

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

A Report on the Quality of Education in

**Nercwys Primary School
Ffordd Pen Y Bryn
Nercwys
Nr Mold
CH7 4EW**

School Number: 6643021

Date of Inspection: 18 February 2008

by

**Gareth Wyn Roberts
17166**

Date of Publication: 23 April 2008

Under Estyn contract number: 1110307

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Nercwys 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 Nercwys Primary School took place between 18/02/08 and 20/02/08. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	22
Under 5s	22
English	26
Welsh second language	27
Mathematics	28
Science	29
Information technology	30
Design technology	31
History	32
Geography	32
Art	33
Music	34
Physical education	35
Religious education	36
School's response to the inspection	37
Appendices	38
1 Basic information about the school	38
2 School data and indicators	38
3 National Curriculum assessments results	39
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

Context

The nature of the provider

1. Nercwys Primary School is a voluntary-aided school catering for boys and girls aged three to eleven years.
2. There are 43.5 full-time equivalent pupils on roll, including five nursery age children who attend a morning session each school day. There are four children in the reception class who are taught in a mixed-aged class including the nursery children and pupils in Year (Y) Y1 and Y2. The older pupils in Y 3 to Y 6 are taught in a second mixed-aged class. The headteacher, who was appointed to her post in 1999, is the only full-time teacher. There are three part-time teachers. There are four part-time classroom support staff.
3. The school is situated in the small village of Nercwys about two miles from the Flintshire county and market town of Mold. Most of the pupils and children come from the village and the surrounding area but about a third of the pupils come from outside the catchment area. According to the school, the pupils come generally from an affluent background. Two per cent of the pupils only are entitled to free school meals and this is considerably less than the figure for the county and for Wales as a whole. The pupils come from mainly English-speaking backgrounds and learn Welsh as a second language as none of them speaks Welsh as a first language or speaks Welsh to an equivalent standard. One pupil is receiving help with English as an additional language and another pupil speaks a language other than English at home.
4. Baseline assessments indicate that in some years attainment was below that for the county as a whole. Subsequent assessments have identified six pupils who are on the school's SEN(special educational needs) or ALN(additional learning needs) register, though none of the pupils is on an SEN statement. Five pupils have been identified as being 'more able and talented'.
5. The school was previously inspected in February 2002. In February 2008 the school received a full inspection. As a result this report gives details of the standards in all of the subjects taught in the school.

The school's priorities and targets

6. The school's main priorities for 2007-2008 are to:
 - prepare for the foundation phase due to start in September 2008 as it applies to half of the pupils in the school;
 - raise reading levels of the targeted group of pupils in key stage 1;
 - continue to raise individual pupil achievement in mathematics in key stage 2;
 - encourage pupils to take responsibility for their own learning
 - improve teacher knowledge of different learning styles to create a more varied and enjoyable approach to teaching and learning;
 - prepare key stage 2 teaching staff for changes in the National Curriculum in September 2008.

7. The school's quantitative targets for 2008 are as follows:

	KS1: % Level 2		KS2: % Level 4	
	2008	2009	2008	2009
English	100%	83%	88%	83%
Mathematics	89%	83%	88%	83%
Science	100%	83%	100%	100%
Core Subject Indicators	89%	83%	88%	83%

Attendance	:	whole school 94%
------------	---	------------------

Summary

8. This is a good school and this is evident in the standards of achievement, the quality of teacher's assessment and the quality of the care, support and guidance it gives to its pupils. The manner in which it deploys and uses its teaching and ancillary staff to teach and support groups of pupils is outstanding. Standards of achievement at key stage 1 and key stage 2 have improved significantly since the last inspection, though a few other issues from the previous report are yet to receive full attention.

Table of grades awarded

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

9. The grades awarded by the inspection team coincide with the grades the school awarded itself in its self-evaluation document in key questions 1, 3, 4 and 6. The grades awarded by the inspection team are higher for key questions 2, 5 and 7.

Grades for standards in subjects inspected

10. The following table summarises the percentage grades awarded for the standards achieved by children and pupils in the lessons observed in all the subjects inspected in this full inspection.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	93%	7%	0%	0%

11. This means that the school achieves the target for standards set for all primary schools in Wales by 2010 in the document "Vision into Action", namely that the quality of learning assessed by ESTYN should be grade 3 or better in 98% of classes.
12. As this was a full inspection, the inspection team inspected standards achieved by children under 5, standards in all the National Curriculum subjects and religious education at key stage 1 and key stage 2. The tables that follow summarise the standards achieved.

Subjects and/or areas of learning for under-fives

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Area of learning	Nursery	Reception
Language, Literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	3	3

14. Standards in the key skills of children under 5 are reported below in the paragraph reporting on standards in key skills in key stage 1 and key stage 2.
15. The following table shows the standards of achievement in subjects at Key Stage 1 and Key Stage 2.

Subject	Key stage 1	Key stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information Technology	2	3
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	3	3
Physical education	2	3
Religious education	2	2

16. Although the definitions for the grades used and the way grades are awarded are not the same as those used during the 2002 inspection, it is possible to say that standards are broadly similar in the six areas for learning for the under 5's, and have improved in 10 of the 12 National Curriculum subjects reported upon at key stage 1. At key stage 2 standards have remained the same in information technology and improved in eight subjects. (The 2002 inspection did not report on physical education throughout the school, nor was there judgement of the standards in music in key stage 2).
17. The inspection team also looked at standards of children under 5 and pupils at key stage 1 and key stage 2 in the key skills and wider key skills across all the subjects and areas of study. Standards in the key skills of speaking, listening, reading, writing, numeracy and information and communication technology and the wider key skills of working with others and children and pupils' ability to work with others are, without exception, good with no important shortcomings. The problem-solving skills, however, of children under 5 and pupils in key stage 1 have good features that outweigh shortcomings. Generally standards in key skills have improved since the last inspection in 2002.
18. Bilingual competence within the linguistic context of the school is good. Pupils are willing to talk Welsh within defined contexts and often do so as part of the school's daily routine.
19. The number of pupils in Y2 and Y6 in this school is often too small to make meaningful statistical comparisons, nevertheless when results are compared with the benchmarked results of schools in the same group from the point of view of pupils entitled to free school meals, they are often good with no important shortcomings. They are usually better or much better than the results for both the county and the whole of Wales. In as much as comparisons are possible, this shows an improvement since the last inspection.
20. Children under 5, and pupils at both key stages make good progress in their knowledge, understanding and new skills acquired, whatever their social, ethnic or linguistic background.
21. Pupils with additional learning needs and pupils who are more gifted and talented also make good progress. Both boys and girls usually achieve just as well as each other in class and often in external assessments.
22. There are many strengths in children's and pupils' personal, social and learning skills, especially in their creative, spiritual, moral, social and cultural development. By key stage 2 they have developed a good deal of independence in their work but this independence is less evident in children under 5 and in key stage 1.
23. Pupils are well motivated, work well either as individuals or in groups and make good use of their time. Both children's and pupils' behaviour in the classroom is very good and this creates a very good environment for learning.
24. The attendance level for the school during the two terms before the inspection exceeded the target for attendance set for primary schools in Wales by the Welsh Assembly Government. Although the percentage attendance was a little

lower in the Spring term 2007, with such small numbers of pupils at the school it has little statistical relevance.

The quality of education and training

25. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

26. The quality of teaching in 96% of lessons is good and has good features which outweigh shortcomings in the remaining 4% of lessons.
27. The school has exceeded the target set by the Welsh Assembly Government for primary schools by 2010 in its document "Vision into Action", namely that the quality of teaching assessed by Estyn should be grade 2 or better in 80% of classes.
28. This also compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching in primary schools is good or better in 79% of lessons though the quality of teaching is also outstanding in 17% of lessons.
29. Teachers present stimulating lessons and activities that successfully meet pupils' needs, and engage their interest and motivation to learn.
30. All members of staff demonstrate good knowledge of the subjects they teach. An outstanding feature of the quality of teaching is the extremely effective briefing and deployment of support staff, who work closely with pupils throughout the day.
31. Learning objectives in lessons for pupils in the junior class are clear and specific but learning objectives for activities in the infant class are not always so well focused.
32. In the infant class, learners are extremely well supported and, as a result, achieve well. There is, however, some over-direction of pupils' activities in the infant class which means that there are sometimes missed opportunities for learners to develop their capacity to think, work and play independently.
33. In the lessons observed during the inspection in key stage 2, teachers planned well to meet pupils' individual needs. They modified tasks effectively to provide an appropriate degree of challenge for pupils of different ages and abilities.
34. Good features outweigh shortcomings in the rigour of assessment and its use in planning and improving learning. Assessment procedures meet statutory requirements.
35. Teachers know their pupils extremely well and there is much good informal assessment of their progress and achievement.
36. Pupils are beginning to be more involved in assessing their own progress and identifying aspects of their work that they need to improve.
37. Reports to parents give a clear picture of their children's achievements in every subject of the National Curriculum.

38. The school's curriculum meets the needs of the range of pupils in the school well. The quality of curricular planning is good and meets statutory requirements.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. This provision gives all children access to appropriate experiences in the six areas of learning. However, the children do not yet have frequent and regular access to opportunities for learning outdoors throughout the school day. The school has recognized this as an area for development in its school development plan.
40. The school's curriculum at key stage 1 and key stage 2 provides balance, breadth, coherence, continuity and progression. It is equally accessible to all.
41. The school develops pupils' basic and key skills in language, numeracy and information and communication technology well.
42. Learning experiences broaden and enrich pupils' experiences well. The out-of-hours breakfast club and the after-school club contribute well to pupils' social development. The after-school club also provides good opportunities to consolidate skills learnt during the day.
43. The school promotes pupils' spiritual, moral, social and cultural development well within subject lessons, by means of collective worship and by the use of communal and social activities. Good attention is given to the elements of the framework for Personal and Social Education to this end. The school gives good attention to the cultural aspects of the "Cwricwlwm Cymreig".
44. The school succeeds well in developing the bilingual competence of all pupils (considering the nature and the context of the school).
45. The school is an active supporter of sustainable development, has an active 'eco-club', and also acts in a sustainable way by recycling conscientiously and by producing a limited amount of its own electricity.
46. Arrangements for the care, support and guidance of pupils are very good. All members of staff know pupils extremely well and are sensitive to their personal needs. The school enjoys the confidence of parents that it looks after their children very well.
47. Arrangements to support pupils with additional learning needs and for children who are more talented or able are also very good.
48. The school has effective arrangements that contribute to the well-being of all pupils. There are clear procedures to attend to medical needs. The 'Healthy Schools' initiative is having a clear, positive impact on pupils' knowledge and understanding of a range of health-related issues.
49. Good account is taken of pupils' social, ethnic and linguistic backgrounds. The school treats boys and girls equally and fairly. Measures to eliminate bullying and other forms of oppressive behaviour are effective. A disability access plan has been established.

Leadership and management

50. The head teacher is a successful leader and manager. She has high expectations and leads by example. She has a clear vision of the school's values, aims, objectives and priorities which she successfully communicates with her colleagues, governors and parents.
51. The subject co ordinators are new to their responsibilities but are ably supported by the head teacher and by each other in their whole-school duties. They in turn have gained the trust and confidence of other ancillary staff. As a consequence the school has a clear sense of purpose helped by shared values and ethos.
52. The school has explicit aims and values that promote equality for all. These values are clearly reflected in the day-to-day work of the school, where children of all abilities, whatever their age, sex, age or racial background are treated equally and given the same opportunities.
53. Realistic but ambitious targets are set as required by statute. The school development plan's main priorities pay good attention to a number of national priorities.
54. The governors are very supportive of the school. They have a good level of knowledge about almost every aspect of the school's life. They act as critical friends to the head teacher and her colleagues. In addition, they make a good contribution to the school's strategic planning.
55. All staff are involved in the evaluation process but arrangements are not sufficiently formalised. Sources of evidence are indicated, including pupils' work and internal and statutory assessment data but there is little reference to regular evaluations based on formal lesson observation and detailed analysis of pupils' work against subject standards.
56. The school has enough staff, both teachers and ancillary, for its purpose. All staff are effective and are deployed in an outstanding manner.
57. The school has made good use of its present building, though it lacks a hall for whole-school assembly and as a dining area and many physical education lessons are held off site.
58. Generally resources are good though there is no piano or keyboard.
59. The school provides good value for money because of the standards achieved in class, the quality of external assessments, the good teaching, the positive ethos and the efficient and effective use of staffing resources.
60. The school has responded well to many of the key issues identified in the previous report but some issues will occur in this report also. Subject standards have improved significantly in key stage 1 and key stage 2, but there are still aspects of assessment and self-evaluation which are insufficiently developed.

Recommendations

The school needs to maintain and build on its good standards by:

R1. continuing to maintain good standards and raise standards in those subjects where there are shortcomings;

R2. continuing to foster learners' independence and problem-solving skills;

R3. further developing procedures for assessing and recording learners' progress;*

R4. building on the school's self-evaluation procedures.*

*The school has already identified these recommendations for improvement either in its self-evaluation report, school development plan or other documentation.

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

61. The grade awarded by the inspection team coincides with the grade the school awarded itself in its self-evaluation document for this key question.

Grades for standards in subjects inspected

62. The following table summarises the percentage grades awarded for the standards achieved by children and pupils in the lessons observed in all the subjects inspected in this full inspection.

	Grade 1(%)	Grade 2(%)	Grade 3(%)	Grade 4(%)	Grade 5(%)
Under 5	0	100	0	0	0
Key stage 1	0	100	0	0	0
Key stage 2	0	83	17	0	0
Whole school	0	93	7	0	0

63. This means that the school achieves the target set for all primary schools in Wales by 2010 in the document "Vision into Action", namely that the quality of learning assessed by ESTYN should be grade 3 or better in 98% of classes.
64. Standards in lessons observed were consistently good with no important shortcomings in key stage 1 and the classes for children under 5. Seventeen per cent (17%) of lessons at key stage two (Y3-Y6) had good features which outweighed shortcomings in the standards of lessons observed.
65. As this was a full inspection, the inspection team inspected standards achieved by children under 5, standards in all the National Curriculum subjects and religious education at key stage 1 and key stage 2. The tables that follow summarise the standards achieved.

Inspection Area

Subjects and/or areas of learning for under-fives

66. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Area of learning	Nursery	Reception
Language, Literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	3	3

67. Standards in the key skills of children under 5 are reported on in the whole-school key skill's table below.

Subject standards at key stage 1 and key stage 2

Subject	Key stage 1	Key stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information Technology	2	3
Design technology	2	2
History	2	2
Geography	2	2
Art	2	2
Music	3	3
Physical education	2	3
Religious education	2	2

68. Although the definitions for the grades used and the way grades are awarded are not the same as those used during the 2002 inspection, it is possible to say that standards are broadly similar in the six areas for learning for the under 5's,

have improved in 10 of the 12 National Curriculum subjects reported upon at key stage 1. At key stage 2, have remained the same in information technology and improved in eight subjects. (The 2002 inspection did not report on physical education throughout the school, nor was there judgement of the standards in music in key stage 2.)

69. The inspection team also looked at standards in the key skills and wider key skills across all the subjects. The team's findings can be seen in the following table.

Key skills(including bilingual competence)	Under 5	Key stage 1	Key stage 2
Speaking	2	2	2
Listening	2	2	2
Reading	2	2	2
Writing	2	2	2
Numeracy	2	2	2
Information and communication technology	2	2	2
Bilingual competence(within the context of this school)	2	2	2
Wider key skills			
Problem solving	3	3	2
Improving their own learning and performance	2	2	2
Working with others	2	2	2

70. The above table shows that standards in key skills, bilingual competence and the wider key skills are almost without exception good with no important shortcomings. The problem-solving skills, however, of children under 5 and pupils in key stage 1 have good features that outweigh shortcomings. Generally standards in key skills have improved since the last inspection in 2002.
71. Pupils and children communicate well; their listening skills are good. They read well and have a good understanding of what they read. Standards in reading aloud and in reading for research purposes, including research on the internet, are good. Children and pupils have good numeracy skills, including mental work. ICT skills in conveying information are good and data work is good at key stage 1 but not so well developed at key stage 2. Pupils work well together and know how to evaluate and improve their work, though this is more evident in some subjects than others. By key stage 2 pupils have good problem-solving

skills but at key stage 1 their skills are not so well developed, influenced also by a relative lack of independence.

72. Bilingual competence within the linguistic context of the school is good. Pupils are willing to talk Welsh within defined contexts and often do so as part of the school's daily routine.
73. The number of pupils in Y2 and Y6 in this school is often too small to make meaningful statistical comparisons, nevertheless when results are compared with the benchmarked results of schools in the same group from the point of view of pupils entitled to free school meals, they are often good with no important shortcomings. They are usually better or much better than the results for both the county and the whole of Wales. In as much as comparisons are possible, this shows an improvement since the last inspection.
74. Children under 5, and pupils at both key stages make good progress in their knowledge, understanding and new skills acquired, whatever their social, ethnic or linguistic background.
75. Pupils with additional learning needs and pupils who are more gifted and talented also make good progress. Both boys and girls usually achieve just as well as each other in class and often in external assessments. They are making good progress and fulfil their potential for moving to the next stage of learning both within the school and also when transferring from the primary to the secondary sector.
76. Pupils are aware of their levels of achievement in the subjects. They often receive targets to improve their work but these vary in their nature and consistency in and across subjects. Pupils also set their own targets though this does not happen consistently.
77. There are many strengths in children's and pupils' personal, social and learning skills, especially in their creative, spiritual, moral, social and cultural development. By key stage 2 they have developed a good deal of independence in their work but this independence is less evident in children under 5 and in key stage 1.
78. Pupils are well motivated, work well either as individuals or in groups and make good use of their time. Both children's and pupils' behaviour in the classroom is very good and this creates a very good environment for learning. They respect each other, their teachers and visitors. They have a good understanding of equality and diversity in society. The standards they achieve in key skills and their participation in community activities prepare them well for the workplace and the community.
79. The attendance level for the school during the two terms before the inspection exceeded the target for attendance set for primary schools in Wales by the Welsh Assembly Government. Although the percentage attendance was a little lower in the Spring term 2007, with such small numbers of pupils at the school it is not statistically very relevant.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

80. The inspection team's findings do not match the school's self-evaluation of grade 3 for this key question. This is because the team found no important shortcomings in the quality of teaching in the school.

81. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

82. The quality of teaching in 96 % of lessons is good and has good features which outweigh shortcomings in the remaining 4 % of lessons. The school has exceeded the target set by the Welsh Assembly Government for primary schools by 2010 in its document "Vision into Action", namely that the quality of teaching assessed by Estyn should be grade 2 or better in 80 % of classes.

83. This also compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching in primary schools is good or better in 79 % of lessons though the quality of teaching is also outstanding in 17 % of lessons.

84. Teachers present stimulating lessons and activities that successfully meet pupils' needs and engage their interest and motivation to learn. Sessions in both classes are well organised to meet the needs of the wide age range of learners within them. Lessons are conducted at a good pace and appropriate time limits help pupils to focus on their tasks and complete a good amount of work in the time available.

85. In both classes, relationships between pupils and all members of staff are outstanding and there is a good working atmosphere, conducive to learning. Adults treat pupils equally, fairly and consistently and have high expectations for appropriate behaviour. They actively address gender issues by, for example, ensuring that lessons and activities take account of the interests of both boys and girls.

86. All members of staff demonstrate good knowledge of the subjects they teach. A strong feature of the quality of the teaching is the well-planned use of the expertise of individual members of staff to plan and deliver lessons in all year groups. Members of staff who work with younger learners skillfully adapt their use of language to make the subject content comprehensible to them.

87. Teachers plan and prepare effectively for lessons and organise resources efficiently. Learning objectives in lessons for pupils in the junior class are almost invariably clear and specific but learning objectives for activities in the infant class are not always so clear. Sometimes they indicate what pupils will be doing rather than the intended learning outcomes.

88. Teachers use a wide range of resources to capture pupils' interest and to support teaching and learning. They also use a good variety of teaching approaches, including role-play and games that help pupils maintain their motivation and interest in lessons. The potential of the interactive whiteboard to enliven lessons is, however, occasionally neglected.
89. An outstanding feature of the quality of teaching is the extremely effective briefing and deployment of support staff, who work closely with pupils throughout the day. They are very knowledgeable about the aspects of the curriculum and the pupils they support. They are an integral and highly-valued part of the teaching team.
90. There is a high ratio of adults to pupils, particularly in the infant class, so that learners are extremely well supported and, as a result, achieve well. There is, however, some over-direction of pupils' activities in the infant class which means that there are sometimes missed opportunities for learners to develop their capacity to think, work and play independently.
91. Teaching and support staff promote bilingualism very effectively. They speak Welsh incidentally and naturally throughout the school day, as well as during sessions specifically planned for the development of pupils' bilingual skills, and expect pupils to answer them in Welsh.
92. In the lessons observed during the inspection in key stage 2, teachers planned well to meet pupils' individual needs. They modified tasks effectively to provide an appropriate degree of challenge for pupils of different ages and abilities.
93. Although planned activities in the infant class meet the needs of the age range most of the time, activities for children under five, who are working towards the Desirable Outcomes for Children's Learning, are not always distinguished sufficiently from those of pupils working at key stage 1 of the National Curriculum.
94. Good features outweigh shortcomings in the rigour of assessment and its use in planning and improving learning. Assessment procedures meet statutory requirements.
95. Teachers know their pupils extremely well and there is much good informal assessment of their progress and achievement. Individual assessment files for pupils have been established and useful information about their progress is beginning to be collected and recorded.
96. In addition to oral feedback to pupils in the infant class, teachers often annotate examples of pupils' work with useful, informative comments about how well they understood it. However, the marking of pupils' work in key stage 2 often consists of a tick and a general comment such as "good work", or relates to keeping work tidy. This does not help pupils know what the good features and points for improvement are related to the subject.
97. Teachers assess pupils' achievement against National Curriculum level descriptions in the core subjects at the end of every term. Arrangements to standardise and moderate teachers' assessment of pupils' work in year 6, in co-operation with the secondary school and other primary schools, have recently been established.

98. Pupils are beginning to be more involved in assessing their own progress and identifying aspects of their work that they need to improve. When given the opportunity in lessons, they often give perceptive evaluations of their own and others' work. However, this good practice has not yet been regularly extended to pupils' work in all subjects. They do, however, negotiate broader targets for improvement with their teachers. The use of Information and Communication Technology to help pupils determine their personal progress in mathematics is a recent and useful innovation.
99. Reports to parents give a clear picture of their children's achievements in every subject of the National Curriculum. Those for parents of children under five and pupils in key stage 1 include targets for improvement in English and mathematics and provide an opportunity for parent and child to contribute comments. Written reports for parents of pupils in key stage 2 do not, at present, indicate targets for improvement, ways in which parents can support their children or give an opportunity to respond.

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

100. The grade awarded by the inspection team coincides with the grade the school awarded itself in its self-evaluation document for this key question.
101. The school's curriculum meets the needs of the range of pupils in the school well. The quality of curricular planning is good and meets statutory requirements. The quality of long, medium and short-term plans is good.
102. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. This provision gives all children access to appropriate experiences in the six areas of learning. However, the children do not yet have frequent and regular access to opportunities for learning outdoors throughout the school day. The school has recognized this as an area for development in its school development plan.
103. The school's curriculum at key stage 1 and key stage 2 provides balance, breadth, coherence, continuity and progression. It is equally accessible to all. The time allocation for the teaching subjects is good. The school conforms to the guidance on the minimum total number of hours of education that pupils should receive per week. The infants receive more than the minimum.
104. The number of pupils in each school year is small; the school ensures a suitable curriculum for pupils of different ages by ensuring that different groups are taught or guided by a responsible adult.
105. The school develops pupils' basic and key skills in language, numeracy and information and communication technology well. In every lesson in key stage 2 in particular, pupils are asked to identify the key skills used and how they have benefited from their use. The school has been awarded the Basic Skills Agency Award for the second time. This award recognizes the effectiveness of the school's arrangements for teaching communication and numeracy.

106. Learning experiences broaden and enrich pupils' experiences well. The out-of-hours breakfast club and the after-school club contribute well to pupils' social development. The after-school club also provides good opportunities to consolidate skills learnt during the day. Visits to local castles, places of work and worship have contributed well to pupils' curricular knowledge by providing suitable contexts for learning. Sports activities with and against other schools contribute to both physical and social development.
107. The school promotes pupils' spiritual, moral, social and cultural development well within subject lessons, by means of collective worship and by the use of communal and social activities. Good attention is given to the elements of the framework for Personal and Social Education to this end. The school gives good attention to the cultural aspects of the "Cwricwlwm Cymreig" in particular, as part of English, Welsh, history and geography lessons, though it is not as well developed in art.
108. The school has effective partnerships with parents who are welcomed in the school. In particular, parents honour the home-school agreement and support homework, especially in the implementation of the successful reading scheme. The school has good community links and a strong link with the local church. There are good curricular links in many of the core subjects with the secondary school to which almost all pupils transfer on leaving the primary school. Good use is made of the county education advisory service to enhance the teaching and curriculum, including advice on suitable materials and methodology. The school has extensive links with a number of initial teaching institutions and student teachers are used effectively to supplement the teaching and to inform on current methodology.
109. The school has begun to develop links with local employers and companies who have contributed to aspects of the curriculum such as science and technology. There is, however, little development in entrepreneurial skills.
110. The school succeeds well in developing the bilingual competence of all pupils (considering the nature and the context of the school). Both teachers and pupils use Welsh for much of the daily routine as well as in parts of their lessons. Consequently pupils are applying their knowledge of Welsh to concrete and realistic situations.
111. The school curriculum provides access to all pupils and successfully tackles social disadvantage and challenges stereotyping. When pupils are withdrawn from their normal classes for extra tuition, the school ensures they do not miss out on their normal lessons by providing suitable support.
112. Through the 'Healthy Schools Initiative' and deliberate planning by teachers, pupils are given very good opportunities to become progressively aware of healthy eating and the effects of exercise on the body. Through its religious education and geography lessons in particular pupils are beginning to become aware of issues regarding global citizenship. The school is an active supporter of sustainable development, has an active 'eco-club', and also acts in a sustainable way by recycling conscientiously and by producing a limited amount of its own electricity from a solar panel.

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

Grade 2: Good features and no important shortcomings

113. The grade awarded by the inspection team coincides with the grade the school awarded itself in its self-evaluation document for this key question.
114. Arrangements for the care, support and guidance of pupils are very good. All members of staff know pupils extremely well and are sensitive to their personal needs. The school enjoys the confidence of parents that it looks after their children very well.
115. The school very effectively encourages pupils to support one another. The Breakfast and After-School clubs are well attended and contribute to its strong family atmosphere. Older pupils in the After-School Club play with, and help care for, younger ones. Another good example of their support for one another is the 'Reading Buddies' sessions in key stage 2.
116. The school works closely and effectively in partnership with parents and carers. Parents appreciate the school's 'open door' policy which encourages them to approach the school if they have any queries or concerns. Parents feel that the school listens to suggestions and any complaints. Many parents and carers help in school and there are regular open evenings and newsletters. The 'Friends of Nercwys School' raise substantial funds to enable it to buy additional resources and to subsidise school outings.
117. The 'Early Entitlement' scheme helps new pupils settle quickly and happily into school. Furthermore, those children who have older siblings spend some time in the classroom at the beginning of the day, thus helping to ensure a smooth transition from home to school. There are effective arrangements to help familiarise pupils with the secondary school before they leave Nercwys at the age of eleven. These include transition projects in English, mathematics and science.
118. The school takes good account of the framework for personal and social education which is integrated into many aspects of the school's work. Pupils are happy to approach members of staff if they have any worries and feel valued and secure. Care and guidance occasionally extend to support for the wider family.
119. Members of the school council confirm that staff listen to them, take their views seriously and respond to requests and concerns whenever possible. The Council works effectively to represent the views of pupils and has devised its own mission statement to help guide its affairs.
120. There are good procedures to monitor pupils' attendance, punctuality, and behaviour. The head teacher carefully monitors attendance on a daily basis and the governing body considers pupils' attendance at every meeting. The school does what it can to discourage parents from taking pupils on holiday during term time. Good behaviour and work are celebrated in assemblies. The school has begun to track pupils' academic progress and performance.
121. The school has effective arrangements that contribute to the well-being of all pupils. There are clear procedures to attend to medical needs, with written

consent from parents. The 'Healthy Schools' initiative is having a clear, positive impact on pupils' knowledge and understanding of a range of health-related issues. For example, many of them walk to school and they all enjoy fruit snacks at break times. The school takes its duty of care to its pupils seriously. Risk assessment procedures follow Local Education Authority guidelines and an annual health and safety audit is undertaken by a member of the governing body and the caretaker.

122. There is an appropriate policy to safeguard pupils from any form of abuse. All members of staff are trained in basic child protection procedures and a member of the governing body is trained to a higher level. The head teacher is the designated member of staff who has overall responsibility for child protection issues and procedures and has been trained accordingly.
123. The school identifies pupils with special educational needs at an early stage, assesses their needs carefully and regularly, including needs that require evaluation or support from specialist agencies. The school keeps good records, regularly contacts parents and meets statutory requirements.
124. The support provided to special education needs pupils within the school is very good. Professional and material resources are well deployed to ensure that pupils get both specialist teaching, when necessary, and also that they are well integrated into the life and work of the school.
125. The school's ethos, staff attitudes, values and actions ensure that pupils' behavior is very good. This has a beneficial effect on the very few pupils arriving at the school whose behavior is disruptive, and they quickly accept the very positive attitudes of the school and their fellow pupils.
126. Good account is taken of pupils' social, ethnic and linguistic backgrounds. The school draws on the expertise of relevant agencies to support pupils who are learning English as an additional language until they are sufficiently fluent to be able to work independently in school.
127. The school treats boys and girls equally and fairly. They participate in the same games and activities. There are currently more girls than boys on roll, but the school is sensitive to the needs of boys. Lessons often include tasks that are likely to appeal to them, as well as to girls. Open elections are held for all pupils to vote for members of the school council. However, at present, there is a gender imbalance among older pupils on the council because more girls than boys were elected from the junior class.
128. Measures to eliminate bullying and other forms of oppressive behaviour are effective. Pupils understand what bullying is through anti-bullying presentations and know what they should do if they, or their friends, were victims of bullies. There is a suitable Racial Equality policy and the school effectively promotes positive attitudes in order to overcome any racial prejudice or harassment.
129. A disability access plan has been established. Although there are no pupils with physical disabilities in school at present, their needs could easily be accommodated to ensure equal access to the school's provision because adjustments have been made to the building. There are ramps, wide doors and toilet facilities for pupils with physical disabilities.

130. The school promotes pupils' awareness of, and respect for, diversity in society through its celebration of festivals such as Chinese New Year, Divali and Hannukah. Occasional visitors from other countries also help pupils gain an insight into other cultures. Pupils also become familiar with major world faiths through the school's religious education programme. However, provision for the development of pupils' recognition and respect for diversity is not firmly embedded through all aspects of the school's work.

Leadership and management

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

Grade 2: Good features and no important shortcomings

131. The grade awarded by the inspection team is higher than the grade the school awarded itself in its self-evaluation document for this key question. This is because the inspection team is of the opinion that both the school's head teacher and the relatively inexperienced subject co ordinators have succeeded in the vast majority of instances in ensuring that pupils and children achieve good standards.
132. The head teacher is a successful leader and manager. She has high expectations and leads by example. She has a clear vision of the school's values, aims, objectives and priorities which she successfully communicates with her colleagues, governors and parents.
133. The subject co-ordinators are new to their responsibilities but are ably supported by the head teacher and by each other in their whole-school duties. They in turn have gained the trust and confidence of other ancillary staff. As a consequence the school has a clear sense of purpose helped by shared values and ethos.
134. The school has explicit aims and values that promote equality for all. These values are clearly reflected in the day-to-day work of the school, where children of all abilities, whatever their age, sex, age or racial background are treated equally and given the same opportunities.
135. Realistic but ambitious targets are set as required by statute for English, mathematics and science at both key stages. Class teachers are aware of these targets which they have helped to draw up. Each pupil has his or her own target. Pupils are aware of their own targets which are regularly revised as part of the school's assessment arrangements.
136. The school development plan's main priorities pay good attention to a number of national priorities, including bilingualism, forging community links, practising sustainability, encouraging a healthy lifestyle for pupils and preparing for the new Foundation Phase and National Curriculum in September 2008. Good use is made of local partners, including the unitary authority and teacher training establishments.
137. Each member of staff has a suitable job description. Schemes to support newly or recently-qualified teachers are in place and effective use is made of performance management. Staff can attend relevant training which is already reflected positively in the materials and methodology used in the classroom. The school has made suitable plans for ensuring that staff have the requisite non-

contact time and this has led to improvement in subject planning, in assessment - in particular in key stage 1 - and in the evaluation of subject provision.

138. Day-to-day administration is good and resources, including financial resources, are well managed.
139. The governors are very supportive of the school. Many have useful expertise in relevant fields which they readily use to help the school. They also have very close links with the community and the parents. They have a good level of knowledge about almost every aspect of the school's life. They act as critical friends to the head teacher and her colleagues. In addition, they make a good contribution to the school's strategic planning, for example in preparation for the Foundation Phase.
140. They are well informed about the school's results and performance in relation to other schools in the county and in Wales. They are able to use this information to take effective and appropriate decisions, such as those regarding staffing, including ancillary staff, resources and building requirements.
141. The governing body fulfils all the legal responsibilities placed upon it including those emanating from educational and other legislation and undertakes its statutory responsibilities well.

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

Grade 3: Good features outweigh shortcomings

142. The grade awarded by the inspection team coincides with the grade the school awarded itself in its self-evaluation document for this key question.
143. The grades awarded by the inspection team coincide with the grades the school awarded itself in its self-evaluation document in key questions 1, 3, 4 and 6. The grades awarded by the inspection team are higher for key questions 2, 5 and 7. This difference is probably due to the fact that the school's self evaluation focuses on processes and initiatives while the inspection team judged the school on outcomes relating to subject standards as detailed in key question 1.
144. This is a small school and the head teacher and her colleagues have a good idea of the performance of the areas for which they are responsible from informal observation and from detailed knowledge of each pupil's potential. They use this informal knowledge well on a day to day basis.
145. The school's self-evaluation report has strengths which outweigh shortcomings. It follows Estyn's seven key questions, gives a grade for each question and draws up a list of priorities for action which are reflected in the school development plan. There is some analysis of data and an assessment of the extra value added as pupils proceed through the school, so that trends over time are analysed. The subject self-evaluation reports also grade standards in the subjects and note which aspects need further development but both the school self-evaluation report and the subject evaluation reports are largely descriptive.

146. All staff are involved in the evaluation process but arrangements are informal. Sources of evidence are indicated, including pupils' work and internal and statutory assessment data but there is little reference to regular evaluations based on formal lesson observation and detailed analysis of pupils' work against standards in subjects.
147. The school does seek out and takes good account of the views of the pupils, both informally and more formally in the school council. In addition, parents' views are informally canvassed and the governing body take an active part in self-evaluation. The school makes good use of the educational advisory service to assess provision and to give an opinion on standards. The school does use information from the self-evaluation process to plan for improvement. It also sets challenging quantitative and qualitative targets but finds the setting of priorities difficult.
148. The governing body and the head teacher provide enough resources to meet the priorities and objectives. This is most evident in the provision of effective teaching and support staff. The school has also improved its stock of computers. Other resources, such as a piano or similar musical instrument, however, are lacking. Preparation for the Foundation Phase is well in hand.
149. The school has responded well to many of the key issues identified in the previous report but some of those issues will occur in this report also. Subject standards have improved significantly in key stage 1 and key stage 2. The teaching within the classroom for children of different ages or abilities has become more effective. Planning for key skills has improved and the school development plan has become a more effective planning tool, but there are still aspects of assessment and self-evaluation which are insufficiently developed.

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

Grade 2: Good features and no important shortcomings

150. The grade awarded by the inspection team is higher than the grade the school awarded itself in its self-evaluation document for this key question. The school had under-estimated the effectiveness of its staffing and the extent to which it had succeeded in overcoming the inadequacies of its buildings.
151. The school has a sufficient number of well-qualified and experienced teachers and support staff to meet the needs of all pupils. The head teacher is the only full-time member of staff and fulfils her responsibility as designated mentor for newly qualified staff well. The head teacher is very experienced and leads by example and has created a supportive environment within which staff work well as a team, and all share a strong commitment to improve the school further for the benefit of all pupils.
152. The school classroom support staff work closely with teachers and are committed to their work. They are fully involved in the planning of learning activities and in the welfare arrangements for pupils; they make a valuable contribution to the pupils' development. Their deployment and effectiveness are an outstanding feature. All staff have job descriptions that identify their respective responsibilities.

153. Recent appointments have broadened the range of subject expertise and the practice of exchanging classes for specific subjects enables the school to make efficient use of the strengths of these members of staff.
154. The school has adopted effective procedures for managing planning, preparation and assessment time in accordance with statutory requirements. Performance management is in place and well established. Suitable arrangements have been made for workplace re modelling. Staff make effective use of training courses and visits by the Local Education Authority advisors in order to develop their professional skills. The school secretary performs her duties effectively and efficiently. The school is clean and well maintained and the caretaker makes a valuable contribution to the work of the school as do the mid-day supervisors.
155. The quality, quantity and range of resources to support learning are good. Teachers use them effectively during lessons to advance pupils' knowledge and understanding. Resources in classes are conveniently available to pupils and are appropriate to pupils' age and needs . Suitable large equipment has been purchased for the Foundation Phase but at present there are limited opportunities for the free-flow play between the indoor and outdoor area. A recent school priority has been to provide a sufficient number of computers of good quality. The pupil to computer ratio is very good and is in line with official recommendations. The computers are consistently used by pupils to carry out their research work. An interactive whiteboard is at present shared between the two key stages, and is used effectively by teachers. The schools' library stock has recently been updated with the help of the School Library Service and now is well stocked with both fiction and non-fiction books. It now provides an attractive area for pupils to enjoy a book or to promote their research study skills. The school, however, lacks a piano or keyboard to support the teaching of music.
156. Effective use is made of the locality as a resource to enrich pupils' learning in several areas of the curriculum, and is further enhanced by local visitors, parents and ex-pupils who share their expertise and experiences with pupils. The 'Friends of Nercwys School' raise substantial sums of money in order to purchase additional resources as well as financing trips to places of historic and cultural interest to support the curriculum and enhance pupils' learning experiences. The use of resources is regularly reviewed in order to ensure value for money.
157. Accommodation is limited but staff make efficient and effective use of the available facilities and every effort is made to ensure that all curricular requirements are fully met. At present, there is adequate accommodation for the number of pupils on the school roll. Good accommodation is provided for the nursery, reception and key stage 1 class, but the area designated for key stage 2 pupils is rather small for practical work such as in art and design and technology. In order to overcome this problem, good use is made of an adjoining room. Because the school has no hall, the school takes advantage of facilities of nearby Bryn Coch School to teach all aspects of physical education. The school's playing field is spacious and convenient and is appropriately used. The local parish church is used to stage public performances for parents and the community. There is a suitable hard surface play area which is marked for

various games, with suitable equipment to support these games. There is a suitably designated area for the under-fives.

158. Pupils' work is prominently displayed throughout the school which gives the building a bright and cheerful appearance, and helps to enhance learning.
159. Overall the building provides suitable access for those with physical disabilities, and there are adequate toilet and changing facilities. Both the interior and exterior of the building are kept extremely clean and tidy. Recently, facilities for staff have been improved with the provision of a new staff room and cloakroom. At the present time conditions beyond the school's control limit the development of the garden as a pleasant outside learning area for pupils.
160. Finance is discussed at every governors' meeting and priorities are linked to the school development plan. Governors ensure that school spending is linked to its educational aims and priorities. Spending is monitored to ensure value for money. The head teacher and governors ensure that the budget is managed appropriately with a view to long-term as well as current needs. The school keeps a contingency fund of 5 % to allow for unseen circumstances which is in line with the amount recommended by the Welsh Assembly Government and the Audit Office. The school was commended for its financial management in the last school audit report.
161. The school provides good value for money because of the standards achieved in class, the quality of external assessments, the good teaching, the positive ethos and the efficient and effective use of staffing resources.

Standards achieved in subjects and areas of learning

Under 5s

162. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery Grade 2: Good features and no important shortcomings
Reception Grade 2: Good features and no important shortcomings

Good features

163. Both nursery and reception children are eager to talk and ask questions and have a very positive attitude towards books. They listen very attentively to familiar stories such as 'Goldilocks and the Three Bears' and enthusiastically join in with repeated refrains. Their progress in learning and recalling simple rhymes and songs is good.
164. Nursery children confidently talk about their current activities and communicate well when they play together. They understand and use routine greetings and enjoy singing songs in Welsh. They are beginning to distinguish between pictures and print and are becoming aware of the purpose of reading and writing through their role-play activities. For example, they enjoy acting as customers

and waiters in the 'Café' and use 'squiggle' writing to write their orders. They enjoy experimenting with mark making.

165. Reception children have a good command of Welsh vocabulary and phrases relating to colours, the weather and the body and respond appropriately to questions in Welsh. They are making good progress in developing their knowledge of letters and their related sounds and read simple, familiar texts competently. Their understanding of narrative structure is developing well. They write their names clearly and are beginning to write simple sentences independently.

Shortcomings

166. There are no important shortcomings.

Personal and social development

Nursery Grade 2: Good features and no important shortcomings
Reception Grade 2: Good features and no important shortcomings

Good features

167. Both nursery and reception children work and play very harmoniously together. They are willing to share equipment, co-operate positively during activities and are happy and confident undertaking familiar class routines. Their personal and social skills are developing very well.
168. Nursery children confidently leave their parents or carers and are clearly happy and secure in the class environment. They settle very well to class routines and sensibly put things away when it is time to tidy up.
169. Reception children are aware of the need to wash their hands before snacks or after using the toilet. Their awareness of the needs and feelings of others is developing well and they show affection for one another. They are polite and friendly towards visitors and other adults. They quickly and efficiently help with tidying the classroom at the end of activities.

Shortcomings

170. There are no important shortcomings.

Mathematical development

Nursery Grade 2: Good features and no important shortcomings
Reception Grade 2: Good features and no important shortcomings

Good features

171. Both nursery and reception children recall and enjoy a range of number songs and rhymes, such as 'Five Little Ducks' and are developing a good understanding of the concepts of addition and subtraction at an appropriate level.
172. Nursery children are developing a good understanding of mathematical vocabulary such as small, medium and big and use it appropriately when

matching and counting up to three objects. With support, they can place objects in the correct sequence.

173. Reception children apply their understanding of mathematical vocabulary well in practical situations and independently place objects in the correct order according to their size. Their understanding of simple measures is developing well. They can count reliably up to 10, for example, when calculating in straws the distance a toy car has travelled down a ramp. They show a good awareness of symmetry when they create symmetrical pictures on the computer.

Shortcomings

174. There are no important shortcomings.

Knowledge and understanding of the world

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

175. Both nursery and reception children are developing a good knowledge of garden birds and understand that living things, in general, need food in order to live. Their early design and making skills are developing well, with support, through activities such as making bird feeders. They make good progress in recognising different types of weather.
176. Nursery children are beginning to develop an idea about the passage of time and are familiar with the order of routines of the school day. Through their role-play activities, they are beginning to develop an understanding of the purpose of money. They are becoming competent in using computers and other Information and Communication Technology equipment.
177. Reception children competently use computers and programmable toys such as a programmable floor-robot to support their learning in all areas. For example, they can click, drag, rotate and place objects accurately on screen. They enjoy finding out why things happen and how things work. For example, during an investigation of how far a toy car will roll down a ramp set at different heights, they make sensible predictions about the likely distance it will travel. They are becoming aware of the wider world and know that they live in Wales. Their awareness of differences between the past and the present is developing well. For example, they can identify differences between themselves now and as babies.

Shortcomings

178. There are no important shortcomings.

Physical development

Nursery Grade 3: Good features outweigh shortcomings

Reception Grade 3: Good features outweigh shortcomings

Good features

179. Both nursery and reception children enjoy exploring the differences between walking, skipping and running and effectively use the space available in the playground. They respond well to suggestions for movements. With practice during physical activities, they develop increasing control of balls and hoops. Older children successfully begin to control the direction and force of their throws.
180. Nursery children are developing good control of a variety of writing implements. Reception children demonstrate good fine motor control skills in a range of contexts, such as using the computer mouse to manipulate an image on screen and placing straws end to end in order to measure accurately.
181. Nursery children are developing an appreciation of the importance of keeping healthy and know, for example, that some foods are good for them and that others are not. They know that too much food "makes you fat". Reception children have a good understanding that fruit is good for them but that too many sweets and chocolates are bad for them.

Shortcomings

182. Children's ability to move with control and co ordination and to travel in a variety of ways is not as well developed as it could be because they do not have regular, daily access to outdoor play activities and equipment.

Creative development

Nursery Grade 2: Good features and no important shortcomings

Reception Grade 2: Good features and no important shortcomings

Good features

183. Both nursery and reception children enjoy re-enacting familiar stories, such as 'Goldilocks and the Three Bears'. They use their imaginations well to suggest appropriate movements and respond expressively to moods and events in the story.
184. Children make good progress in developing their drawing and painting skills and in using colour. They enjoy observing and appreciating examples of the work of well known artists and exploring some of their techniques and use of colour. For example, they enjoy experimenting with the predominant red, green, blue and yellow colours and black outlines used by Joan Miró.
185. Both nursery and reception children are building up a good repertoire of songs which they sing enthusiastically. By reception age, they enjoy responding to music, match their actions to it and are beginning to clap in time.

Shortcomings

186. There are no important shortcomings.

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

187. Throughout the school, pupils make good progress in using their speaking, listening, reading and writing skills in an increasingly wide range of contexts.
188. Pupils in key stage 1 listen carefully to familiar stories and show good understanding and recall of details. They answer questions at length using well chosen vocabulary. By Y2, pupils effectively imitate different voices when reading parts of a story aloud.
189. During key stage 2, pupils express their ideas and opinions with increasing confidence and offer constructive comments after listening to poems read aloud by their peers. They collaborate very well in writing group poems, listening and responding thoughtfully to one another's ideas. They make good progress in developing their understanding of grammar and use terms such as 'preposition', 'simile' and 'alliteration' accurately when discussing different texts or their own work.
190. In key stages 1 and 2, pupils enjoy reading, make good use of their access to a wide range of books and read regularly. By Y2, most pupils read accurately and confidently. More able pupils read with expression and understanding and discuss aspects of the books they enjoy or dislike. They are developing their awareness of conventions such as speech bubbles and speech marks. They are beginning to use their reading skills effectively to find information and to select and compare different versions of the same story.
191. During key stage 2, pupils read a good variety of books fluently and expressively. They make good progress in recognising key features of different kinds of text and conventions such as headings and bullet points. They give good accounts of the books they are reading and show an increasing appreciation of poetry. By Y5 and Y 6, pupils' dictionary and library skills are well developed and they use them efficiently to locate and retrieve information from books and the Internet.
192. Pupils in both key stages make good progress in writing in a variety of forms and for different purposes and audiences. They demonstrate an increasing awareness of different literary and linguistic styles, including poetry and newspaper reports.
193. Pupils in key stage 1 write simple sentences recounting personal experiences. Older and more able pupils write well-sequenced short stories which develop their ideas logically and often include appropriate use of full stops.
194. In key stage 2, some of the poems pupils write are outstanding, include very imaginative choices of simile, image and words and show an excellent grasp of poetic structure. The best poems were published in 'Little Laureates – Voices

from Wales' in 2007, alongside those of other competition winners from all over Wales.

195. There is clear progression in pupils' standards of handwriting, spelling and use of punctuation as they move through the school. By the end of key stage 1, the majority of pupils' letter formation is good and they spell familiar words correctly. During key stage 2, pupils increasingly join their letters and by the end of the key stage their handwriting is neat, legible and they often use fountain pens. The standard of presentation of pieces of work for display is good. They usually spell regular, complex words accurately.

Shortcomings

196. The work of less able pupils is sometimes incomplete and they do not always improve on their initial attempts when appropriate.

Welsh second language

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

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

Good features

197. At key stage 1, both Y1 and Y2 pupils make good progress in understanding and speaking a wide range of everyday vocabulary and phrases. They listen very carefully and respond correctly and with understanding to instructions, questions and commands. They can both ask and answer simple questions. The pronunciation of the vast majority of the Y1 and Y2 pupils is good.
198. Pupils in both Y1 and Y2 can express facts such as the colours of clothes and their opinions or reactions to such facts. Pupils in Y2 often have a wider range of vocabulary than those in Y1. The ablest, in both years, can create their own sentences by means of substituting vocabulary and structures. All pupils are making good progress in understanding and speaking familiar everyday vocabulary and phrases used in practical situations such as registration or normal daily routine.
199. At key stage 1 reading skills are beginning to develop; these are often based on their oral experiences and also their work in class. Pupils in both Y1 and Y2 show good understanding of simple text using a range of printed resources.
200. At key stage 2, pupils ask and answer questions about their likes and dislikes and respond appropriately with understanding on a range of topics. As they progress into years 5 and 6 they successfully take part in dialogue and role-play on a wider range of topics to build up knowledge and understanding of the language. Very often the pronunciation of the older girls, especially, is very good. Y3 and Y4 pupils respond well to a range of stimuli.
201. The vast majority of Y5 and Y6 pupils can either create a monologue or sustain a conversation for longer periods, using a variety of structures. In addition to stating their likes and dislikes, Y5 and Y6 pupils can also give a reason to explain their opinion. The oral standards that very many of the Y6 pupils, especially girls, achieve are very good.

202. In Y3 and Y4, pupils have detailed understanding of texts and stories that they read. In Y5 and Y6, the majority of pupils read and respond very well. to a range of reading materials. The more able pupils read out work confidently, and with expression, and convey clearly the content of materials read.
203. In Y3 and Y4, pupils can write simple narratives in Welsh based on what they have heard and read. In Y5 and Y6, pupils complete a variety of written tasks to a very good standard. They plan and prepare notes from initial ideas before producing their finished work. Words are generally spelt correctly and punctuation is accurate.

Shortcomings

204. There are no important shortcomings but on occasion a few individuals at both key stages mix up question and answer forms.

Mathematics

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

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

Good features

205. At key stage 1, pupils respond well to mental work in mathematics. A large number can explain their strategies simply and use the correct mathematical terms.
206. The vast majority of key stage 1 pupils has a good and increasing understanding of number bonds and patterns. They can add and subtract correctly and count backwards and forwards in varying steps. Almost everyone recognises odd and even numbers.
207. By the end of Y2 almost every pupil is able to handle numbers up to 100.
208. The vast majority of pupils by Y2 knows the different value of money and is beginning to apply it successfully to their calculations and simulated buying and selling.
209. The vast majority of pupils by Y2 can record data, such as distance travelled, in a graph or table.
210. All the pupils recognise two dimensional shapes and the majority knows the more common three dimensional shapes.
211. All key stage 1 pupils make good progress in their measuring and weighing skills and by the end of Y2 have a good understanding of standard measurements. Pupils' estimating skills are also good.
212. At key stage 2, all pupils make good progress in their understanding of number. Almost every key stage 2 pupil has good mental arithmetic skills and they use a variety of flexible strategies while working. The vast majority has a firm knowledge of the common operators.
213. By the end of key stage 2 almost all pupils understand and use mathematical language well and have a good idea of place value, fractions and decimals.

214. Most pupils at key stage 2 can name and recognise the characteristics of a range of two dimensional and three dimensional shapes. They measure area well.
215. Almost every key stage 2 pupil can choose the standard measurements used in different contexts and can deal with problems relating to time.
216. Y3 and Y4 pupils collate and classify data well using a tally. They and also Y5 and Y6 pupils can represent data in different kinds of graph. Y5 and Y6 pupils, especially, can explain the suitability of the commonest types of graphs.

Shortcomings

217. There are no significant shortcomings, but occasionally individual pupils at key stage 2 lack the ability to be flexible in the strategies that they use in mental work.

Science

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

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

Good features

218. At key stage 1, both Y1 and Y2 pupils have good knowledge of the main organs of the body. They also are aware of the changes that occur during growth. They can note similarities in the growth pattern of humans and animals.
219. Both Y1 and Y2 pupils are aware of the different sources of light and can classify them, relating them to the real world.
220. Y2 pupils and the ablest pupils in Y1 are beginning to use scientific terms to describe processes they have studied.
221. Key stage 1 pupils use simple equipment correctly for their investigations. They observe well and ask suitable questions. The ablest in both years understand the notion of fair test and can explain the practical implication of this in the work that they are doing. The ablest pupils can make suitable predictions, though not necessarily give a scientific reason. Y1 pupils measure well usually using non standard measurements. Y2 pupils are beginning to use standard measurements and a few of them, as well as the ablest in Y1, know the correct abbreviations for the units used. Pupils in both years record their results carefully in a variety of forms. The ablest are beginning to explain their results simply.
222. Pupils across key stage 2 have good knowledge and understanding of the schemes of study. They recall scientific details well. Older pupils, especially, use subject-specific vocabulary and terms accurately.
223. Key stage 2 pupils discuss the characteristics of materials confidently, and can do so in great detail in Y5 and Y6. They can explain why some changes are reversible and others are irreversible.
224. Throughout key stage 2 pupils are well aware of key scientific concepts such as fair testing. They also are aware of the need to work safely. Following a recent visit they are all aware of the dangers of mains electricity. Y6 pupils, especially,

have a good knowledge of electrical circuits. Key stage 2 pupils' ability to make scientific predictions, especially in Y5 and Y6, is good.

225. Key stage 2 pupils' investigative skills are good. They can all plan suitable experiments, in some instances following extensive research on the internet, indicating materials and equipment needed. Y3 and Y4 pupils draw recognisable drawings of apparatus and, by Y5 and Y6, pupils make and label apparatus carefully. Throughout the key stage pupils understand apparatus' function and can describe the processes used in experiments. Pupils throughout the key stage measure and record results very carefully. Y6 pupils, in particular, analyse results independently to assess trends and draw conclusions.

Shortcomings

226. At key stage 2, Y5 and Y6 pupils do not always undertake investigations they have planned with sufficient independence.

Information technology

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

227. At key stage 1, most pupils can use the keyboard correctly when word processing. By Y2 almost every pupil can save and print his/her work independently. With help, individuals can choose and import clipart into their work.
228. All Y1 and Y2 pupils can use painting programs to create and communicate their ideas to a suitable standard.
229. Almost all pupils in Y1 and Y2 use simple modelling software successfully to represent possible solutions to problems. All pupils can program a short simple sequence of commands into a floor robot. Almost all Y2 pupils, and a good number of those in Y1 can complete a simple database accurately and represent the data either as a pictograph or as a block graph.
230. Most key stage 2 pupils can use the world-wide web to collect and organise information for a variety of projects. They can perform simple searches on the web.
231. Almost every key stage 2 pupil can cut and paste information successfully from the web in order to create documents and to make multimedia presentations. A few pupils, mostly in Y5 and Y6, know that the information needs to be adapted for an audience and can change size and colour of the font and background for effect.
232. Throughout key stage 2, pupils use simulations successfully in order to make predictions.
233. Most Y5 and Y6 pupils have a good idea of the advantages and disadvantages of using information technology in society.

Shortcomings

234. KS2 pupils cannot create their own database nor interrogate one in sufficient depth and, in a few instances, presentations or documents are completed without sufficient awareness of the needs of the audience .

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

235. The vast majority of key stage 1 pupils has a simple understanding of the design, making and evaluative process. The vast majority knows the difference between a plan and a picture.
236. Y1 and Y2 pupils show an increasing ability to choose a variety of materials, including recycled or waste materials to create projects. They have a good knowledge of the nature of some resistive and non-resistive materials. They can create simple moving models such as cars. They interpret their brief individually and as a consequence there is a wide range of variety in the product.
237. The making skills of pupils in both Y1 and Y2 are good. They work and measure carefully with due regard for safety and join and link components together. Following their own research from catalogues, a few pupils justify elements of their project on the basis either of effectiveness or on aesthetic grounds, for example, a spoiler for a car. Pupils finish and embellish their products well.
238. When their project is finished both Y1 and Y2 pupils can evaluate it simply. The ablest give good reasons for their evaluations of their own work.
239. Throughout key stage 2, pupils undertake extensive research before starting their projects. In some instances, for example, where there are moving parts or projects that use electricity and they apply their mathematical and scientific knowledge well.
240. All key stage 2 pupils have completed projects in a wide range of different materials, both resistive and non-resistive. They are aware of the need to work safely, for example when preparing food or when using tools. Pupils have good measuring, cutting and making skills.
241. Pupils record their projects well, from the design to the making and evaluation stages. Y5 and Y6 pupils, in particular, draw and label appropriately. Pupils evaluate their work well, giving valid reasons for their final choice of design, and their choice of materials. Almost invariably they test their product and evaluate its effectiveness against the original brief.

Shortcomings

242. At key stage 2, the drawings which a small minority of Y3 and Y4 pupils produces are not labelled clearly enough.

History

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

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

Good features

243. In both key stages, pupils acquire a very good understanding and knowledge of the past as a result of visits to places of historical interest such as Erddig Hall, dramatic re-enactments of scenes and events from history, and visitors to the school, such as grandparents.
244. Pupils in key stage 1 are developing a good sense of chronology through their study of different periods and places. For example, they know that their school was built in Victorian times and that Chirk castle was built even further back than that, in Tudor times. They also recognise differences between the past and the present in their own lives.
245. Through their study of the Great Plague, pupils in key stage 1 demonstrate good recall of relevant historical facts. They are beginning to find out about the past from a range of sources of evidence and recognise that there can be different versions of the same event. They communicate their understanding well orally and through writing, drama and illustrations.
246. During key stage 2, pupils build very well on the chronological understanding developed in key stage 1 and use terms such as BC and AD, decades and centuries appropriately. They successfully create time lines, following personal research using Information and Communication Technology and books, of key people and events from Neolithic through to Victorian times, including examples from Wales.
247. Pupils in key stage 2 demonstrate detailed historical knowledge of periods they have studied and have a good understanding of characteristics of the period. For example, they know that the Victorian period was an age of inventions and developments in medicine but also of child employment. Older and more able pupils understand that historical events are open to different interpretations.

Shortcomings

248. There are no important shortcomings.

Geography

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

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

Good features

249. Pupils at key stage 1 are developing a good awareness of their local area and the wider world. In Y1 they can draw simple maps of their route to school and in Y2 they identify a number of the geographical features observed on their route. By Y2, pupils can locate Britain on a globe. More able pupils know that Wales, England and Scotland are in Great Britain.

250. At key stage 1, most pupils understand the difference between their view of the classroom and a bird's eye view and can make a simple plan showing the location of key features, such as the home corner. They also use the computer competently to make a plan of the classroom.
251. Throughout key stage 2, pupils develop very good geographical enquiry skills, collecting and analysing evidence from a wide range of sources, including the use of Information and Communication Technology, to answer questions and draw conclusions. They present their findings in a good variety of ways, including the use of graphs and oral reports to the whole class. They use geographical terms, such as estuary, appropriately.
252. Pupils in key stage 2 make good progress in developing their knowledge of places in the European Union (EU). Older and more-able pupils are developing an understanding of the reasons why the EU was founded and the interrelationships within it.
253. In their study of the contrasting locality of Pembrokeshire, most Y3 and Y4 pupils can identify different types of industrial buildings and are aware that some industries create pollution. Y 5, Y6 and more able Y3 and Y4 pupils correctly identify a number of differences between the physical and human features of the environment. They show a good understanding of the individual's responsibility for the environment and are aware of possible conflicts of interest between industry and nature.

Shortcomings

254. There are no important shortcomings.

Art

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

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

Good features

255. Pupils make good progress during key stage 1 in understanding the visual language of art and elements such as line, pattern and tone. They control paint and brushes increasingly well. Older and more able pupils paint carefully within the outlines they have drawn using fat and thin brushes. They make good suggestions about how they could improve their work.
256. In key stage 1, pupils talk knowledgeably about the work of artists such as Joan Miró and have a good understanding of characteristics of his work. They enjoy exploring Miró's use of colour, shape and line in their own paintings and recognise similarities and differences between their work and his. They produce bold, confident, original pictures inspired by Miró's work.
257. Pupils in key stage 1 enjoy working with textiles and have selected from a good range of fabrics and colours to weave well-made pieces for rag rugs.
258. During key stage 2, pupils further develop the different ways of creating self-portraits that they explored during key stage 1. They use digital photographs of themselves to observe details of their features and make good self-portraits using plasticene, tissue, glue and paint to achieve a three-dimensional effect.

They pay good attention to the shape and form of their features and painstakingly build up their portraits, moulding and controlling the materials well. They recognise the need to experiment first, then review and modify work in progress.

259. Pupils in key stage 2 further extend their knowledge of artists from different periods. They develop their own artistic skills and ideas well through their investigations of the methods and ideas of other artists and craft workers. For example, their study of the work of William Morris enabled them to make good prints of leaves on fabric that contributed very effectively to large-scale wall hangings made by the whole class.

Shortcomings

260. Pupils have limited awareness of the work of Welsh artists and craft workers.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

261. Pupils in key stage 1 enjoy exploring a range of sound sources such as percussion instruments, newspaper and their bodies. They choose and organise sounds effectively to make 'Snow Music'. They perform their pieces confidently and listen attentively to one another's music. They make clear distinctions between musical elements such as loud and soft dynamics. They know a good number of simple songs in English and Welsh.
262. Pupils in Y1 and Y2 respond enthusiastically through movement to popular songs such as 'Bananas in Pyjamas' and most pupils can march in time to the beat. When they listen to pieces of music they use terms such as 'forte' and 'piano' appropriately to describe contrasting dynamics.
263. During key stage 2, pupils become increasingly familiar with the work of a wide range of European composers. They listen attentively, for example, to extracts from Grieg's 'Peer Gynt' and make relevant comments about its main characteristics. They make good progress in understanding musical elements and use terms such as 'crescendo' and 'diminuendo' accurately when describing how composers achieve different moods and effects.
264. From the initial stimulus of a picture of a mythical Greek monster, key stage 2 pupils work very well in small groups to compose a piece of music using instruments including recorders, guitar, violin and a variety of percussion. Most groups devise interesting, very effective pieces that include gradations of speed and volume and repeated patterns. The best pieces are also melodic and demonstrate pupils' growing ability to maintain their individual part in a group piece. They appraise one another's compositions thoughtfully.
265. Older and more able pupils in key stage 2 have a good knowledge of how to record the sounds they create using simple musical notation. They know, for example, the notes of the treble clef and how to write a time signature to represent the number of beats in the bar.

Shortcomings

266. Pupils in both key stages find it difficult to sing consistently in tune and in time to the accompaniment provided by a CD player and with sufficient attention to musical elements such as dynamics.

Physical education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

267. All key stage 1 pupils work energetically during a gymnastics lesson.
268. The vast majority of both Y1 and Y2 pupils has a good understanding of the effect physical exercise has on the body.
269. All key stage 1 pupils warm up appropriately at the beginning of the session and relax at the end of the lesson.
270. Most Y1 and Y2 pupils travel across the floor, mat or bench in a variety of ways and show good body control. All pupils at this key stage respond well to suggestions from the staff and try to develop different and original ideas. A few succeed very well and respond with imagination.
271. Most key stage 1 pupils can express an opinion about their performance and the performance of others during the lesson and can summarise both good features and shortcomings.
272. During a key stage 2 games period held in a gymnasium, most pupils showed good awareness of safety and could use the space sensibly.
273. All key stage 2, pupils warm up appropriately at the beginning of the session and warm down well at the end of -the lesson.
274. Many of the key stage 2 pupils make good progress in their ball-travelling skills and their ability to throw and catch. Pupils throughout the key stage are beginning to appreciate working and moving in teams.
275. Through external activities including competitive games against other schools very many of the key stage 2 pupils improve their level of physical skills.

Shortcomings

276. At key stage 2, Y5 and Y6 pupils do not show enough independence in planning their own routines. On occasion individuals or small groups of pupils in Y3 to Y6 do not undertake some of the tasks seriously enough.

Religious 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

277. Pupils at key stage 1 effectively develop their understanding of key features of Christian places of worship through their visits to the local church and Saint Asaph's Cathedral. They are also developing a good understanding of the purpose of prayer for both Christians and Moslems.
278. Pupils demonstrate good recall of well-known Bible stories from the Old and New Testaments and are beginning to understand how such stories give important moral messages. For example, pupils in Y2 have a good understanding of the importance of keeping a promise from listening to, and discussing, the story of Noah's Ark.
279. By Y2, pupils use personal reflection and imagination effectively to develop empathy with the feelings of others. They understand, for example, the likely effect on a person if a promise to them is broken. They also show an increasingly well-developed awareness of issues raised by their impact on the natural world. They communicate their ideas in a good variety of ways.
280. Pupils at key stage 2 make good progress in further extending their knowledge of the Bible and important figures and stories in Christianity. For example, their knowledge of the life of Jesus and his roles as teacher, healer and friend are well developed.
281. Pupils at key stage 2 develop a good understanding of the concept of 'pilgrimage' in a local Welsh context through their study of Saint Winifred and her connections with Holywell. They apply this understanding effectively in their comparisons with pilgrimage in other religious traditions such as Moslems' pilgrimage to Mecca.
282. During key stage 2, pupils explore differences and similarities between the beliefs and traditions of major faiths through themes such as festivals of light. They effectively compare references to light in Judaism, Hinduism and Buddhism, as well as Christianity, and become increasingly familiar with the symbols and key figures of major world faiths.

Shortcomings

283. There are no important shortcomings.

School's response to the inspection

The staff, governors and pupils of Nercwys Primary School wish to thank Mr Gareth Wyn Roberts and his team for the thorough and professional manner in which they conducted the inspection.

The inspection process has been a positive experience and we are pleased that the inspectors have recognized that the school has made considerable progress in raising standards since the last inspection. We are also pleased that the inspection found that pupils have a positive attitude to learning and to all aspects of school life. It is also pleasing to note that their behaviour is very good.

We pride ourselves on our “family” atmosphere and this has been reflected in the report which confirms that arrangements for the care, support and guidance of pupils are very good. All members of staff know pupils extremely well and are sensitive to their personal needs. The school enjoys the confidence of parents that it looks after their children well.

We feel that we develop the potential of every pupil at Nercwys School. It is also pleasing to note that the inspection report recognizes that arrangements to support pupils with additional learning needs are very good. It also notes that the provision for the more able and talented pupils is also very good.

The whole experience of inspection was valuable to the school in validating its sense of purpose and confirming that it has been moving forward on the right lines. We have found it a demanding but informative and worthwhile experience.

The recommendations arising out of the inspection process had already been identified in our School Development Plan. They will now be addressed in a more focused and balanced manner to move the school on to even greater heights.

We consider the final report to be an accurate appraisal of the work of the school and a positive reflection of the hard work of all staff, pupils, parents and governors.

Appendix 1

Basic information about the school

Name of school	Nercwys Primary
School type	Voluntary controlled
Age-range of pupils	3-11
Address of school	Ffordd Pen-Y-Bryn Nercwys Nr Mold
Post-code	CH7 4EW
Telephone number	01352752654

Headteacher	Mrs Janet Williams
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Mr Ian Roberts
Registered inspector	Gareth Wyn Roberts
Dates of inspection	18-20 February 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
	2.5	4	6	9	6	2	6	8	41.5
Total number of teachers									
Number of teachers	Full-time		Part-time		Full-time equivalent (fte)				
	1		3		2.6				

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2007	96.9	96.7	95.5	96.1
Summer 2007	94.49	94.65	96.4	95.46
Spring 2007	92.23	91.75	91.3	92.34

Percentage of pupils entitled to free school meals	2
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	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	girls 84.4% boys 76.1%

National Curriculum Assessment Results

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007	Number of pupils in Y6	2
As the number of pupils eligible for assessment at the end of key stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

- The inspection was carried out by three inspectors who were present at the school for seven inspector days.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school. Twelve parents attended the meeting for parents.
- Twenty questionnaires were completed by the parents and these were analysed carefully. The contents of six letters and comments added to questionnaires were noted.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation and samples of pupils' work were inspected.
- A total of 27 lessons or part lessons were observed in the subjects being formally inspected.
- Samples of the work of pupils from the full ability range in each year group were inspected.

- The inspectors listened to a sample of pupils from each year group read.
- Discussions were held with pupils about their work and the life of the school, including members of the school council.
- Pupils' behaviour during break times, lunchtime and at the start and end of school sessions was evaluated.
- Inspectors attended collective worship and extra-curricular activities were observed.
- Post-inspection meetings were held with staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Wyn Roberts	Context, Summary and Recommendations, Appendix Key Questions 1, 3, 4 (SEN), 5, 6 Subjects: Welsh second language, mathematics, science, design and technology, information technology, physical education.
Mrs Eirlys Edwards Lay inspector	Key Question 7
Mrs Stephanie James	Key Questions 2, 4 Subjects: under 5, English, history, geography, art, music, religious education
Mrs Janet Williams	School's nominee

There was no peer assessor for this inspection.

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils of Nercwys Primary School for their co-operation during the inspection.

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