs Elizabeth Grieve
Registered inspector	Goronwy Morris
Dates of inspection	22 <sup>nd</sup> – 24 <sup>th</sup> September 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	2	9	11	8	6	12	12	7	67

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	2	4.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	83.4	93.8	93.4
Spring 2008	78.7	96.0	95.5
Summer 2008	83.3	95.3	96.7

Percentage of pupils entitled to free school meals	1%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1: (National results refer to summer 2007)

<b>National Curriculum Assessment KS1 Results 2008</b>	Number of pupils in Y2	6
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	80.1%

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

### National Curriculum Assessment Results End of key stage 2: (National results refer to summer 2007)

<b>National Curriculum Assessment KS2 Results 2008</b>	Number of pupils in Y6	9
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	89%	In Wales	74.1%

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent 6 inspection days at the school. The senior teacher attended team meetings and acted as nominee on the inspection team.

The inspectors visited:

- 21 lessons or parts of lessons;
- every class; and
- daily acts of collective worship.

Members of the team met as a team at the start of the inspection and with:

- members of staff, governors and parents prior to the inspection; and
- the head teacher, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 28 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection; and
- a wide range of pupils' previous and present work.

After the inspection, meetings were held with members of staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities	
Mr.Goronwy Morris Registered Inspector	Context Summary and Recommendations Key questions 1, 2, 5 and 6	Welsh second language Technology Physical Education
Mrs Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 and 7	
Mrs Buddug Bates Team Member	Key question 3, 4 and 7; and contributions to Key Question 1 and 2	English Music Religious Education
Mrs S Williams Nominee	Contributions to all questions by providing information.	

#### Contractor

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#### Acknowledgement

The inspection team would like to thank, the governors, the head teacher, the staff, pupils and parents for their co-operation during the inspection.