

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

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

**Penyffordd Junior School  
Penymynydd Road  
Penyffordd  
Nr. Chester  
Flintshire  
CH4 0LQ**

**School Number: 6642075**

**Date of Inspection: 02 February 2009**

**by**

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5539**

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Penyffordd Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Penyffordd Junior School took place between 02/02/09 and 04/02/09. An independent team of inspectors, led by Glyn William Gaskill undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. The school serves the community of Penyffordd, providing for boys and girls from the age of seven to eleven. The number of pupils on roll is 114. The overall socio-economic background is described as neither prosperous nor economically disadvantaged. Two per cent of pupils are entitled to free school meals, which is well below national and local averages. Nearly all pupils enter year 3 from the local infants school.
2. Over the last few years, the attainment of children on entry has been about average for schools with a similar free school meals entitlement. In recent years there has been an increase in the number of pupils with additional learning needs in year 3. In the whole school, 21 per cent of pupils have special educational needs. There are no statements of special educational needs. The home language of all pupils is English. No pupils have Welsh as a mother tongue. Nearly all pupils are of white, UK ethnic background.
3. The school was last inspected in March 2003. The present head teacher has been in post since September 2007. There have been several changes in the teaching staff in recent times due to retirement and new appointments.
4. The school has received the *Basic Skills Quality Mark*, *Investors in People* recognition, *Healthy Schools* grading and has an *Eco School* bronze award.

### The school's priorities and targets

5. The school aims to provide pupils with a rich variety of experiences which will give pupils the skills, knowledge and enthusiasm to become confident lifelong learners.
6. The school's priorities for improvement include the continuation of:
  - implementing current national initiatives involving curriculum and assessment;
  - raising achievement in mathematics;
  - improving the performance of more able and talented pupils;
  - promoting *Y Cwricwlwm Cymreig* and bilingualism;
  - expanding information and communication technology resources and
  - further developing links with business.

## Summary

7. Penyffordd Junior School is a good school with many positive features. Overall, pupils make good progress in both their academic and personal development. There are particular strengths in the school's curriculum and provision for pupils' well being. The inspection team agreed with all but one of the judgements made by the school in its self-evaluation report. Good progress has been made since the last inspection.

### Table of grades awarded

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

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

### Standards

9. In the lessons observed for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0	0

10. These overall standards compare favourably with the most recent report from Her Majesty's Chief Inspector for Education and Training which states: *In primary schools, standards are good or better [grade 1 and 2] in 84 per cent of lessons and standards are outstanding [grade 1] in 12 per cent of lessons.*

11. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Design technology	Grade 1
History	Grade 2
Art and Design	Grade 2
Physical education	Grade 2
Religious education	Grade 2

12. Overall, pupils of all ages, abilities and backgrounds make good progress in their learning.
13. In comparison with schools having a similar free school meals entitlement, pupils' performance in the National Curriculum assessments for English and mathematics at the end of year 6 have consistently been in the top 50 per cent over the last three years. Results in 2005 were below average. Performance in science has improved significantly from well below average in 2005 to above average in the last two years. In comparison with all schools, both locally and nationally, National Curriculum assessments are well above average. Statutory targets for 2008 were significantly exceeded.
14. There is no significant pattern to the relative performance of boys and girls. More able and talented pupils achieve well. Pupils with additional learning needs make good and, at times, very good progress.
15. Nearly all pupils make good use of their communication skills and information and communication technology to support their learning across the curriculum. The use of mathematics to support learning across the curriculum has good features which outweigh shortcomings. Standards in pupils' creativity and problem solving skills are good.
16. Nearly all pupils have a good knowledge and understanding of the culture and heritage of Wales. Standards in pupils' bilingualism have good features which outweigh shortcomings.
17. Overall, standards in pupils' social, moral, spiritual, cultural and learning skills are good. Most pupils work well together in pairs or small groups and support each other well. Most pupils have a positive attitude towards learning and are eager to participate in the activities. The behaviour of nearly all pupils is good.
18. Nearly all pupils have an extremely positive approach to evaluating their own work and that of other pupils. This gives pupils a good idea of the positive aspects of their work but does not give a clear indication of what they need to do to improve. Most pupils have a positive attitude towards learning.
19. At 93.9 per cent, the average attendance over the three terms prior to the inspection is above the national average of 93.1 per cent and just above the local authority average of 93.7 per cent. Most pupils are punctual and lessons start on time.

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

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
10%	76%	14%	0	0

21. The overall quality of teaching compares reasonably well with the most recent report from Her Majesty's Chief Inspector for Education and Training which

states that in primary schools: *The quality of teaching is good or better [grade 1 and 2] in 83 per cent of lessons and the quality of teaching is outstanding [grade 1] in 16 per cent of lessons.*

22. Overall, relationships between staff and pupils are very good. Teachers and learning support assistants know the pupils well. All learning support assistants are well briefed and use their initiative to good effect in their teaching.
23. Planning for lessons is very thorough across the school. In all classes, very good account is taken of the needs of pupils of all abilities and backgrounds.
24. All lesson plans contain targets for pupils' learning [learning objectives] which are mainly precise and manageable. Where these are used to guide pupils learning throughout the whole lesson, teaching is particularly purposeful.
25. Pupils' work is regularly marked, often with encouraging comment. In the best examples of marking, pupils are given written or verbal guidance on what to do to improve and they act upon it.
26. There are several good examples of teachers successfully using questions to draw out pupils opinions. This was a feature of outstanding teaching together with the skilful explanation of broad strategies, for pupils to do their work.
27. The rarely seen shortcomings in teaching involved instances of overlong periods without the active involvement of pupils and pupils not being given sufficient opportunity to complete a reasonable amount of written work.
28. Whilst none of the teaching staff are Welsh speaking, there are several good examples of Welsh being used but this is not routinely used in all classes.
29. Where homework is set, it is purposeful and helps pupils make progress. There are some excellent examples of homework being routinely set and marked but this is not consistent in all classes. In recent times the school has developed a more uniform use of homework books and home-school reading records for all classes.
30. The school's procedures for assessment, reporting and recording are good with no important shortcomings. The arrangements to strengthen teacher assessment in the core subjects at key stages 2 and 3 are outstanding.
31. Pupils are frequently encouraged to evaluate their own and their classmates' work. Whilst this successfully identifies positive aspects of work it does not sufficiently give pupils the precision to plan for their own improvement.
32. Parents have good access to staff to discuss their children's progress. End of year reports to parents on their children's progress meet statutory requirements and are appreciated by parents.

33. The curriculum provided is broad and balanced and meets statutory requirements and the range and abilities of all pupils. Regular attention is paid to include key skills in the curriculum but planning for their progressive development is lacking, particularly for the use of mathematics. The school's provision for educational visits and clubs is outstanding.
34. Overall, provision for pupils' personal, social, moral, spiritual and cultural development is good.
35. The school outstandingly promotes pupils' sustainable development and understanding of business enterprise. Healthy lifestyles, lifelong learning, local and global citizenship are all promoted well.
36. Overall, the links with parents, the community, other school and colleges are well established and have a positive effect on provision. Links with other schools are outstanding.
37. The overall care, guidance and support for pupils is very good. The school has clear, well documented arrangements which contribute effectively to pupils' well being when in the schools care. The school identifies the needs of all its pupils, regardless of their ability or background, in an outstanding manner and makes very good provision for these needs.

### **Leadership and management**

38. There is a strong sense of common purpose amongst all staff and governors to provide the best for all the pupils in the school. The head teacher provides very purposeful and effective leadership. The deputy head teacher carries out her significant duties to good effect.
39. All school staff have a clear understanding of their duties and work together well as a team. The governing body is well organised, enthusiastic and effectively meets its statutory responsibilities.
40. The quality of self-evaluation is good and the school successfully plans for continual improvement taking into account the views of those directly involved in the life of the school.
41. The school has a sufficient number of well qualified and experienced teaching and learning support assistants to teach the planned curriculum. All administrative, mid-day and cleaning staff make a very effective contribution to school life and pupils' well being.
42. There is a sufficient quality and quantity of well managed learning resources. The school makes excellent use of its very good accommodation. The parent teacher association raises significant funds for the school. The school's budget is managed very well and the school provides good value for money.

## Recommendations

43. In order to further improve the school needs to:
- R1 Raise standards in bilingualism. \*
  - R2 Improve standards and progressive planning in the use of mathematics to support learning across the curriculum. \*
  - R3 Further develop procedures to monitor pupils' attendance.

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

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

## Standards

### Key Question 1: How well do learners achieve?

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

44. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
45. In the lessons observed for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	85%	10%	0	0

46. These overall standards compare favourably with the most recent report from Her Majesty's Chief Inspector for Education and Training which states: *In primary schools, standards are good or better [grade 1 and 2] in 84 per cent of lessons and standards are outstanding [grade 1] in 12 per cent of lessons.*
47. Overall, pupils of all ages, abilities and backgrounds make good progress in their learning.
48. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Design technology	Grade 1
History	Grade 2
Art and Design	Grade 2
Physical education	Grade 2
Religious education	Grade 2

49. In comparison with schools having a similar free school meals entitlement, pupils' performance in the National Curriculum assessments for English and mathematics at the end of year 6 have consistently been in the top 50 per cent over the last three years. Results in 2005 were below average. Performance in science has improved significantly from well below average in 2005 to above average in the last two years. In comparison with all schools, both locally and nationally, National Curriculum assessments are well above average. Statutory targets for 2008 were significantly exceeded.
50. There is no significant pattern to the relative performance of boys and girls. More able and talented pupils achieve well. Pupils with additional learning needs make good and, at times, very good progress.
51. Nearly all pupils make good use of their skills in communication. They speak confidently and clearly, and listen attentively. Good use is made of finding

information in reference books or on the internet and reading it with clear understanding. The standard of writing to support their learning across the curriculum is good.

52. Pupils' use of information and communication technology to support their learning across the curriculum is good. Nearly all pupils make good use of the internet to find relevant information regarding their studies. Pupils make good use of computer programs, particularly the less able in developing their knowledge of mathematics and English.
53. The use of mathematics to support learning across the curriculum has good features which outweigh shortcomings. For example, nearly all pupils make good use of measurement in their design technology but across the curriculum pupils' use of graphs is limited to bar graphs.
54. Nearly all pupils have a good knowledge and understanding of the culture and heritage of Wales. Standards in pupils' bilingualism have good features which outweigh shortcomings. Most pupils correctly carry out commands in Welsh but their ability to verbally respond is limited.
55. Standards in pupils' creativity are good, particularly in design technology and English.
56. Many pupils develop effective problem solving skills with good examples in dance, history and science.
57. Overall, standards in pupils' personal, social and learning skills are good.
58. Nearly all pupils have an extremely positive approach to evaluating their own work and that of other pupils. This gives pupils a good idea of the positive aspects of their work. However, conversations with pupils indicate a lack of a clear understanding of what they need to do to improve.
59. Most pupils have a positive attitude towards learning and are eager to participate in the activities. They make good and effective use of their time and complete their tasks within given time. Taken together, these aspects provide a positive foundation for pupils' lifelong learning.
60. Nearly all pupils are considerate, friendly and polite to each other, staff and visitors to the school. Most pupils show good co-operation in lessons and socially mix together well throughout the day. The behaviour of nearly all pupils is good. Pupils have a very thorough understanding of the rules for good conduct and know the associated rewards and sanctions very well.
61. Most pupils work well together in pairs or small groups and support each other well. They have a good appreciation of the views of others. The responsibilities given to pupils are carried out in a very conscientious manner. Pupils involvement in the school council is very good and in the eco-committee is outstanding. Older pupils provide good support to other pupils through the recently established 'buddies' system.

62. Most pupils have a good understanding of equal opportunity issues. They recognise, understand and respect the diversity of beliefs, attitudes and cultural traditions within society. Pupils are very well prepared for effective participation in the workplace and the community.
63. At 93.9 per cent, the average attendance over the three terms prior to the inspection is above the national average of 93.1 per cent and just above the local authority average of 93.7 per cent. Despite the schools efforts holidays taken during term time impact on overall attendance levels. Most pupils are punctual and lessons start on time.

## The quality of education and training

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

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	76%	14%	0	0

66. The overall quality of teaching compares reasonably well with the most recent report from Her Majesty's Chief Inspector for Education and Training which states that in primary schools: *The quality of teaching is good or better [grade 1 and 2] in 83 per cent of lessons and the quality of teaching is outstanding [grade 1] in 16 per cent of lessons.*

67. Overall, relationships between staff and pupils are very good. This effectively promotes pupils' positive attitudes to their work. Teachers and learning support assistants know the pupils well. This effectively supports pupils' personal and academic development. All learning support assistants are well briefed and use their initiative to good effect in their teaching. They make a limited contribution to planning.

68. Planning for lessons is very thorough across the school. In all classes, very good account is taken of the needs of pupils of all abilities and backgrounds. Many lessons are routinely evaluated and, where needed, lead to changes in future planning to further improve standards. All planning identifies thinking and key skills but does not have a secure framework for increasing, additional challenge in the work.

69. All lesson plans contain targets for pupils' learning [learning objectives] which are mainly precise and manageable. Where these are used to guide pupils learning throughout the whole lesson and in marking, teaching is particularly purposeful. Pupils' work is regularly marked, often with encouraging comment. In the best examples of marking, pupils are given written or verbal guidance on what to do to improve and they act upon it.

70. There are several good examples of teachers successfully using strategies and questions to draw out pupils opinions and effectively move learning forward. This was a feature of outstanding teaching. The skilful explanation of broad strategies, for example in writing, so that pupils correctly applied them to their own specific work, was another example of exceptional teaching.

71. The rarely seen shortcomings in teaching involved instances of overlong introductions to lessons without the active involvement of pupils. In addition there were occasions when pupils had not been given sufficient opportunity to complete a reasonable amount of written work.
72. All staff are very familiar with recent national initiatives regarding teaching and learning and apply these ideas extremely well. Whilst none of the teaching staff are Welsh speaking, there are several good examples of Welsh being used for instruction and questioning, but this is not routinely used in all classes.
73. Where homework is set, it is purposeful and helps pupils make progress. There are some excellent examples of homework being routinely set and marked but this is not consistent in all classes. In recent times the school has developed a more uniform use of homework books and home-school reading records for all classes.
74. The school's arrangements for assessment, reporting and recording are good with no important shortcomings.
75. In all classes the procedures for evaluating pupils' standards in the core subjects [English, mathematics and science] is exceptionally thorough and clearly linked to national standards. Full use is made of standardised tests in English and mathematics for all pupils. In addition, a well-established teacher assessment is carried out for all the core subjects at the end of each term. This provides a broad base of how well pupils are doing and is used to very good effect to promote progress.
76. For all the other 'non-core' National Curriculum subjects and religious education, a consistent approach is used to judge attainment of all pupils. These assessments are not directly linked to national standards but give a clear, easy to follow indication of how well pupils are performing.
77. The school makes effective use of this wealth of assessment data to promote higher standards, for example by using it for performance management targets of teachers. In addition the attainment and progress of individual and groups of pupils is successfully used to match teaching and learning against particular abilities. The whole process is well managed. Staff report that modifications to the recording of pupils' attainment, particularly the use of information technology, have made the administration of the process manageable. Assessment records for all subjects are clearly laid out and easy to follow.
78. Pupils are frequently encouraged to evaluate their own and their classmates' work. Whilst this successfully identifies positive aspects of work it does not sufficiently give pupils the precision to plan for their own improvement, or the next stage of development.
79. The school has done much good work to bring about a common interpretation of standards across the curriculum by staff. The arrangements to strengthen

teacher assessment in the core subjects at key stages 2 and 3 are outstanding.

80. Many parents feel they have good access to staff, on formal and informal, occasions, to discuss their children's progress. Good provision is made for one formal meeting each term. The vast majority of parents consider they could approach the school at other times to discuss matters. Recent end of year reports to parents on their children's progress meet statutory requirements and are appreciated by parents.
81. The reports give a clear picture of pupils' achievements in all subjects and also in their personal development. A clear indication is given of what is needed as a 'next step' in their English and mathematics.

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

<b>Grade 2: Good features and no important shortcomings</b>
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82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
83. The curriculum provided is broad and balanced, meets statutory requirements and meets the needs of the range of pupils at the school, including those with additional learning needs and the more able and talented.
84. Provision for the inclusion of key skills across areas of the curriculum has good features which outweigh shortcomings. Although teachers make reference to the inclusion of key skills in their medium term planning, there is no clear evidence of specific application of these skills on a progressive basis. There is insufficient provision for the inclusion of mathematics as a key skill across subjects. Creativity and problem solving are well provided for through subject schemes of work and initiatives such as RUCSAC (Read Understand Choose Solve Answer Check) which also promotes thinking skills.
85. The school makes very effective use of community resources to enhance pupils' experiences. Pupils visit local places of worship, historical and geographical interest and business centres. Further afield, pupils visit an alternative technology centre in Machynlleth to effectively promote their education for sustainable development. As part of their history studies, pupils have experienced aspects of Celtic life in an educational centre and visited a reconstructed Victorian town. Planning for lessons before and after these visits, effectively promotes pupils' further research and investigative skills. This is strength in the school's curricular planning and provision.
86. The school provides a good quality and well attended breakfast club for pupils. This is particularly effective in providing pupils with good social contact with other pupils and adults. The wide range of very varied after school clubs enhances pupils' development of their sporting, leisure, cultural, mathematical,

and reading interests. The more unusual, and possibly unique, clubs include stone masonry, French and street dancing. The high rate of pupil attendance at these clubs indicates their appreciation. Taken together, the school's provision for off-site and out-of-school-hours-provision is outstanding.

87. Signs and notices in Welsh around the school contribute positively towards developing pupils' awareness of bilingualism. However, the frequency of incidental Welsh is inconsistent and generally insufficient to promote verbal responses from the pupils. This is a shortcoming, which adversely affects pupils' use of, and progression in, bilingual skills.
88. Overall, provision for pupils' personal, social, moral, spiritual and cultural development is good. Daily acts of collective worship meet statutory requirements. They provide good opportunities for spiritual development through reflection on personal attitudes, values and beliefs.
89. Pupils take part in a wide range of sporting and dance events that encourage them to develop socially, acquire respect for others and conforming to rules. Older pupils benefit from professional sports coaching and residential experiences where they take part in outdoor pursuits activities. These arrangements enhance pupils self-confidence, team building skills and physical development.
90. Visits from the community police liaison officer and school nurse support the school's personal and social education programme effectively. They help pupils understand various social issues and provide a firm basis on which to adopt and develop good personal and moral values. The school also makes systematic provision for personal, social and health education through a scheme of work. In addition, activities known as 'circle time' and 'R time' positively develop relationships and social outlooks.
91. Relevant and appropriate aspects of *Y Cwricwlwm Cymreig* are effectively included in a wide range of subjects. Pupils are aware of, and appreciate many characteristics of Wales as a nation and this is reflected in much of their work and in displays around the school.
92. The school outstandingly promotes pupils' sustainable development. The pupils' eco-committee is very well organised with individuals having particular responsibilities. Pupils make their own decisions in establishing a wide range of initiatives relating to the promotion of sustainability. They are clear on the reasons for their activities. The eco-committee involve the whole school through their presentations in assembly and questionnaires to all classes.
93. Activities in respect of energy and water conservation are well established in the school. Good use is made of the school garden when pupils appreciate wild life in a natural habitat. Pupils are involved in various recycling projects and charity work, such as collecting money to ensure clean water for children in Nepal. Pupils talk knowledgeably and proudly of the large *Water Aid* display in the school hall which is effectively raising awareness and funds. These aspects effectively promote pupils' understanding of global citizenship.

94. Overall, the links with parents, the community and other providers are strong and well established.
95. There is one active parent-teacher association which supports both the school and associate infant school. This provides significant financial support and a very positive link between the two schools. A small number of parents and other volunteers regularly visit school to listen to pupils read. This helps to improve the standards. There is an appropriate home/school agreement in place with a good take-up rate from parents.
96. The school benefits from links with Glyndwr University and local colleges, which provide teacher training and nursery nurse students. There are exceptional, long established links with other schools in the locality which very successfully develop provision for the curriculum and assessment. Provision in mathematics is particularly outstanding.
97. Although the opportunities to visit industry have reduced dramatically, work-related education is good and well established throughout the school. Regular visitors include community police, emergency services and the school nurse so that pupils are aware the jobs which adults do. Pupils visit Connah's Quay power station and find out about the many jobs at *Dangerpoint*, a multi-agency event promoting personal safety. Representatives from the Airbus factory visited school and led workshops in robotics. Pupils get first hand guidance about safety on railways and the work of British Transport police when they take the train to an educational centre near Wrexham.
98. All pupils have equal access to all areas of the curriculum, including sport. Personal and social education and assemblies are effectively used to promote good discussion on issues such as social disadvantage and stereotyping.
99. Pupils show an outstanding understanding of entrepreneurship. The learning experiences linked to entrepreneurial activities are highly successful in promoting pupils' problem solving and decision making skills. For example, in their design technology, year 5 pupils carefully costed the making of paper models and considered what the models would have to be sold for to make a reasonable profit. The pupils then made badges out suitable materials. This was after careful consumer research as to the most popular badges. The badges were sold out the school Christmas fair and a good profit was made.

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

<b>Grade 2: Good features and no important shortcomings</b>
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100. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. The inspection team agrees that aspects of this key question reflect grade 1 but there are insufficient outstanding features to award a grade 1 overall. In addition there is a shortcoming in monitoring attendance.

101. The school effectively provides a welcoming, safe, secure and caring environment for all pupils. Pupils are well cared for, guided and supported. Circle time and registration periods provide opportunities for pupils to discuss their feelings and share any problems. The calm and supportive ethos in all classes promote an environment conducive to learning and the pupils state they can approach any member of staff to share their concerns or to ask for help.
102. Most parents are happy with the help and guidance their children receive in school. Teachers know the pupils well, and ensure that they meet their individual needs, and that the use of learning support assistants is organised effectively to meet these needs and requirements. The school makes good use of all available specialist support services when needed.
103. The school has established strong and effective links with parents and members of the community. Most parents feel they have good information about their children's progress and events and activities at the school. Parents are well informed through newsletters, a newly established website and various information booklets. In the summer term of 2007, the head teacher reported the outcomes of an 'Estyn style' parental questionnaire back to parents in exceptional detail. This response covered what the school has already done or has planned to do where there are areas of concern.
104. Information regarding what is being taught in each class is sent to all parents on a regular basis. There is good formal and informal access for parents to discuss their children's progress. In addition, meetings take place to inform parents of the work of the school, such as changes to the National Curriculum and specialist provision, for example 'Catch Up'. Parents are also invited to school assemblies.
105. A significant minority of parents feel they could be better informed about homework. The inspection team agree that arrangements for homework are not consistent. The school has recently made improvements to the provision it makes.
106. The arrangements for ensuring a smooth transition into the school from the infant school and then on to the secondary school are outstanding. Parents are very happy with this aspect. The school ensures that all relevant information about pupils is forwarded when they move to the high school. In addition there is an impressive range of supportive activities to ensure the move is as smooth as possible.
107. Similarly, the school receives the maximum information about pupils starting in year 3. There is frequent, effective formal contact between the teaching staff of the two schools. This has resulted in similar approaches to provision being developed. For example, using common aspects of behaviour and assessment policies and a better understanding of the possible effect of the Foundation Phase on provision for year 3 pupils.

108. The school's behaviour policy provides pupils with a secure basis for developing appropriate personal skills and for adopting good behaviour in a variety of situations.
109. The school has clear, well documented arrangements that contribute to pupils' well being when in the schools care. Appropriate risk assessments are carried out and the head teacher and a governor carry out regular health and safety audits of the school. Provision for the administration of medicines and the provision of first aid are appropriate. There is a vacancy for a 'lollypop person' to assist pupils in crossing the road. The local authority and the school are actively seeking a replacement.
110. The school has good measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. Rewards and behaviour sanctions are well known by pupils and consistently applied throughout the school. Pupils complete a very comprehensive bullying and aggression index every two years. This has resulted in any problems being identified and dealt with effectively. Both pupils and parents have confidence that should the school be informed about any incidents of bullying, they would be quickly and effectively dealt with. Pupils and parents welcome the recently established 'buddy' system. This helps pupils to settle into school quickly, contributes effectively to a safe and sociable environment and promotes the confidence of all involved.
111. The school council is well organised and conducted in an appropriate manner. The council, and the eco-committee, effectively promote many pupils active citizenship and understanding of the democratic process. Pupils feel that they have a voice in the school, that they are listened to, and that their requests or concerns are acted upon. The school council has been active in promoting healthy eating and enhancing playground resources.
112. The school's personal, social and health education programme contains several relevant health and safety topics. Staff and pupils have a very good awareness of health and safety issues. Teachers pay good attention to pupils' healthy development through a healthy eating programme. Many physical education lessons and after-school sporting clubs pay attention to promoting well-being and fitness awareness in the pupils.
113. Arrangements for child protection are good. The head teacher is the designated person responsible for child protection issues. There is an identified deputy to the head teacher and also a responsible governor. The school has an appropriate policy for child protection and all staff have received relevant training and update briefings.
114. Although procedures for monitoring behaviour and performance are good, procedures for monitoring attendance and punctuality are not rigorous enough. Whilst attendance targets are set these are not shared with parents. The school discourages parents taking holidays in term time but holidays taken in the summer term significantly affect attendance. Good attendance is not recognised or rewarded. Punctuality monitoring is inconsistent. Parents

- appreciate that the school will contact them very promptly if there are unexplained absences at registration.
115. An exceptional and detailed audit regarding inclusion has been carried out and an appropriate action plan put into place. All pupils whatever their social, educational, ethnic or linguistic background are well supported and treated with dignity and respect.
  116. All pupils have equal access to all lessons and activities and stereotyping is challenged by staff. Appropriate statutory policies are in place. Good race relations are promoted and the school recognises and respects diversity. This is evident from work in assemblies and the high standards of display and artefacts around the school.
  117. Whilst the school takes all reasonable steps to ensure equal treatment for disabled pupils, there is currently no disabled access or facilities in school. There are currently no staff or pupils with mobility problems. There is an appropriate Disability Equality Scheme and action plan in place.
  118. The way in which the school identifies the particular needs of pupils is outstanding. Through very close links with the infant school and its own rigorous assessment systems, pupils' different abilities are identified at a very early stage. The school clearly and regularly identifies: pupils with special educational needs; those not in a special educational needs category but in need of additional support; pupils performing in line with expectations for their age and the more able and talented. An appropriate curriculum is suitably provided for all.
  119. The provision for pupils with additional learning needs is good with no important shortcomings. Arrangements for pupils with special educational needs fully meet the requirements of the Special Educational Needs Code of Practice for Wales. Pupils with special educational needs have clearly written individual education plans. These plans include challenging but attainable targets for improvement, clear strategies to put in place and identify the persons responsible for these actions. Very good use is made of these individual education plans. Pupils are aware of their personal targets which are frequently reviewed and new targets introduced when needed.
  120. Pupils with special educational needs receive effective support in small withdrawal groups. Care is taken that pupils do not miss any particular mainstream class activities. Support is mainly in literacy but effective help is also provided in mathematics through suitable computer programs.
  121. The school has increased the number of learning support assistants. This is mainly in response to the increasing number of pupils with special educational needs in year 3. There is a learning support assistant allocated full time to year 3. In addition the learning support assistants provide for those pupils who do not quite fall into a special educational needs category. This is done in short but very well structured sessions with individual pupils which

effectively promotes pupils' progress in reading. These arrangements have a positive impact on raising standards.

122. The school makes good provision for those pupils whose behaviour may impede their own or other pupils' learning. This is done through the use of well constructed individual behaviour plans. The school makes effective use of the local authority behaviour support unit in this area. Targets and strategies in these plans are well known and consistently applied.
123. The school has made very good progress in identifying those pupils who are more able and talented and makes appropriate provision for them. Plans are in hand to further develop this area.
124. Overall, the school identifies the needs of all its pupils, regardless of their ability or background, in an outstanding manner and makes very good provision for these needs.

## Leadership and management

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

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

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. There is a strong sense of common purpose amongst all staff and governors to provide the best for all the pupils in the school. There is a good team spirit and much effective hard work is done. There are high expectations for pupils to meet their academic and personal development potential and provide for their well being.
127. The head teacher provides very purposeful, sensitive and effective leadership. She has done much since her appointment, in the previous school year, to co-ordinate the many changes in staff and continue to move the school forward. The deputy head teacher carries out her significant duties to good effect. The deputy and head teacher work well together as a team, as do all members of staff, whatever their responsibilities. Overall, there is an effective common approach to teaching and the promotion of pupils' positive attitudes.
128. Teachers with leadership and management responsibilities know their roles well and are effective in their work. They are familiar with provision and standards in their areas of responsibility. They have a clear understanding of the priorities for whole school development and actively identify and effectively promote improvement in their areas of responsibility. Job descriptions are in place for all school staff and regularly updated.
129. The continuing professional development of all teachers is effectively provided for through an established performance management system. This provision correctly considers the need of the individual and priorities in the school development plan. Learning support assistants benefit from the good access to further their professional development. In recent times, they have had informal conversations with the deputy head teacher to discuss their role and development. Administrative staff have good support and guidance to carry out their duties.
130. The governing body is well organised, enthusiastic and effective in its work. The governors have a good working knowledge of the school through their own visits. The school has held a 'governors day' for some years which has recently become more structured so that governors follow well planned timetable to see many aspects of the work of the school. In addition, governors meet with leaders of the subjects to which they are linked. There is perceptive formal and informal reporting back to the whole governing body

after these events. The head teacher also routinely provides very detailed reports based on Estyn's seven key questions.

131. Governors are very familiar with the self-evaluation report produced for this inspection as the original document was produced, and has been discussed, in the previous school year. Overall, the school takes good account of national priorities. The governing body effectively meets its statutory responsibilities.

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

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

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. There is a very positive culture for self-evaluation and continuing improvement in the school. The views of teachers, parents, pupils and governors are taken into account, both formally and informally. Questionnaires are given to pupils and parents. The outcomes of these are carefully analysed and included in the possible list of priorities where needed.
134. The role of teachers with management or leadership roles is very well structured and effective in identifying strengths and weaknesses in their area of responsibility. For example, the examination all pupils' books takes place after parents' consultation evenings as they are readily available in all classes. Observation of lessons by subject leaders is well structured against specific, agreed aspects, such as strategies for problem solving or rapid response mental arithmetic. This leads to a clear view of what is working well and what needs improving.
135. All subject leaders have management time in the summer term to check the stock of learning resources and draw up a subject/area development plan. Outcomes from these process are clear, relevant and well presented. All this self-analysis is then brought together and prioritised. National, local and core subject priorities are realistically considered first then other issues are considered. The school development plan is written by staff and presented to the governing body for any additional comment.
136. The school development plan contains an outline of developments for three years and good detail for current year. This information is very clear and contains all the expected aspects for development planning but evaluation lacks a quantitative aspect where appropriate. The contents of the school development plan are prominently displayed and it is used by staff and governors to guide and evaluate progress. Areas identified for development range from fine tuning to more basic improvement. The content of the plan is ambitious but the school is meeting the targets it sets itself.

137. The self-evaluation report for this inspection is very thorough and gives an honest and detailed view of strengths and areas for future development. It is clearly laid out against Estyn's seven key questions and the text in each key question follows the inspection framework guidance reasonably well. The inspection team agreed with the school's judgements in six of the seven key questions. The school has made good progress since the last inspection.

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

<b>Grade 2: Good features and no important shortcomings</b>
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138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The school has a sufficient number of well-qualified and experienced teaching and learning support assistants to ensure that all aspects of the National Curriculum and religious education are taught to all the pupils.
140. Teachers make good use of continuing professional development courses to enhance their expertise and to keep up to date with recent development in their areas of responsibilities. Learning support assistants are deployed effectively to provide help and guidance for those pupils who need additional support.
141. Administrative staff manage the day-to-day procedures very efficiently. The school caretaker and cleaner keep the school clean and maintained to a high standard. Mid-day and breakfast club staff make a very valuable contribution to pupils' welfare and healthy eating.
142. The quality and quantity of learning resources is sufficient to teach the school's planned curriculum. Learning resources are managed well and reviewed regularly and checked against school priorities. This results in each classroom being well stocked with appropriate and sufficient resources.
143. Computers are managed well giving all pupils good access during lessons and at other times. The main library is located in a spacious room with a good stock of fiction and non-fiction books. This effectively stimulates research and reading. In addition there is a small library of non-fiction readers. Both these libraries are very well organised. Pupils know the general arrangement of books and very familiar with how they are issued.
144. The school makes excellent use of its very good accommodation. Classrooms and practical activity areas are spacious and have attractive displays of pupils' work, which enhance the learning environment. The school field is large and is landscaped to include a woodland walk, pond and garden. The pond area has a non-slip surface, which ensures the safety of those pupils who use this area to enhance their environmental studies. The field is well used for sporting activities.

145. The school makes good and effective use of funding from external sources. For example, it has received grants which have been used to enhance provision to promote fitness and outdoor education. The parent teacher association raises significant funds for agreed projects. These arrangements significantly enhance budgetary provision enabling the school to enrich the social and academic provision.
146. The organisation of teachers' planning preparation and assessment time is well organised. The amount of time given to each teacher meets requirements. Teachers use this time productively to ensure that lesson plans and assessment records are kept up to date. The head teacher monitors the work effectively. These arrangements are having a positive effect on standards. The school makes efficient use of money allocated for workforce re-modelling.
147. The budget is managed efficiently by the head teacher and governors. Spending is closely linked to priorities in the school development plan and is regularly monitored. Significant thought is given to financial planning. This is evidenced by the school's bold decision to take out a loan to buy new computers. There is a clear plan to systematically replace older machines.
148. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

##### Good features

149. Pupils standards of achievement in speaking and listening are good across the school. The youngest pupils are eager to answer questions and share their ideas with the class. The oldest pupils have good listening skills, for example they make eye contact with the speaker and adopt a positive body posture. Pupils of all ages speak clearly, thoughtfully and with confidence.
150. Nearly all pupils make good progress in their reading skills and by the end of the key stage achieve good standards. The majority of pupils in year 3 read fluently with good understanding. A minority of year 3 pupils have relatively low reading skills but they work hard and effectively improve.
151. The oldest pupils are very familiar with routines for borrowing books from school to take home. Many of these pupils have established home reading routines as they identify their favourite time to read and to whom they read. They are familiar with the basic organisation of the school library into fiction and non-fiction.
152. Nearly all the oldest pupils give a well reasoned decision for their choice of reading book. They consider the type or genre of book, the author and the blurb on the cover of a book. Most of the pupils read fluently and with good understanding, paying appropriate attention to punctuation.
153. Standards of achievement in writing are good. A strength of writing across the school is the very positive way in which pupils use an analytical and highly structured approach to their work. This approach starts with the youngest pupils making good use of a beginning, middle and end for a story with good consideration of characters and setting
154. As pupils move through the school they successfully apply increasingly sophisticated general structures to specific topics. For example, year 5 pupils have a good knowledge of opening statements, correct use of tense, good description and a final summary in report writing. They use these features very well to produce a non-chronological report of an educational visit.
155. By year 6 pupils write for a good range of purposes, such as reporting, stage plays, instructing, describing and persuading. Within these styles, pupils pay good attention to the tense of verbs, connectives and description. Many of these oldest pupils achieve good standards of spelling, punctuation and handwriting.

##### Shortcomings

156. There are no important shortcomings.

## Design technology

### Key Stage 2 - Grade 1: Good with outstanding features

#### Outstanding features

157. As pupils move through the school they make outstanding use of their designing, making and evaluation skills. These skills are applied in a wide range of contexts, use of materials, shaping and joining. Nearly all pupils make increasingly sophisticated use of a broad range of information. This is used exceptionally well to gain insight into the design briefs they are given and to consider the user of their products.
158. Exceptional use is made of research in nearly all classes. Year 6 pupils explore the history of fairground rides from Victorian times to the present. They correctly identify features which have appealed to the public over the years and build these into their designs. Year 5 pupils produce several designs for badges and methodically seek the opinion of other pupils before deciding on their design. In their work on homes, year 4 pupils consider a very wide and novel range, from tents to skyscrapers.
159. Outstanding use is made of tools and fixing. For example, year 4 pupils make use of a computer controlled cutter to shape card using an electronic library of images. Products in wood and accurately shaped and securely joined.
160. Nearly all pupils' evaluation skills cover an exceptional range and development. This starts with a thorough evaluation of their work on photograph frames in year 3. From year 4 onwards, pupils carefully judge their general design technology skills, the making process and rate the finished product against precise criteria.

#### Good features

161. Pupils' work with food and healthy eating, features well in all years with good consideration given to hygiene.
162. Nearly all older pupils make very good use of cams and gears to produce different types of movement including the use of electric motors.
163. Pupils make very good use of fabrics, sewing and gluing to make good quality products, such as slippers and puppets.

#### Shortcomings

164. There are no important shortcomings.

## History

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

#### Good features

165. Nearly all pupils show a good understanding that history is about finding out about the past. They accurately use a time line to record important events in the Tudor period, or to record events leading up to the Second World War.
166. Most pupils recall in detail some of the main events, which they have studied. They have a good awareness of the influence of the Tudors, for example Henry VII and gather carefully information on the support given to Henry by Welsh soldiers in the Battle of Bosworth.
167. Younger pupils correctly identify various weapons the Romans used, and how they defended themselves using specific armoury. They provide clear reasons showing good deductive skills.
168. When discussing life in Victorian times, most pupils demonstrate a clear understanding of a range of sources, which can provide information about the past, including information books, museums and the internet. They are developing a good understanding of the fact that sources of evidence can be interpreted in different ways. Pupils follow up their visit to a recreated Victorian town and pose searching, relevant questions to further investigate specific aspects of life.
169. Through their study of events surrounding the Second World War, many pupils show effective research skills. They state clearly the reasons for the outbreak of World War Two, and reflect on life for evacuees in Wales, who moved from large cities. Many make good comparisons of food available during the Second World War and the need for rationing. They successfully compare this with the way they buy food today and its availability.
170. Many pupils make a detailed research into the history of a local hospital and evaluate through evidence gathered from first hand sources and newspapers about its contribution to life in the Penyffordd area.

#### Shortcomings

171. There are no important shortcomings.

## Art and Design

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

#### Good Features

172. Many pupils investigate and make good use of a range of resources and media to draw, paint and assemble. They display good skills when designing a batik to represent the Welsh Mabinogion stories. Many pupils also provide a

clear set of instructions on how to use wax and its effectiveness when in batik presentation.

173. Most pupils use a variety of textile materials to create colourful montages collages depicting images of their own interest.
174. Many pupils extend a given still life picture, through creating their own effective and appropriate surroundings and extension to the given photographic image.
175. Most carefully mix paints to make a variety of ranges of colours and apply these to their paintings through imitating the style of Vincent van Gogh or L. S. Lowry. They successfully experiment using different colours to represent different moods when painting portraits.
176. Many pupils write a brief biography outlining the importance and contribution of Welsh artists. They successfully create drawings reflecting the style of those artists, such as a collage of the Welsh flag in the style of Ogwyn Davies.
177. Many show good sketching skills and are beginning to use line and shading to good effect to create observational drawings of landscape and facial portraits.
178. A few pupils create three-dimensional models of pyramids using well-developed sculpture and masonry skills. They show good understanding of balance and shape of a three-dimensional piece of art and suggest various ways that they may improve their work.

### **Shortcomings**

179. There are no important shortcomings.

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

#### **Good Features**

180. Nearly all pupils at both key stages understand the importance of warming up before undertaking activity and realise that physical exercise can affect changes to their bodies. All pupils wear appropriate clothing for their activities, and most show good self-discipline in their activities.
181. Nearly all pupils display good balance and hold good body posture when using a hockey stick. They demonstrate effectively the appropriate techniques used when performing a defensive tackle.
182. Most pupils use appropriate vocabulary to evaluate their own and their partners work and to suggest ways of improving. Many pupils show good technique when throwing a rugby ball to a partner. They adopt correct body positions and position their hands correctly in order to catch the ball cleanly.

Many communicate effectively with each other in order to time their passing of the ball.

183. Many pupils take part in school sporting matches against other schools, this helps to extend their skills. Most pupils show a good understanding of the rules of rugby, hockey and football and identify similarities in these rules.
184. Older pupils show good disciplined action when performing a Welsh folk dance. They also provide good suggestions on how to create a series of movements depicting a topic, and work well together to perform basic, creative responses to music.
185. Many pupils take part in a wide variety of sporting clubs, both at lunch times and after school. These after school activities have a positive effect on pupil standards in physical education.

### **Shortcomings**

186. There are no important shortcomings.

## **Religious Education**

No religious education lessons were observed during the inspection. The evidence used is from the scrutiny of work in pupils' books and on display and through scrutiny of teachers planning.

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

#### **Good features**

187. Nearly all pupils successfully consider questions involving human and religious significance. For example, year 3 pupils thoughtfully consider what makes them unique by producing a personal profile. Good descriptions of different images of themselves, for instance in their football kit or their sleeping clothes, are produced by most year 4 pupils. Year 6 pupils carefully consider objects which are special to them.
188. The Hindu story of Rama and Sita is well considered by many year 3 pupils to identify characteristics of right and wrong. Most year 4 pupils write good descriptions about the atmosphere in the crowd watching Jesus enter Jerusalem. They empathise well with this to describe the similarities of a modern day football crowd. Most year 5 pupils show very good understanding of the story of the good Samaritan when they write a story of rival sports fans.
189. Throughout the school, nearly all pupils are very aware of different world religions. For example, year 5 pupils describe Sikh rituals and year 6 pupils show good knowledge of different body postures, or mudras, of Buddha. Nearly all year 6 pupils have a good knowledge of the use and symbolism of the contents of the local church and chapel.

190. Most pupils give well considered personal and frank opinions about fundamental issues raised by religions. For instance, year 4 pupils share their thoughts about the nature of God with statements and perceptive questions. Many year 5 pupils give well reasoned responses to the moral issues involved in finding money.

**Shortcomings**

191. There are no important shortcomings.

## School's response to the inspection

The staff, governors and pupils of Penyffordd Junior School welcome the findings of the inspection team and the recognition that we have made good progress since the last inspection.

We are pleased that the report states that we are a good school with many positive features and that there are particular strengths in the school's curriculum and provision for pupils' well-being. We feel that the report rightly acknowledges that at Penyffordd Juniors we identify the needs of all our pupils, regardless of their ability or background, in an outstanding manner and make very good provision for these needs.

A pleasing feature of the report is the recognition that there is a strong sense of common purpose amongst all staff and governors to provide the best for all the pupils in the school. The report also noted that links with other schools and the range of extra-curricular activities was an outstanding feature of the school. We feel that these features are achieved through the high level of dedication from all the staff and the very good relationships which exist between staff, governors, pupils and other schools.

The staff and governors would like to thank the registered inspector and his team for the professional way that the inspection was conducted.

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



## Appendix 1

### Basic information about the school

Name of school	Penyffordd Junior School
School type	Community
Age-range of pupils	7 - 11
Address of school	Penmynydd Road, Penyffordd, Nr Chester, Flintshire
Postcode	CH4 0LQ
Telephone number	01244 543858

Head teacher	Mrs Jayne Jones
Date of appointment	September 2007
Chair of governors	Vacant
Registered inspector	Mr Glyn Gaskill
Dates of inspection	2 - 4 February 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	N/A	N/A	N/A	29	34	26	25	114

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	N/A	N/A	92.2
Summer 2008	N/A	N/A	93.4
Spring 2008	N/A	N/A	96.1

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 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6:		42	
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	0	0	9	67	24
	National	0	0	0	1	1	3	16	51	29
Mathematics	School	0	0	0	0	0	0	10	69	21
	National	0	0	0	1	1	3	15	51	30
Science	School	0	0	0	0	0	0	3	64	33
	National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment				
In the school:	83%		In Wales:	76%

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

## Appendix 4

### Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of seven inspector-days in school. Estyn did not appoint a peer assessor to this inspection.

Before the inspection:

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

During the inspection:

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

After the inspection:

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Glyn Gaskill Registered Inspector	Context. Summary and Recommendations. Key Questions 5 and 6 Contributions to Key Questions 1, 2 and 4. English, design technology and religious education.
Mr Glyn Griffiths Team Inspector	Key Question 7. Contributions to Key Questions 1, 2 and 4. History, art and design and physical education.
Mrs Justine Barlow Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Mrs Jayne Jones School's nominee	Liasing between the inspection team and the school. Provision of information.

#### The contractor was:

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

#### Acknowledgement

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